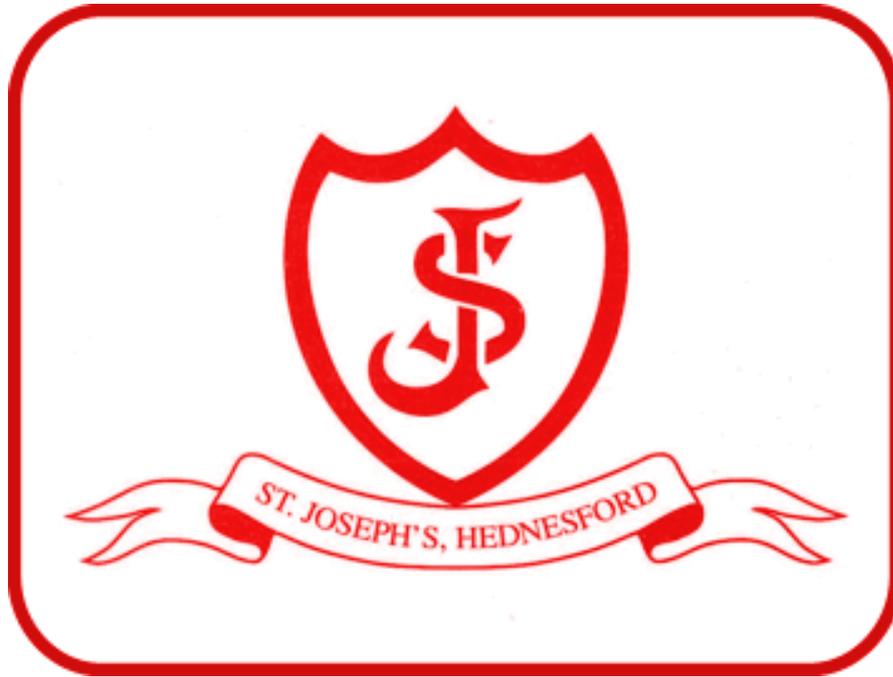


St Joseph's
Catholic Primary School,
Hednesford



'To inspire, to learn, to love with God'

PRESENTATION and MARKING POLICY

Adopted by the governing Body on

15th November 2017

Reviewed by the Curriculum committee 17th October 2017

St Joseph's Catholic Primary School

Presentation

Presentation of work is an important aspect of children's learning. The quality of presentation reflects the children's skills and the pride they take in their work. How work is presented will depend on the learning purpose and the audience.

Aims:-

- To encourage all pupils to present their written work to the best of their ability.
- To have a consistent and progressive approach to setting out work across the school
- To have an agreed standard of expectation for most pupils
- To set clear guidelines for the presentation of each piece of work

Objectives:-

- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.

For Teachers:-

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

Expectations for Teaching Staff

- Remember – you are the most important role model for presentation and high expectations! Use the resources available to you eg. on the IWB – lines, grids to model good practice.
- Labels should be used to name (first name and surname) and title pupils' books in each subject throughout the school year
- No children should draw on the front of their books
- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be joined, legible, consistently formed and neat.
- All children's work must be marked using the agreed marking policy.

Expectations for Children

Use of pencils and pens:-

- Margins in books and on paper should be drawn in pencil if required.
- Pens should be used for written work as soon as possible from Year 4 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.
- The use of handwriting pens should be encouraged. No ballpoint, biros or felt pens should be used.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.

Expectations for Handwriting

- The Nelson scheme is the agreed scheme for teaching handwriting.
- Nelson font or Comic Sans is the preferred style for all worksheets and handouts.
- Use the right size letters when you need to – capital letters at the start of sentences and for proper nouns.

- Handwriting is specifically taught for at least 15 minutes per week as part of the daily routine or as early work
- Pupils from Year 2 onwards should join their handwriting regularly.

Expectations for Layout

- The date is written at the top on the left; long date in ALL work except for maths
- The learning intention is to be written on the left of the line below the date.
- The date and learning intention must be underlined using a ruler.
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. Don't leave a blank page.
- Miss a line under the title and start at the margin.
- Paragraphs should be identified by missing a line and starting on the new line next to the margin.
- If you make a mistake, draw one neat line through the mistake and start again – do not over-write.
- Write ON THE LINE. Do not write in the margin.

Layout in Mathematics

- In Upper KS2 and if appropriate a margin 2 squares wide and drawn on the left hand side of each page.
- If appropriate pages can be divided into two with a ruled line and a margin of 2 squares to the right of it.
- The previous piece of work should be ruled off with the date written in figures on the line below.
- The date and the learning intention should be underlined.
- All figures must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered with the number in the margin to distinguish it from working figures.

