



The Queen's Church of England Primary School

Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.

THE QUEEN'S SCHOOL Marking and Presentation Policy

Agreed by: Curriculum and Standards Committee

Date: September 2015

Review Cycle: 3 years

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Version 2

All the Queen's School policies should be read in conjunction with the Equality Policy

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The Queen's Church of England Primary School

MARKING AND PRESENTATION POLICY

MARKING

Rationale

At The Queen's Church of England Primary School we hold high expectations of the quality, quantity and presentation of our children's work. All teaching staff regularly feedback to children precise information about how or what they need to do to improve (their next steps). Children are expected to respond to both written marking and verbal feedback. These constructive comments are closely linked to set targets.

Aims

Through the principles and processes of marking we aim to:

- Use the marking system as a tool for on-going formative assessment
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- Improve standards by encouraging children to give of their best and have a clear understanding of how to improve their work
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression
- Use marking to inform planning and target setting

Procedures

These procedures must be followed by all staff, including teaching assistants, supply teachers and students when marking:

- Marking completed by anyone other than the class teacher(s) should be initialled
- Only green pen will be used to mark children's work.
- When an answer is incorrect a . is used to indicate this rather than an X.
- During peer or self-assessment children should mark work in a pencil /coloured pencil.
- Joined cursive script should be used when the individual child has started to join confidently (determined by teacher's own assessment). Writing should be clear in order for it to be decoded by a child.
- Time is allocated for children to reflect on verbal feedback and or marking in order for them to make improvements and follow up comments as part of the overall learning process. This may involve whole class, group or one on one consultation.

Mark to the Success Criteria - WILF_ (What I am looking for)

The Learning Objective is indicated by the teacher or child through the use of this symbol - (L)
Marking should always be linked to the learning objective and or the WILF (What I am looking for). The set learning objective should be written at the top of the page, where possible (depending on age and ability) by the child. Where this provides a barrier to learning this may be shortened to a simple title e.g. + to 10 or written by an adult. This gives focus to the marking and highlights what the teacher and child should be aiming for.

When marking or reviewing a piece of work the learning objective or WILF should always be marked as shown:

- ✓✓ will be used where the learning objective or WILF has been confidently achieved

- ✓ will be used where the learning objective or WILF has been understood
- ? will be used where the learning objective or WILF is not yet secure

A WILF grid maybe used for self, peer, and teacher marking and used to identify next steps in learning as indicated by a W (wish).

WILF	Pupil	Teacher

Celebration of success

When effective learning has taken place, children are rewarded. This is essential to prompt self-esteem and achieve effective, reflective learners.

- Whole school - use of the Good Work Bag
- Phase One (Early Years Foundation Stage and Year One) and Year 2 use of stamps or smiley faces alongside personal comments.
- Phase Two and Three (Years Three to Six) use house points, stamps, smiley faces alongside personal comments

The following stamps maybe used.

- Smiley face
- Good thinking
- I read well in a group today
- In EYFS and Phase One a stamp to indicate if work was completed independently or with the support of a teacher or teaching assistant.

Staff are encouraged to give stickers as rewards and these are worn by the children.

Types of marking

Verbal feedback (VF)

It is important for all children to have verbal feedback from the adult working with them. This may be to correct a child's understanding or to extend the child's learning. The teacher should indicate where verbal feedback has been given using the sign – VF next to the piece of work.

Summative feedback or marking

This is used for closed tasks or exercises. Ticks and dots are used to demonstrate if an answer is either right or wrong.

Formative feedback or marking

This is used for open tasks such as a writing task. The 2 stars and a wish approach should demonstrate where two examples of good learning has taken place and explain the next step in order to improve. These steps are closely related to the WILF and or the child's target. This marking criterion can be bullet pointed for speed of marking and ease of reading. (* * W). The wish may also be written as a question to encourage pupil teacher dialogue.

Self-marking

Children are actively encouraged to reflect on their understanding and achievement during a lesson by marking the (L) In Phase One this is mostly completed through verbal feedback. Where smiley faces are used.

In Phase Two and Three the children follow the teachers marking scheme ✓, ✓✓ or ?

