



Marking, Assessment for Learning and Presentation Policy

Aims

- To recognise, encourage and reward children's effort and celebrate success.
- To provide a clear dialogue about work between teachers and children
- To be clear about how we share our learning objectives with the children and how we are going to evaluate their success.
- To ensure we focus marking on progress:
 - What has the child done well?
 - What does the child need to do to improve and progress?
- To involve the children in the process of self- evaluation and improvement
- To ensure a consistent approach to marking, feedback and presentation throughout the school to support pupil progress

Learning Objectives and Success Criteria

These are communicated orally and in writing, when appropriate, as an integral part of teaching.

A focused Learning Objective will begin with:

- To know ...
- To be able to ...
- To understand ...
- To investigate ...
- To apply ...
- To experiment ...
- To use ...

Learning Objectives should be shared effectively with the children and be clear and unambiguous. The task or tasks set should closely match the Learning Objective and be accurately matched to pupil attainment. Children should be able to articulate in straight forward language what they are doing and why rather than reciting an objective in 'teacher speak'.

Success Criteria, when used in lessons, should relate to the Learning Objective and be used at the end of the lesson to ascertain pupil progress and learning.

Success Criteria should always be presented in language which is easily understood by the children. See appendix for examples of checklists created by teachers and children and marking ladders.

EYFS

Learning Objectives for whole class, group or individual tasks will be shared orally and referred to throughout the task and as a basis for adult question and conversation prompts.

KS1

Children may write the Learning Objective at the start of their work but in the majority of cases it will be displayed clearly for them to see and referred to orally throughout the lesson and in the plenary. A 'Learning Wall' can be used as a consistent place to display Learning Objectives and Success Criteria.

KS2

Assertive Mentoring is used throughout KS2 to help children understand their next steps to ensure progress. Termly mentoring sessions will help children to understand what their

overall targets are which will be broken down by the use of target cards that are kept in children's pencil cases. A particular piece of written work may have an objective such as writing in a certain genre or for a specific purpose. Additionally a child will have their own target such as the use of powerful adjectives or altering word order in complex sentences. A title for a piece of work may indicate the Learning Objective e.g. Persuasive Writing. It may be appropriate to write the learning Objective if it is not clear in the title of the piece of work.

Traffic Light Indicators

Traffic light indicators are used in school in a variety of situations:

	Attainment tracker	Behaviour	Self Assessment (understanding)	Quality of work (self assessment or teacher assessment)
	Above target			
	On track	Appropriate Behaviour	Understood	Good work
	Just below (1 APS)	In danger zone	Mostly understood with some areas of confusion	Room for improvement
	Below target – one sub-level or more	Inappropriate Behaviour	Not understood	Poor work

Marking Work

Good quality marking focuses on two elements: **feed-back** and **feed-forward**.

Not all recorded work will be marked in detail as it may be for different purposes – for example collecting ideas for a final piece of writing.

Feedback

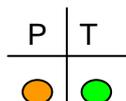
The following marking devices will be seen at regular intervals in children's workbooks.

EYFS

Feedback on pupils work is given orally to pupils and then recorded in work books or as part of the learning journey documentation.

Throughout the school stars will be identified with a hand drawn 'small star'  next to the left hand side of the page (EYFS/KS1) or margin (KS2). More detail is included below

At the end of the piece of work pupils make a self-assessment by putting a traffic light indicator in a PT (Pupil Teacher) box – the box can be neatly drawn by the pupil and a coloured circle included by the pupil. The teacher can add their own circle to confirm or adjust the self assessment.



KS1

- The use of stars

Stars will feedback on the success of the work (measured against the Learning Objective for the lesson and longer term objectives linked to personal targets e.g. capital letters, full stops, familiar spellings).

Use no more than 2 stars – fewer may be required.

Ensure feedback is simple, clear and easy to understand.

- The use of highlighting
Highlighting will emphasise successful features in the writing and will be very specific; i.e. it will focus on one element such as capital letters and full stops, descriptive vocabulary or connectives.
- The use of a summative comment
This will give the child qualitative feedback on their work and may relate to hard work, effort, improvements made and your enjoyment on reading/marking the work. The table below gives some suggested guidance for summative comments.

