



Marking & Presentation Policy



Introduction

Marking is fundamental part of teaching and, alongside verbal feedback, is the main way of enabling children to move their learning forward.

At Manor Primary School we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to the marking symbols used by individual teachers and therefore have a school marking code. However, in addition to this code, teachers will use written comments that the children respond to creating a learning dialogue. All children are entitled to regular and comprehensive feedback on their learning.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and accessible to children;
- relate to the learning challenge, success criteria and/or individual targets;
- Statements should build on and relate to previous marking, and should not be repetitive;
- involve all adults working with the children both inside and outside of the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking;
- respond to individual learning needs;
- inform future planning and group and individual target setting;
- use consistent codes across the school;
- ultimately be seen by children as a positive approach to improving their learning.

How do we mark children's work?

Children's work needs to be marked in a contrasting colour that can be clearly seen. The children will have regular opportunities to respond to the marking – this will be done in green pen so that it is clearly visible.

All work must be marked. There will be a balance of work that is checked and acknowledged by the teacher and that which is marked in detail. Work will also be self-marked and peer-marked. The children will be trained through modelling from the teacher as to how to peer-mark effectively using the school's marking code.

Every piece of work in Extended Writing is marked in detail and targets set for improvements. All work will be assessed once a fortnight against National Curriculum criteria.

In maths and literacy books the work will be marked in detail 2 or 3 times per week dependent on the focus for that week.

Giving Verbal Feedback

We recognise the importance of children receiving regular verbal feedback. The adult will initially talk to the child about how they have met the learning challenge and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and initialled. Children of all ages need verbal feedback but this is particularly important in the early years and KS1 where children may be unable to read a written comment.

Written marking and feedback

When marking work in detail (formative marking) the teacher will focus on the successes and improvements needed. They will highlight where the child has met the learning challenge, and they will highlight an aspect of the work that needs to be improved. They will provide a focused comment which will help the child to close the gap between what they have achieved and what they could have achieved. This could be a reminder comment (What else could you say about...?) or a scaffold prompt (The monster was so angry that he....). The comment given should extend the child's thinking.

The most important aspect of the marking is the children being able to internalise the advice and act on it to improve their work.

In order for the marking to be useful, the information must be used and acted on by the children. Therefore, time is planned in lessons (Five Minute Fix-It) for children to read and respond to the improvement suggestion.

Teachers model this process to the children at the beginning of each year so that they are clear what the different marking in their books means, and what is expected of them when they respond. Teachers will use the marking guide (in the Appendix) to select the range of codes that they will use with their class. Time will be spent to make sure that the children are very clear about how this process of responding to the marking is vital in helping to move their learning forward.

What about correcting spelling, punctuation and grammar?

Marking for spelling, punctuation and grammar errors will be related to the individual child's needs. For example only picking out spellings that the child should be able to spell at the stage they are at e.g. high frequency words or specific spelling patterns.

Children are given feedback about the elements that the teacher has asked them to pay attention to or is currently a curricular target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through targeted teaching.

How do teachers in the foundation stage mark children's work?

In Nursery and Reception, the teachers focus on giving oral feedback to the children but may write a comment with the child. Staff also write comments on the back of work as part of the process of gathering information for the Foundation Stage Profile. Comments and codes will also be used to help to annotate work in the children's Memory Books and their Learning Journeys.

How do children evaluate their own learning?

Children write the learning challenge in clearly understandable language. At the end of lessons, children are asked to mark whether they feel they have met the learning challenge or not: e.g. with a smiley face / straight face / sad face, using traffic lights or writing specific comments. Teachers will also sometimes provide specific or generic learning challenge checklists for children to tick either as they work or when they have completed a piece of work.

Some things we need to remember:

- Leave 2 lines under the last piece of work.
- Write the date – short date in maths, long date in other work.
- Write the learning challenge as the title. “Can I ...”
- Underline the date and title with a single line.
- Always write in pencil unless you have been granted a pen licence. In maths always use a sharp pencil
- If you have a pen licence you must write in blue school pen.
- Use joined up writing following the Penpal rules.
- Write neatly so your work can be easily understood.



