Marking and Presentation Policy

## Introduction

This policy has been reviewed to ensure the Rights of the Child are upheld. In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The Convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of who they are, or where they are from. The UN General Assembly adopted the Convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty.

**Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.**

**Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.**

**Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**

**This policy has been reviewed in line with research based CPD from Chris Quigley on Wednesday 28th September, 2022 as a focus for INSET day. The policy sets out the procedures agreed by all the school stakeholders to ensure a consistent and impactful approach to Effective Marking and feedback at St-Giles C.E.Primary whilst reducing teacher workload and promoting a work life balance.**

Rationale/Aim

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Marking should serve a single purpose –to advance pupil progress and outcomes. *(**Eliminating unnecessary workload around marking -Report of the Independent Teacher WorkloadReview Group March 2016)***

**Recent research states:**

'If there's a single principle teachers need to digest about classroom feedback, it's this: the only thing that matters is what students do with it. No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it's a waste of time.'
***Wiliam, D., (2014). Is the Feedback You're Giving Students Helping or Hindering?***

**'**Feedback is information given by a teacher to pupil(s) about their performance that aims to improve learning.'
***EEF Guidance Report on- TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING 11th June,2021***

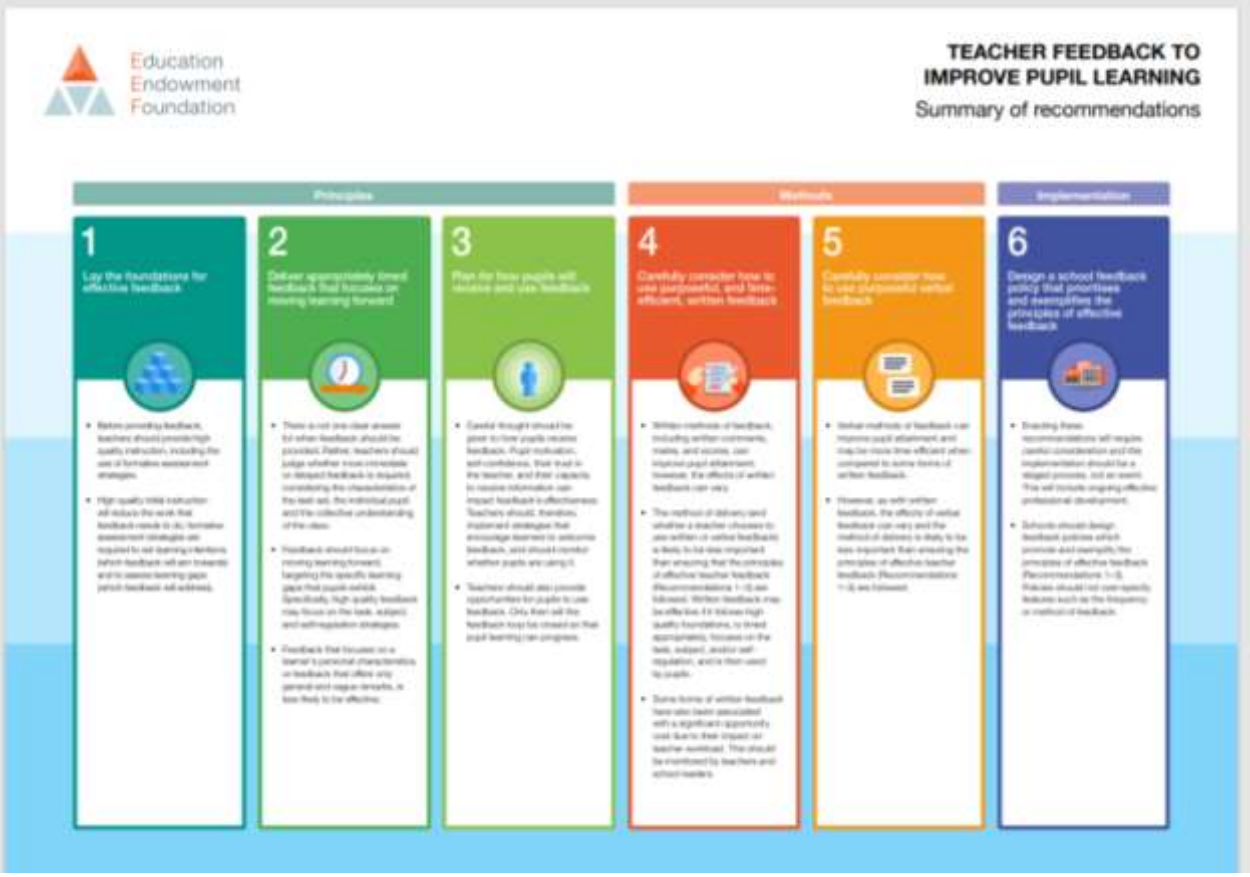
At St Giles we focus on the principles which underpin good feedback rather than the way in which it is delivered,
according to a new guidance report published today by the Education Endowment Foundation (EEF).

