



# Marking and Presentation Policy

Harefield Infant and Nursery School

June 2015

## Introduction

Marking and presentation is a positive reinforcement of the teaching and learning process and provides on-going information about what children have learned and areas in which they need additional support. Sensitive marking can help to raise achievement and self-esteem for all children. Well-presented work adds a level of maturity and pride to the children's work. We aim to adopt a consistent whole school approach to marking and presentation.

We set high expectations for all pupils and we take into account:

- The stage of development of the child
- Their ability
- Effort
- Achievement

All books used by the children should have their full names on the front and the term they started the book. The front covers are to remain clean.

## Aims and objectives

- To provide meaningful feedback and next steps to the children about their learning
- To be a two way process
- To develop skills and understanding in all areas of the curriculum
- To act as evidence of attainment and to future teaching and learning needs
- To promote progression, continuity and challenge
- To encourage all children to take pride in their work and present it to a high standard
- To develop confidence and self esteem
- To develop independence
- To inform parent/ carers and future teachers about each child's progress

## Organisation and Guidelines

- Marking is to reflect the learning objective, and other areas might be commented on for example a child's individual target. In Foundation Stage marking in books must reflect the 'Assessment For Learning' conversation between adult and child and show next steps
- Use a pink high lighter to indicate that the child has met the Learning Objective and that you are 'tickled pink'. Work highlighted in green (or green pen) indicates to the child that there is 'room for growth'.
- Stamps can be used to indicate praise or when a target has been met
- Special achievement will be entered into the 'Good as Gold' book.
- All work is to be dated and presented in the following way:
- Year R and 1 - short date for all work either written in by the adult or child as appropriate.
- All pages to have a margin
- Paper is to be wide enough to enable the children to form their letters correctly
- Children are to be encouraged to join their handwriting
- In year 2 the long date in literacy (if appropriate) and the short date for all other subjects.
- Children are to use lined paper with a margin
- Marking should be undertaken as soon after the work is completed either with the child or after school
- Children are to given time to reflect on marking
- Marking should be against the learning objective or individual target
- Presentation should be neat and readable
- Where children have crossed out work there should one line through it – not scribbled out.

### **Marking in different areas of the curriculum**

Children should be shown how to correct their own mistakes. The use of erasers is at the discretion of the class teacher. Children should be taught how to present their work.

### **Annotation Teacher by teacher**

The work may be annotated by the teacher to show context and whether the work was independent or supported. I for independent and S for supported. In Foundation Stage the supporting adult is expected to write a context for the work.

This policy has been reviewed and updated on the 3rd June 2015.