Towards the end of year 2 and throughout KS2 children are encouraged (when appropriate) to self-evaluate using 2 stars and a wish. Identifying two successes aids self-esteem and looking for an improvement point encourages reflective learners. This may also be used for peer assessment.

Marking Procedures

Subject specific marking ensures time efficiency for teaching staff as well as consistent and age appropriate feedback for the children. All work is marked to the learning objective and a range of marking strategies are to be used as indicated above. The marking code is used for all writing tasks. Spelling is marked as appropriate to age and ability of the child. Words are written in the margin or below the work.

Marking Code

Phase One and Year Two (KS1)

<u>C</u>	Capital letter
●	Full stop
☞	Finger space here
<u>Sp</u>	I need to check my spelling mistake
●	This is the correct spelling - look at the sound buttons
✓	This work is good
✓✓	This work is really good
?	I need to think about this
😊	I need to smile as this is a very good work

Phase Two and Three

Sp	I need to check my spelling mistake
C	I need to use a capital letter
LC	I need to use a lower case letter
P	I need to check my punctuation
G	I need to correct my grammar
M	I need to make my meaning clearer
Λ	I need to check if I have missed something out
V	I need to think of a better choice of word.
Z	I need to start a new paragraph by indenting
✓✓	I need to smile as this is very good work

Phase One Marking Procedures

Phase one marking is based on the quality of verbal feedback given to children by teaching staff. Work is stamped according to who has evaluated the work and how much support has been given.

English and Maths

- Marked against the shared WILF
- Verbal feedback is given to children working within the focus group
- Personal comments are to be used as appropriate

Foundation Subjects

- Marked against the lesson WILF
- Personal comments are to be used as appropriate
- Science marking is focused on the thinking children have used

Phase 2 and 3 Marking Procedures

English

- One set piece of work a week is marked using 2 stars and a wish

- One creative or extended writing piece a week has detailed marking personalised for that child, focusing on the WILF and set targets.

Maths

- One piece of work a week has detailed marking personalised for that child in order to move their learning on

Foundation Subjects

- Personal comments are to be used as appropriate
- Science marking is focused on the thinking children have used and further questions added by the teacher to develop additional thought
- Religious Education (RE) 2 stars and a wish is used when marking written work and/or a question to develop additional thought.

Homework Marking Procedures (Phase 1, 2 and 3)

Reading Records

- Phase 1 – Early Years Foundation Stage - have an individual reading comment a week
Year One - 1 individual comment plus guided reading stamps each week
- Phase 2 – a guided reading comment to be given once a week or guided reading stamp

English

- Phase 1 , Phase 2 and 3 – Work is marked to the learning objective or WILF and personal comment given when appropriate

Maths

- Phase 2 and 3 – Completion and accuracy of *Mathletics* tasks is checked and feedback given, where appropriate.

Homework projects – please refer to the homework policy.

PRESENTATION

Rationale

At The Queen's Church of England Primary School we hold high expectations of the quality and presentation of all work. Staff continually monitor and give children feedback regarding the presentation. Thus children take great pride in their work.

Handwriting

The Kingston style of handwriting is taught throughout the school. Handwriting lessons are timetabled and skills taught progressively through the school. Development of handwriting is teacher lead and is dependent on individual children's progress.

- EYFS begin by forming letters using cursive lead in and out when appropriate for the child
- During Year One children are encouraged to begin to join their letters
- Our aim is for the majority of children to be joining correctly by Key Stage Two.

Staff act as models of excellence in handwriting. The Kingston handwriting style is reflected in marking, when writing on the board and in all other writing tasks.

Margins

Margins are shown through the use of indenting. If a margin needs to be drawn a ruler must be used.

Worksheets

Presentation is equally important when using worksheets. All the above presentation rules and marking rules apply when worksheets are being used. They must be trimmed in order to fit neatly into children's books.

Children's Books

The agreed school colour and size of subject book should always be used. Examples are in the stock cupboard. Children take pride in their workbooks and they are always well presented, clean and tidy throughout the year. Each book is clearly labelled with the child's name, class and subject.