These key principles form the first three recommendations of the report and provide the central messages that run
throughout the guidance. They state that teachers should:

1. lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;

2. deliver appropriately timed feedback, which focuses on moving learning forward; and

3. plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.




At St Giles we believe that three principles underpin effective marking: it should be meaningful, manageable and motivating.
Effective marking and feedback aims to:
1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learningprocedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess andevaluate their own learning.

## 2. Processes

Four types of marking and feedback occur during teaching and learning at St-Giles:

i)**Teachers'/TA's well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/orcompletion of pupils' work.

iii) **Developmental Marking** in which incisive, dynamic, active feedback on attainment and success is givenand response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. Every day the teachers and TAs action this form of dynamic marking with theirtarget group in core subject lessons.

iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

3.**Non-negotiable Procedures for Marking.**

**TS6: give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback**.

All marking by teachers and support staff is to be carried out in red pen.

- All marking is to be done in a clear legible hand aligned to the school handwriting script. (seeAppendix 2-Nelson Font)
- The marking code is to be followed in all cases. (see Appendix 1) The marking code should beaccessible to all pupils in the learning environment.
- All KS2 pupils to use a margin for mathematics work.
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff.
- In both Maths and Literacy at least 1 piece of work per pupil should be developmentally marked in depth every week in a guided session with an adult led target group.
- Pupil response to comments should be made in green pen as part of the 'learning conversation' in a **guided session with an adult led target group**. If in KS1 or EYFS this is verbal, it should be recorded as such. Response should be made as soon as reasonably possible in order to support pupils effectively.

**EYFS**

Academic guidance is given through observation and verbal feedback.

**Nursery**

Writing is marked alongside the development matters objectives and the pre-writing standards for early years. A  is used to indicate next steps. Other work is marked with a comment where appropriate and/or an overview of the context the work has been produced in.

**Reception**

**Literacy** – Visual marking is used which the children understand and are able to look back on. Each piece has one 'green' hi-lighted (you have achieved) and one circled which is the child's next step.




Hand writing Fred Talk Letter formation

## Maths

In Reception children have a separate maths book where they complete one recorded piece of maths work per week. This is marked with a paw print to draw children's attention to their next step.

Marked with a comment for effort and a  for next steps.

## EYFS – Topic Books

This is a weekly roundup of quotes, pictures and examples of work achieved. There are also observations of learning which are shared with children to embed learning and aid retrieval practice. Development matters objectives and goals are identified within the topic book and also key vocabulary used. There is ongoing teacher assessment in all sessions and areas of leaning through high order questioning, observations and addressing any misconceptions. This ensures learning is always continuous and ongoing with an emphasis on communication and language. Planning is language rich and driven by talking and enhancing. Children's learning being paramount of what we do.

## Read Write Inc

**Specific guidance for marking Read Write Inc. activities**

**Spell test**

Marking: Children mark their own work with guidance from the reading teacher.

1. The teacher writes the word on the board.
2. The children:

* Tick each sound spelt correctly and correct errors

**Hold a sentence**

Marking: Children mark their own work with guidance from the reading teacher.

1. The teacher displays the sentence on the board.
2. The children:

* Tick correct and insert missing punctuation
* Tick words spelt correctly and correct words with **sounds** spelt incorrectly (write out whole word above)
* Insert a missing word with an upturned V.

**Proofread**

Marking: Children mark their own work with guidance from the reading teacher.

1. The teacher displays the edited sentence on the board.
2. The children:

* Tick each corrected error and correct any missed edits.

**Build a Sentence and Write about…**

Marking: Teachers assess and mark children's writing during and or after the lesson. The teacher will aim for 2 stars and 1 wish (wand). Please see Appendix 3. Teachers may wish to add an additional star or wishif this will directly advance pupil progress and outcomes.

For children who are reading Yellow to Grey Get Writing! Books children will be asked to write their favouritewords in the Words to keep section at the end of the Write About section.