Classroom Organisation and Resources

- Children should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils, learning journals/draft books
- Children in KS2 have access to their own personal school toolkit for their school equipment
- Each room has whiteboards available for all the children.
- Children and staff should check the floor and other surfaces before leaving the room eg at break time for spare equipment

MARKING

The Purpose of Marking

Marking should provide feedback and guidance to pupils on their progress in order to improve performance. It should indicate to the teacher where the child is having difficulty or success and be the focus of discussion with the child, or group or class.

Marking should be an aid to future planning and assessment, and be informative to pupils, teachers, parents and others.

The criteria of the marking must be made clear to children before the work commences and marking must be based upon the agreed criteria. The LEARNING INTENTION (LI) and/or LEARNING OUTCOME (LO) will be clearly displayed in the class. The LI will be written at the beginning of any written work. In KS1 this will be completed by staff, working towards the children writing it themselves, but by KS2 the children should be able to write these for themselves. Ideally work should

be marked with the pupil present, thereby providing both a verbal and written feedback. All written work should be marked regularly and as soon as possible after completion. Where this is not possible the teacher must aim to return work as soon as possible, in order to maintain the effectiveness of the marking.

Effective marking should

- facilitate discussion between the child and the teacher and should help foster self assessment skills.
- be an aid to children redrafting work.
- Provide clear feedback to pupils about the strengths and weaknesses in their work promptly and regularly
- Recognise, encourage and reward pupil's efforts and progress. This will ensure that they understand their achievements and know what they need to do next to make progress
- Encourage pupils to strive to improve
- Provide a record of pupil's progress for the teacher which can be transferred to the Teacher Record and thus assists staff in deciding whether the child has achieved a Statement of Attainment.
- Help parents to understand strengths and weaknesses in their children's work and enable them to support their child's learning.
- Focus the response on the learning intention and success criteria
- Marking should use a wish (target for improvement) and two stars (positive points) to the learning intention and the child's target.
- 'think pink' is also used to highlight areas of the pupils' work to be improved

Objectives

Marking should:

- inform the child of the next steps
- lead to pupil satisfaction and a sense of achievement;
- be an integral part of classroom work
- lead to the child recognising errors in order to improve performance;
- should take into consideration pupils aptitudes and abilities in different areas of work;
- take into account different requirements in the various curriculum areas;
- identify problems and monitor progress.

Guidelines for Marking

Guidelines for Pupils.

Pupils need to:-

1. be aware that learning is a gradual process.
2. understand that marking is a positive contribution to learning and not a punitive exercise.
3. understand the marking practices and reasoning behind these (see key to marking).
4. realise the importance of individual achievement and that oral or written comments are particular to them rather than intended to put them on a scale of comparison with others.
5. understand the need to equate the initial criteria with the marked piece of work.
6. be aware of their next steps towards achieving their target

Guidelines For Staff

- i. Where written feedback is given, this should be done using green ink.

- ii. First drafts are discussed, ideas shared and encouragement given for an improved second draft. Targeted spelling and punctuation mistakes are marked in all drafts. Individual children's difficulties are taken into account when marking work.
- iii. Work is to be marked neatly and clearly either above the incorrect word or phrase, or in the margin, or below the work as appropriate.
- iv. Any written corrective comments should be clear, in a language that the child understands and related directly to the set criteria and learning intention for the work.
- v. Pupils need time to: understand the feedback
ask the teacher for help
act on the feedback
correct the work learn the rule etc.
(Time must to be allocated for this- this may take place at the beginning of a lesson or at the end as part of the plenary)
- vi. Marking for tests and SATs will follow a different format as this is a summative rather than a formative form of assessment following national guidelines.
- vii. Work put up on display should have been thoroughly corrected before being displayed.
- viii. There are times when it is useful and beneficial for children to mark their own work, this can save time and provide immediate feedback. This needs to be carefully monitored as some subjects are not easy for children to mark themselves, this must **NEVER** become a substitute for teachers marking work.
- ix. A particularly successful piece of work may be awarded with a credit in line with our school's system of rewards, e.g. team points, stickers, golden tickets, shown to another member of staff or placed on display.
- X. A wish and 2 stars should be used to congratulate pupils and include targeted points for improvement and further development.

Further information regarding the day to day processes for marking in different subjects can be found in Appendix 1

Role of Parents

Parents need to be aware of the ways in which the school's presentation and marking and assessment practices affect their children.

