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St. George's Central CE Primary School

Marking and Presentation Policy

Marking and Feedback

Rationale

At St. George's Central CE Primary School we have developed a consistent marking policy that informs and challenges pupils' learning throughout the school, focusing on success and improvement needs against learning challenges; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

The purpose of marking and giving feedback is to:

- recognise and acknowledge success;
- assess children's progress;
- provide children with the help they need to progress;
- encourage children to reflect on their work and to develop self-evaluation;
- ensure that children are producing their best effort and meeting agreed standards of handwriting and presentation;
- consolidate and reinforce what is good about a child's work;

In order for marking and feedback to be effective it should:

- be manageable for teachers;
- relate to learning challenges, which need to be shared with children along with an understanding of what constitutes success;
- involve all adults working with the children in the classroom;
- give children opportunities to become aware of, and reflect on, their learning needs;
- give recognition and appropriate praise for achievement;
- give clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking;
- involve children in the same process (whether oral or written), to ensure equality across subjects and abilities;
- be based on the child's previous attainment within the context of marking towards the learning challenge;
- respond to individual learning needs, marking face-to-face with some and at a distance for others;
- be an important part of assessment, informing future planning and individual target setting;
- be accessible to children;
- use consistent codes throughout school.

Aims

The marking of children's work, either written or verbal, will be regular and frequent. It will follow the agreed codes and format outlined in this policy so that it is consistent throughout school. Marking and feedback will:

- inform teachers' planning;
- inform children of their own progress and future targets;
- recognise, encourage and reward children's efforts;
- relate to individual targets, learning challenges, success criteria and IEP's;
- provide a record of children's progress, which will assist teachers in reporting such progress to parents.

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Organisation

Verbal Feedback

This will be more frequent in the Early Years where there is a focus on practical work or where the child would be unable to read written comments, however it is a useful form of feedback for all children throughout school. The feedback will be as and when appropriate with individual children, groups or the whole class throughout school and may involve the use of technology such as iPads. Teachers will make use of plenary sessions for feedback. The reasons for feedback are to: encourage, motivate to achieve more, praise, correct, confirm understanding, give directions or instructions, to prompt editing and re-drafting and indicate the next steps in the child's learning.

Verbal feedback will be recorded in children's books, as appropriate, by writing 'VF' near the child's work (see marking code).

Written Feedback

- Marking and feedback will be done as soon as possible following completion of the lesson or work.
- Teachers will mark children's work with a green pen.
- Written comments by the teacher will follow the school's Handwriting Scheme.
- Written comments by the teacher will be used to encourage, motivate to achieve more, praise, correct, give directions or instructions or indicate the next steps in the child's learning.
- Feedback and targets should focus first and foremost on progress towards the Learning Challenge and/or Success Criteria of the task (it is not necessary to comment if the child has met the Learning Challenge as the work itself will show this).
- In all subjects, up to 3 key words or subject specific vocabulary will be underlined by the teacher to indicate incorrect spelling. The correct spelling for the word will be written at the end of the piece of work (modelled by the teacher) and children will be expected to write that word out 3 times next to it. For certain children this will be done at the teacher's discretion.
- Incorrect punctuation will be circled and the correct version written above, or next to the mistake.
- Handwriting needs to match the agreed handwriting practice in school and work of an unsatisfactory standard may have to be rewritten, partly or entirely.
- Individual targets will be set, as and when appropriate, across the curriculum, indicated by an asterisk.
- Feedback may include opportunities for children to re-write, correct, improve or further practise relevant sections of the work. In this case, children will be expected to respond to the feedback.
- Comments must be written in language appropriate to the child's stage of development – even when this is supporting verbal feedback.
- When KS2 children have read the teacher's comments they must add their initials to show they have read them. Pupils in Year 2 will begin to do this towards the end of KS1. Often children will have a further task to undertake as a result of teacher feedback which should be completed in purple pen/pencil as appropriate.
- Children will use a purple pen/pencil for: editing, redrafting, correcting errors and self-assessment opportunities as directed by their teacher.

Early Years:

- In Early Years written feedback may relate to Success Criteria recorded as 'Goals for Glory' for English and 'Steps to Success' in Maths. Children's work may be rewarded with a smiley face stamp or sticker as well.

Extended Writing:

- In extended writing, written feedback will support the re-drafting process. Children will write only on the **left** page in their books so the right side page can be used for teacher comments and re-drafting opportunities – space will be left for children to respond. Teachers may also indicate parts of the writing that show progress in meeting past targets or elements of the success criteria.

Maths:

- In Maths, correct work will be marked with a tick, while incorrect work will be indicated by an asterisk. Children will be expected to re-do all incorrect answers, where possible, using a purple pen or pencil.

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Marking and Feedback Code

This will be on display in classrooms and inside exercise book covers where appropriate. The following codes will apply throughout school:

- ⓋF - verbal feedback
- Ⓢ - element of work to be improved by the child (see subject specific guidance), including future targets
- Ⓢ - child has had support from an adult
- ⓖ - child has worked with an adult on a guided activity
- Ⓡ - child has used resources to help them with their work (mainly for calculations in maths work)
- ⓈA - child has self assessed (or peer assessed) – can be written by children in purple pen/pencil
- √ - indicates positive elements of child's work
- / - start a new line
- // - start a new paragraph
- - insert missing punctuation where the circle is or check incorrect punctuation
- ∧ - insert missing word/words
- _____ - underlined word indicates spelling error to be corrected

When children mark, edit or correct, their own work (or for peer marking) this will be done in purple to distinguish it from marking done by an adult in green pen.