## KEY STAGE 1

Children to write the date in short for Mathematics e.g. 8-7-25 and date in full in all other subjects including Literacy, e.g. Monday 8th September,2025. Marking is against learning objectives which can be written by an adult at the beginning of the year. However by the end of KS1, majority of the children are expected to write the learning objectives independently. Some academic guidance is given through observation, and verbal feedback. Red pen is used for marking.

**Please refer to Guidance for marking writing in Read Write inc. Phonic lessons on RWInc portal**

**General Marking**

**For each piece of recorded work:**

**A** or learning achieved stamp- Learning Objective achieved

**PA**- Partly achieved

**NA**- Learning objective not achieved. A comment will be added for further guidance

A **context** should be stated if the work is not done independently, e.g. worked with teacher, spellings provided. **I** (Independent work); **S** (Supported by an adult); **P** (Peer support); this needs to be stated at the beginning (L.O) or end of pupil work.

**Spellings** are corrected using a **wiggly red line**; up to **3 target words** can be corrected in **one** piece of work. Evidence of **incorrect spelling being challenged** especially 'Age related' subject specific vocabularyin all subjects. Change of approach for pupils who find spelling difficult-dyslexic traits-provide wordbanks, mats or books to allow access to the correct spelling.

**Mathematics** calculations, equations and problems are marked with a **tick** if correct and a **dot** if not.

**Time** must be allocated at least once a week for pupils to record corrections for incorrect calculations inmathematics books to remove misconceptions and secure understanding and progress.

**Science** marking to focus upon commenting on children's' misconceptions including **working scientifically skills (AT1)** followed by identifying the **next steps** to make progress.

**All other subjects**: Marking to relate to the learning objective with next steps as appropriate. Referencecan be made to Literacy expectations in addition to subject specific comments.

**In depth marking:**

To be completed a minimum of **once a week for writing and mathematics** that indicates the **'Age Related Expectations'** of assessed work, and also **next steps** needed in order to progress. ***Every day the teachers and TAs action this form of dynamic marking with their target***

***group in core subject lessons.***

**Extended pieces of independent writing will be assessed every two (non-fiction, poetry)/four weeks (Narrative) in Literacy books.**

The criterion scale to be used in conjunction with ARE used as a tool for assessing writing. **2 stars and a wish stamp** is used. A star comment on achievement linked to the learning objective. A wish corresponds to the next steps.

## KEY STAGE 2

Children to write the date in short for Mathematics e.g. 8-9-22 and date in full in all other subjects including Literacy, e.g. Monday 8th September,2022. Children to write their learning objective. Underline the date and the learning objective using a pencil and a ruler. Red pen is used for marking.

## General Marking

## For each piece of recorded work:

**A** or learning achieved stamp- Learning Objective achieved

**PA**- Partly achieved

**NA**- Learning objective not achieved. A comment will be added for further guidance

A **context** should be stated if the work is not done independently, e.g. worked with teacher, spellings provided. **I** (Independent work); **S** (Supported by an adult); **P** (Peer support); this needs to be stated at the beginning (L.O) or end of pupil work.

Self-assessment to take place daily, peer assessment at least twice per half term. (**Green pen**) ***LKS2** children to be guided in the use of **green pens** as appropriate.

**Targets** are reviewed each term with pupil involvement in **celebrating success** and highlighting **nextsteps.**

## Literacy/English

Literacy errors to be circled. (Punctuation, incorrect case)
Grammatical errors to be highlighted by * symbol.(tense, word order, missing a word/phrase)
**Spellings** are corrected using a **wiggly red line**; maximum **3 target words** can be corrected in **one** piece of work. Children encouraged to use a word book/dictionary/ grammar dictionaries/working walls to aid with spelling words correctly. (Sp x 3)- indicating practise needed to learn the mis spelt words.

Errors made by children to be crossed out by using a pencil and a ruler.

**High expectations on neat presentation of work, legible handwriting**. (Appendix 2- Based on Nelsonfont)

## Mathematics

**Mathematics** calculations, equations and problems are marked with a **tick** if correct and a **dot** if not.

## In depth marking:

To be completed a minimum of **once every week for writing and mathematics** that indicates

the **progress against the age related expectations** in assessed work, and also **next steps** needed in order to progress. .***Every day the teachers and TAs action this form of dynamic marking with their target group in core subject lessons.***

**Extended pieces of independent writing will be assessed every two (non-fiction, poetry)/four weeks(Narrative) in Literacy books.** The St –Giles ARE criterion scale to be used as a tool for assessing writing. In addition literacy success criteria marking ladders can be used by children to supportend of unit assessment in Literacy.
**Science** marking to focus upon commenting on children's' misconceptions including **working scientificallyskills (AT1)** followed by identifying the **next steps** to make progress.