Marking practices with which they are familiar may differ from those in operation currently within the school. For instance each piece of marked work will only be assessed against set criteria and these will be understood at the start of the work. This may result in certain obvious aspects of the work apparently being overlooked and this is because these aspects were not being assessed, e.g. spelling, handwriting or punctuation.

The purpose of marking is to facilitate children's learning by highlighting what they know and can do; setting targets to rectify weaknesses and build on strengths. Parents can play an active role in helping their children to achieve these targets.

Key to Marking Symbols:

<u>symbol</u>	<u>Meaning</u>	<u>Year group</u>
	extra letters e.g. his – circle around the letter	Whole school
	Correct	Whole school
	omissions eg he a cat	Whole school
	Wrong	Whole school
	whole word misspelt	Whole school
	in wrong place or unnecessary	Whole school
	above word misspelt,	KS1
	in the margin, word written at end of the work, to be written 3x	KS2
	do not understand this part.	KS2
	new paragraph needed	KS2
	House points	Whole school
	Verbal feedback given	Whole school
	Correction	Whole school
	Happy board	KS1
	Highlighting part of piece of work that is particularly of merit	Whole school

Monitoring

The role of feedback, both orally and written, is vital to improving children's learning. The marking policy will be reviewed regularly to ensure continuity and adherence to school policy.

Presentation Guide for Pupils

EYFS

- I will start new work on the next clean page.
- I will use a writing pencil for my work.
- I will ask a grown up to help me rub out any mistakes.

Key Stage 1

- I will write the date on the left hand side at the top of my work.
- I will write the learning intention next to the margin on the line underneath the date
- I will underline the date and learning intention using a ruler.
- I will not leave blank pages in my books.
- If I start new work I will leave a line and start on a new line.
- If I make a mistake I will put one neat line through it. ~~oops~~
- I will write on the lines in my book.
- I will always write next to the margin.
- I will use pencil in my books

Lower Key Stage 2

- I will write the date on the left hand side at the top of my work.
- I will write the learning intention next to the margin on the line underneath the date.
- I will underline the date and learning intention using a ruler.
- I will not leave blank pages in my books.
- If I start new work I will leave a line and draw a line using a ruler and pencil.
- If I make a mistake I will put one neat line through it. ~~Oops~~
- I will write on the lines in my book.
- I will always write next to the margin.
- I will use pencil in my maths book.
- I can use handwriting pen in books but only when my teacher tells me to.

Upper KS2

- I will write the date on the left hand side at the top of my work.
- I will write the learning intention next to the margin on the line underneath the date.
- I will underline the date and learning using a ruler.
- I will not leave blank pages in my books.
- If I start new work I will leave a line and draw a line using a ruler and pencil.
- If I make a mistake I will put one neat line through it. ~~oops~~
- I will write on the lines in my book.
- I will always write next to the margin.
- I will use pencil in my maths book.
- I will use a handwriting pen for all of my work

Appendix 1

Marking

Literacy

- All work should be marked in green pen
- During a week each pupils' work should be marked in more detail using a wish and 2 stars on one occasion
- 'Think pink' marking may be used to identify to pupils a passage/sentence that needs improving in some way
- Celebratory comments may be used
- Self and peer marking may be used to identify success or areas to improve
- Marking to success criteria or checklists may also be used

Numeracy

- All work should be marked in green pen
- Staff should use 1 star and a wish to mark pupil work- the wish may include an extension question
- A 'learning conversation' should take place, between the pupil and teacher, in the books once a week for each pupil- the child will note :-
 - What I have learnt
 - What I found difficult
 - What my next steps are (from summer term Year 2 onwards, bullet point 3 from Y3 onwards)
- Celebratory comments may be used
- Self and peer marking may be used to identify success or areas to improve
- Marking to success criteria or checklists may also be used

RE

- All work should be marked in green pen
- During a unit of work each pupils' work should be marked in more detail using 2 stars and wish on one occasion
- 'Think pink' marking may be used to identify to pupils a passage/sentence that needs improving in some way
- Celebratory comments may be used
- Self and peer marking may be used to identify success or areas to improve
- Marking to success criteria or checklists may also be used

All other curriculum areas

- All work should be marked in green pen
- During a half term each pupils' work should be marked in more detail using 2 stars and wish on at least one occasion
- 'Think pink' marking may be used to identify to pupils a passage/sentence that needs improving in some way
- Celebratory comments may be used
- Self and peer marking may be used to identify success or areas to improve
- Marking to success criteria or checklists may also be used