Pupils read/write the objective to the lesson (as is appropriate for their age range) and the teacher makes reference to their success in the lesson.
Comments may relate to an aspect of learning that taken place or a clear misunderstanding.
Comments may relate to the presentation of the work.
Comments should be developmental and include targets, but are also supportive without excessive repetition.
Good work and effort is acknowledged.
Pupils are involved in reflecting on the learning that has taken place and record this in their workbook.

KS2

Y3 and 4

- The use of stars
Stars will feedback on the success of the work (measured against the Learning Objective for the lesson and longer term objectives linked to personal Assertive Mentoring targets from).
Use no more than 3 stars – fewer may be required.
Ensure feedback is simple, clear and easy to understand.
- The use of highlighting
Highlighting will emphasise successful features in the writing and will be very specific; i.e. In Literacy it will focus on elements such as punctuation, descriptive vocabulary, connectives and in Numeracy it may draw attention to corrections or improvements.
- The use of an Assertive Mentoring Mark Sheet.
These are used for assessed pieces of writing and assess against children's specific targets.
- The use of a summative comment
This will give the child qualitative feedback on their work and may relate to hard work, effort, improvements made and your enjoyment on reading/marking the work. The table above gives some suggested guidance for summative comments.

Y5 and 6

- The use of stars

Stars will feedback on the success of the work (measured against the Learning Objective for the lesson and longer term objectives linked to personal targets e.g. capital letters, full stops, familiar spellings, sentence starters etc and in Numeracy progress towards Learning Objectives, presentation and the use of mathematical knowledge to solve more complex problems)

Use no more than 3 stars – fewer may be required.

Feedback must be simple, clear and easy to understand.

- The use of highlighting
Highlighting will emphasise successful features in the writing and will be very specific. Different colours can be used in a piece of marking, and they will clearly relate to the Success Criteria, long term objectives or a key aspect of composition or effect which is needed for a particular genre of writing.
- The use of an Assertive mentoring Mark Sheet.
These are used for assessed pieces of writing and assess against children's specific targets.
- The use of a summative comment
This will give the child qualitative feedback on their work and may relate to hard work, effort, improvements made and your enjoyment on reading/marking the work. The table above gives some suggested guidance for summative comments.

Feed Forward

Throughout the school feed forward (or wish) will be indicated with a hand drawn arrow



EYFS

Any issues for the child to consider will be discussed orally and recorded as part of observational and other records for group activities or an individual record of a child's achievement which will feed into the overall record of progress and ultimately the Early Years Foundation Stage Profile.

KS1

- Use of wishes
No more than one wish at a time.
Wishes indicate an improvement required in the next piece of work.
Children can circle or initial the wish to show they have read it. Higher attaining Y2 children should start to respond to teacher comments.
- Use of prompts or corrections
Prompts encourage the children to look again at their work and improve it in some way. These should be checked by the teacher to see if pupils have understood the prompt and have acted upon it.

KS2

Y3 and 4

- Use of wishes
No more than two wishes at a time and ideally one.
Wishes indicate an improvement.

Children can circle or initial the wish to show they have read it and should be encouraged to respond to it in writing.

- Use of prompts or corrections
Prompts encourage the children to look again at their work and improve it in some way.
In Y 3 and 4 these prompts and response to the comments should be in evidence in every child's book.
The most appropriate prompt for the task and child will be used.

Y 5 and 6

- Use of wishes
No more than three wishes at a time and ideally one or two.
Wishes indicate an improvement.
Children can circle the wish to show they have read it and should respond in writing to demonstrate their understanding of the prompt.
- Use of prompts
Prompts encourage the children to look again at their work and improve it in some way. They will be linked to the LO of the lesson and the Assertive Mentoring specific targets. In Y5 and 6 these prompts and response to the comments should be in evidence in every child's book.
Any improvements made by the child should be acknowledged by the teacher with a signature or comment and followed up in successive pieces of work where applicable.