**All other subjects**: Marking to relate to the learning objective with next steps as appropriate.
**Additional guidelines for children with Special Educational Needs.**

**Marking**

1. Work completed by children with Special Educational Needs should only be marked against onecriteria in conjunction with 'Assess, Plan, Do, Review' targets as appropriate.
2. Any comment should be given verbally as well as in written format.
3. All comments should be positive to encourage further progress.
4. It is important that all children with Special Educational Needs should be marked on application tothe task or against previous performance, **NOT** as against peers.

**Presentation**

1. Children with Special Educational Needs who have poor fine motor skills should not be expected to write the date in full for every piece of work. It is acceptable that a numerical date is used or that the teacher dates the work. An alternative tool for recording work such as electronically or through theuse of a scribe as suggested in the strategies for 'Assess, Plan, Do , Review' document.

2. As far as possible, all children should have their work treated in the same way. It is especially important that the same award/incentive systems should be used for every child. Please check that strategies/equipment such as a pencil grip, soft pencil, finger spacer, writing slope etc.as recommended in the APDR is followed for the best outcomes.

**Conclusion**

**Marking guidelines should be displayed within classrooms together with examples age relatedexpectations from the New National Curriculum 2014 for core subjects.**

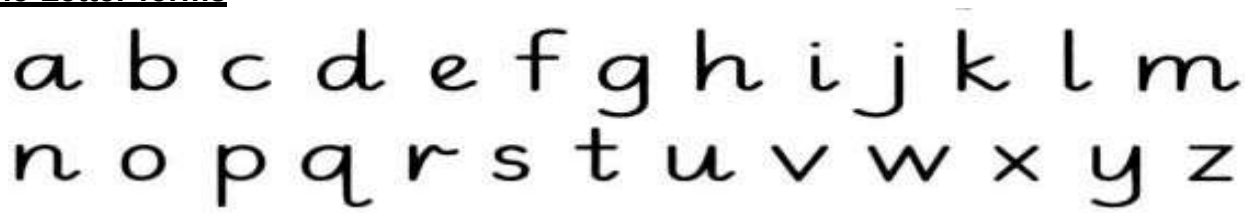
Article 28 (right to education)
Article 29 (goals of education)

Policy reviewed-12.11.26
Date for next review of policy – 30.11.28

## Appendix - Marking Guidelines Poster

| | |
|---|---|
| **A** or learning achieved stamp | Learning Objective achieved  |
| **PA** | Learning Objective partly achieved |
| **NA** | Learning objective not achieved. A comment will be added for furtherguidance. |
|  | **Spellings** are corrected using a **wiggly red line**; up to **3 target words** can be corrected in **one** piece of work. **Sp x 3-** To indicate the words to practice. |
|  | Literacy errors to be circled.( punctuation, incorrect case) Numeracy –errors in calculation to be highlighted with a red circle/reddot |
| * | Grammatical errors to be highlighted by * symbol.(tense, word order, missing a word/phrase) |
| _____ | Errors made by children to be crossed out by using a pencil and aruler. |
| **(KS1)**  | 2 Stars & Wish Stamp A star = comments on achievement linked to the learning objective A wish = a question or statement which leads on to the next step in thelearning process. |
| **(KS2)** | |
| **Next Steps/NS** | Comments to identify steps needed to make further progress. |
|  | Pupils use a green pen for self/peer marking. Also for dynamic activemarking as part of guided target group. |
| V | Verbal Feedback given. For example for a group of 6 pupils pleaseexemplify the feedback in one pupil book-thus reducing teacher workload. |

**The Letter forms**




**The Capital letters**




**The Numerals**




**The joins**

| | Set | | Set | | |
|---|---|---|---|---|---|
| The first join | 1 | → | 2 | in | am |
| The second join | 1 | → | 3 | ab | ch |
| The third join | 4 | → | 2 | oa | wo |
| The fourth join | 4 | → | 3 | wh | ob |
| The break letters | | | | bigger | |

Remember the break letters: **b, g, j, p, q, x, y, z**