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Presentation

Rationale

This policy has been developed in order to create consistency in standards of presentation across the school and provide a baseline for judging acceptable standards of presentation. As our school motto is 'Never settle for less than your best', it is essential that we establish high expectations and pride in everything we do – both ourselves and of the children.

Aims

In creating this policy, we aim to:

- create a clear and consistent set of guidelines for the presentation of children's learning.
- motivate each individual to present their work in the best possible way.
- make progression in presenting work between each class clearly evident and understood by all children and adults.
- ensure that children of all abilities are able to present their work to the highest possible standard, increasing their confidence and self-esteem.
- ensure each child knows the standard of presentation that is expected of them.

Organisation

Foundation Stage

All work to be done with a pencil.

By the end of Reception, children who are working within 40-60 months will begin to write on lines (lines will be 12mm in depth), and handwriting should be reasonably sized with letters correctly formed.

Key Stage 1

All work to be done in pencil.

Children will begin to use 'DUMTUMS':

- D** – date (written long or short on the left side of the page)
- U** – underline the date
- M** – miss a line
- T** – title (usually in the form of a Learning Challenge indicated by 'LC')
- U** – underline the title
- M** – miss a line
- S** – start work

Year 1 – initially the date and title will be recorded by an adult with the children beginning to do this, as appropriate, during the second half of the summer term. Short date will be used for all pieces of work except English (when the full day, date and month will be written). Children will write on lines (12mm in depth) as appropriate.

Year 2 – children will begin to record the title and the date (full date [Monday 12th December] for English, short date [12.12.16] for all other work). In maths in Year 2, maths books will have 10mm squares and one number will be written in each square. Diagrams in all subjects should be labelled with ruled, horizontal lines. By the end of KS1, the expectation for handwriting is that children will be writing neat, correctly formed letters that sit on the line, with joins as appropriate. Children will write on lines 8mm in depth.

Key Stage 2

All children will use 'DUMTUMS' consistently:

- D** – date (written long or short on the left side of the page)
- U** – underline the date
- M** – miss a line
- T** – title (usually in the form of a Learning Challenge indicated by 'LC')
- U** – underline the title
- M** – miss a line
- S** – start work

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All children will start Key Stage 2 using a pencil to complete all written work. A pen will be introduced from Year 3 at the discretion of the teacher. Handwriting should be joined, correctly formed, neat, sitting on the lines and legible in order for children to move onto writing in pen. Children who move on to using pen will write in blue ink using the handwriting pen given to them by school. In maths, all children's work to be done with a sharp pencil, in all year groups. In all subjects with the exception of maths, the day, date and month will be written at the top left-hand of the page and underlined once, e.g. Monday 12th December. In maths, the short date will be written at the top left-hand of the page and underlined once, e.g. 12/12/16

All children will write the title (relating to the learning challenge), copied accurately without error for all pieces of work. In maths, all children will use books with 7mm squares (books with 10mm squares may still be used at teacher's discretion). In all subjects, diagrams and drawings are to be done in pencil with labels or annotations oriented in pen/pencil horizontal, ruled lines. All colouring to be done in coloured pencil/pencil crayon. No felt pens are to be used in books.

General (EYFS/KS1/2)

When sticking work/labels/headings in books ensure that they are straight and cut to size (trim A4 sheets down so they fit within the book). At the start of a new piece of work, miss a line under the last piece/teachers comments, rule off and start on a new line. Blank pages should only be left in English books if a child has to do this in order to begin an extended piece of writing on the left page. If a child makes a mistake, they are to draw a neat line through the mistake and start again – do not over-write. Do not write in the margin (unless it is question numbers).

Maths

All figures must be written neatly and clearly with one figure to each square. The question number should be clear and one empty square should be left before the calculation. Decimal points should be written in the centre of squares.

Books

Electronically printed labels will be placed on the front cover of each book:

Name

Subject

Book number and Year Group

Classroom Organisation and Resources

All tables should have containers with the appropriate equipment (rulers, pens, pencils, colouring pencils etc), as well as boxes containing maths equipment to support children's learning. Each room has individual whiteboards available for all the children to use. Children and staff should check the floor and other surfaces before leaving the room e.g. at break time, for spare equipment. Resources should be tidy, clearly labelled and accessible for children.

Monitoring of Marking and Presentation Policy

The policy and practice for marking and presentation will be monitored in the following ways: trawling of exercise books (samples will be requested by either HT, SLT or subject leaders as part of the ongoing Improving Learning Calendar), lesson observations and staff and pupil discussions. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching and high standards of presentation. Monitoring information will be communicated to governors on a regular basis to ensure effective implementation of the policy. This policy will be reviewed every 2 years unless there are reasons to review earlier.

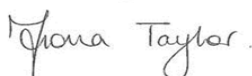
Policy/adopted: July 2017

Signed: (Headteacher):



Date: July 2017

Signed: (Chair of governors):



Date: July 2017

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