Exemplar Prompts

Reminder Prompt - can you add a powerful verb?
- say more about the fire

Scaffold prompt (focusing the child's attention on specifics or delving further)
- could you add a little more suspense at this point?
- what did the giant's breath smell of?
- tell us more. What do they look like? How do they move?

Example prompt (offer a choice)
- I crept down the stairs in the dark
Or
- I edged carefully down the stairs

Question Prompt - Why did you choose this method to solve this problem?

It is essential that all children are given time to look at their marked work, read the comments, circle and answer the wish or consider their response to the prompt at an age appropriate level.

Any improvements made by the child should be acknowledged by the teacher with a signature or comment. This shows clear and on-going communication between the teacher and the child.

Self Marking

This can be very effective when used appropriately:

- Allowing the children to get immediate feedback about their work
- Encouraging independence and accuracy in self-checking work and spotting errors themselves.
- Providing the opportunity for immediate communication between teacher and children about any misconceptions and specific difficulties/problems
- Self- marking is to be completed in a coloured pencil and the pupil initials the work. Teachers should intermittently check self- marking and initial alongside the pupils
- The following codes may be used but teachers will need to ensure that children understand their meaning if they are used regularly.

VF	Verbal feedback or the use of pre-printed stickers
IF	Instant feedback – marked as the teacher has walked around the classroom
SM	Self- marked
CM	Calculator marked (Y5 and Y6)
IW	Independent work

Expectations for Pupils' Presentation in Books

All Core Subjects

- All work should be dated. At KS1 this can be a short date only (e.g. 12/9/12). As children develop their writing expertise they should be able to write a long date (ie in words) in written work. The date should be on the left hand side of the page starting at the margin. It should be underlined with a ruler in pencil.
- A line will then be missed and the title for a piece of work should be written on the next line and underlined with a ruler in pencil (even if the writing is in pen).
- Any mistakes should be drawn through with a single line using a pencil and ruler.
- Work should be free from doodles or scribbling out; the teacher should challenge if this appears
- At the end of the lesson pupils to make self-assessments by putting a traffic light indicator in a PT box; this should be a green, orange or red circle.
- If work has been guided or supported this should be evidenced in the marking. The adult's initials should be included if this is not the class teacher.
- After work has been marked children will rule off using a pencil and ruler. If work has not been marked six lines should be left for the teacher's comments. At EYFS/KS1 the teacher will rule off after the work.
- Green work books used in EYFS/R will have one piece of work on each page.

Literacy

- Write on the line and start next to the margin. Once paragraphs have been taught children will be expected to indent new paragraphs.
- 2*s and a wish used to mark extended pieces of writing or the appropriate Assertive Mentoring Mark Sheet AT kS2.
- Handwriting pens are used from Y2 onwards when pupils are using a confident cursive style. Handwriting pens are continued to be used in written work in Y3 and Y4. At Y5 children can choose to use a handwriting pen or a biro.
- An assessed piece of writing will be completed in the assessed writing book every two weeks.
- A minimum of two pieces of recorded written work should be completed in Literacy books each week.

Numeracy

- Short dates will be written at the left hand side of the page at the beginning of a piece of maths work.
- One digit or symbol in each square (including decimal points) to support place value and calculations
- Pupils should leave a line between each calculation
- When pupils to self mark mental/oral tests neatly use a sharp colour pencil and code it 'SM'
- With calculations, teachers should use a tick for correct and a dot for incorrect
- Mathematical vocabulary should be spelt correctly
- All mathematical work to be completed in pencil
- A ruler to be used for underlining, drawing regular shapes, graphs and number or calculation lines.
- Teacher comments need to relate to the learning objective and take pupils' learning forward and be closely marked once or twice a week.
- A minimum of two pieces of numeracy work recorded in pupils' books each week

Science

- Pencil should be used for diagrams
- Scientific vocabulary should be spelt correctly
- A ruler should be used for underlining and drawing diagrams where appropriate
- Teacher comments need to relate to the learning objective and take pupils learning forward
- Evidence of all science projects covered should be included in books