Appendix 2: Marking Guide

<p>✓ **</p> <p>✓ *</p>	<p><u>Have you met the Learning Objectives?</u></p> <p>Learning challenge achieved</p> <p>Learning challenge <u>partly</u> achieved</p>
<p>SP</p> <p>A ? , ! “ ” ‘ ’ ;</p> <p>//</p> <p>=====</p> <p>^</p> <p>Highlighted Green</p> <p>Highlighted Pink</p>	<p><u>What do you need to do to improve your work?</u></p> <p>Spelling mistake – to be corrected and learned</p> <p>Missing or incorrect punctuation</p> <p>Start a new paragraph</p> <p>Wrong tense or wrong word</p> <p>Missing word or phrase</p> <p>This is the best example of meeting the learning objective</p> <p>This section needs to be improved</p>
	<p><u>How should you respond to the marking?</u></p> <p>Is there a question you need to answer?</p> <p>Is there an example you need to try to solve?</p> <p>Is there a sentence that needs to be edited and improved?</p>
	<p><u>What self-assessment strategies did you use?</u></p> <p>Smiley faces / Sad faces</p> <p>Thumbs up / Thumbs down</p> <p>Score out of 5</p> <p>Traffic lights – use learning objective and success criteria</p> <p>Highlighting where you met the learning objective</p> <p>Checklist of key features</p> <p>Writing ‘I can...’ statements</p> <p>Giving constructive feedback to a partner</p>

Marking prompts to move learning forward in English

Year 1 and 2

Helpful prompts	Comments to avoid writing
Write a sentence using the adjective 'delicious'	Great sentences
Can you correct this sentence? (give an example)	Lovely adjectives
Can you write a sentence using...?	Excellent spellings
Can you think of a question...?	Well done/excellent
You have used 'then' many times in your work, can you think of another time connective and write it in a sentence?	Re-do Re-write
Can you extend your sentence using 'because'?	?-What is this?
Can you practise these spellings? Write them into a sentence.	This is not enough work
Write four sentences using the connectives B O Y S	Just ticking the work
Complete this 'ed' sentence...?	
Write a sentence using 'but'	
Can you add the missing commas to the sentence I have written below?	
What word would you use to describe ...? (give an example)	
What is the rule for spelling this word?	
Can you underline the adjective in the sentence below?	
Which of these words needs a capital letter?	
Can you give an example using this word...?	
Can you tell me the difference between ... and ...?	
Add 3 powerful; adjectives to your work	
Can you add a word to describe the (smell/touch/taste/sound/sight)	
Here are 2 sentences can you choose a word to connect them?	

Marking prompts to move learning forward in English

Year 3 and 4

Helpful prompts	Comments to avoid writing
<p>Can you underline...?</p> <p>Edit this sentence...?</p> <p>Underline the connectives in the sentence below...?</p> <p>Write another sentence using an adverb first.</p> <p>Can you make up your own... and choose 2 to write into your own sentence?</p> <p>Check what is circled and write it correctly in another sentence below</p>	<p>Super sentences</p> <p>Excellent work</p> <p>Good</p> <p>Well done</p>

Marking prompts to move learning forward in English

Year 5 and 6

Helpful prompts	Comments to avoid writing
<p>Name a feature of a ...?</p> <p>How was ... feeling when...?</p> <p>Write a sentence using 'however'</p> <p>Add a simile to the sentence below</p> <p>What does 'ing' do to a sentence?</p> <p>Write a sentence using 'therefore'</p> <p>Where in the passage could you add dialogue?... write 2 lines of the dialogue</p> <p>Can you underline the conjunctions?</p> <p>Can you include a metaphor in the sentence below?</p> <p>Can you replace the 'said' in your writing?</p> <p>Write a sentence using 'your'</p> <p>How has... changed throughout the story?</p> <p>How are you going to end the report? ...include at least 2 conjunctions</p>	<p>Well done... I agree with your targets</p> <p>Next steps-extend your sentences</p> <p>Add more detail to your sentences</p>

Marking prompts to move learning forward in Maths

Year 1 and 2

Helpful prompts	Comments to avoid writing
Can you work out... What is the missing number... Write what time it will be in one hour Can you complete this sequence Why did you get different results when you converted? Can you make a calculation using these three numbers? Can you use a function to make a sum? Check then minute hand and tell me... Draw me a clock to show... (real life problem in context) What coins can you use to make... Can you think of another method to work out... Can you write and solve a 3 digit addition calculation	Re do... Come and see me... I will support you more next time Super solving of word problems

Marking prompts to move learning forward in Maths

Year 3 and 4

Helpful prompts	Comments to avoid writing
Try this...(give example) Describe/explain your method What would happen if the number was 10 times bigger? 28 is the wrong answer, why? Can you see a pattern in your previous answers that will help you answer Q4? How could you use this skills when multiplying by a 3 digit number? Can you explain what 'perpendicular' means? Can you describe your method? Give a definition of the new vocabulary you used today?	What are you pleased about?

Marking prompts to move learning forward in Maths

Year 5 and 6

Helpful prompts	Comments to avoid writing
Try this...(give example) Explain what the perimeter is Draw an angle at... Round 186 to the nearest 10/100/1000 Which is bigger £109.44 or £99 why? Find 10% of 200 explain you method What are your next steps with time? Can you write a word problem for 75% of 80? Write 76% as a decimal What if it is not in halves? Set yourself a target for... Explain how you...	What are you pleased about? Very accurate work