**Brook Primary School**

**Marking & Presentation Policy**

Brook Primary School recognises that quality marking and feedback are an integral part of assessment for learning. It enables misconceptions to be quickly addressed and gives all children the opportunity to make progress towards their personal targets.

At Brook, we have a commitment to live marking. We believe timely feedback and intervention empowers the child and shows them how to enhance their understanding and where to go next in their learning.

High standards of presentation are expected in all work throughout the school and are therefore addressed in this policy to ensure consistency and progression.

**Aims:**

* To give children, staff and parents a clear picture of attainment/ progress and areas for improvement related to the purpose of the work and targets set
* To give children robust, immediate, constructive and consistent feedback to which they have time to respond
* To value the child’s efforts and work
* To inform teachers’ future planning
* To allow for some self and peer assessment, enabling children to recognise their own areas for development and seek guidance

**How we mark:**

All staff will use pink pens (Pink for think) to:

* Address any misconceptions/ errors in work
* Identify spelling mistakes
* Identify punctuation/ grammar mistakes
* Identify next steps in children’s learning

All staff will use green pens (Green for great) to:

* Celebrate success
* Mark correct answers

Ticks will be used to mark correct work, a dot or small cross to be used to show errors. These are not to be repeated for a pattern of error where a comment or model would be better. Likewise, a pattern of continuous ticks should not be seen without some sort of challenge question attempted.

Children may self or peer mark, under the direction of the teacher who will review the process at the end of or during the lesson. Children may use a traffic light system (RAG) to show how challenging they found the work. When assessing a peer’s work, a child may use a system such as two stars and wish, to help focus the feedback, but this will be at the discretion of the teacher.

Teacher’s written comments should be limited and if used should only be constructive, offer guidance or address gaps in learning. Any negative comment should be placed between two positive comments in a ‘positive sandwich’. Any comments written by a teacher should be written in line with the school’s handwriting scheme and policy.

Teachers are encouraged to use verbal feedback wherever possible. Verbal and one-to-one feedback is the most effective type of feedback, particularly when given at the point of the misconception or at critical points within the lesson. There is no expectation for teachers to write down the content of any verbal feedback given to a child. It should just be noted with a stamp or the initials VF that this type of feedback has been given.

Marking should always be used to identify misconceptions and inform teachers’ planning. Issues that arise in lessons should be briefly recorded in the Class Gap Planner and then appropriate interventions can be put in place either during the lesson or later that day. For intervention to be effective, it needs to be specific and prompt.

Gap tasks should be given to help consolidate a child’s knowledge following intervention for a misconception. Gap tasks and challenge tasks may also be used to extend the learning of children who are finding tasks easy, preparing them for the next stage in their learning.

**Frequency of marking:**

Work should be marked promptly with the child during the lesson, giving personal and immediate feedback. Children may self-mark routine tasks such as mental maths and times table tests.

Work should normally be marked before a task continues in the same subject/ area of work. There should not be a pattern of children continuing to work without feedback about what they have already produced.

**Good marking practice:**

Be clear with the children about what you are looking for at the start of the activity. Ensure they are clear about which skills they will be assessed against. Where a WILF or success criteria is being used this would be an appropriate starting point for self assessment.

Marking comments should allow the children to improve their work and not just be a commentary. They should direct the children to a Gap or challenge task. Time in lessons should be allowed for children to complete these tasks and responses. Gap tasks should always be marked.

Patterns of error should be addressed constructively, avoiding pages of crosses/ dots or crossing out. Teacher’s marking should not completely overwrite the child’s work by being overly large or lengthy.

Focus on the content of work in non-core subjects – does it meet the lesson objective/ skill? However, we need to have a high expectation of transferable skills such as those in English. Ie handwriting, spelling, grammar and punctuation. Errors with these skills should be addressed the same as they would be in an English lesson.

Any high frequency words spelt incorrectly should be underlined in pink and corrected in the margin on the page. Children should be given time to practise common patterns of error. Any corrected words should not be misspelt again.

Expect the highest possible standard from each child.

Standards must be consistent between all staff and follow the WAGOLL for each key stage.

**Making Corrections:**

New answers should be written near to an original incorrect answer, which should not be rubbed out.

Only a single line should be used to cross out errors.

Incorrect spellings can be underlined and punctuation circled. Children should be encouraged to find correct spellings in dictionaries.

Teachers should check that required corrections have been satisfactorily completed and these should be marked.

When indicating errors, or support given, all staff should adopt the following standard symbols:

* **Underlined word -** spelling error
* **Circled -** punctuation error
* **^ -** word omitted
* // **-** new paragraph needed
* **GW -** guided work done with support
* **IW -** independent work
* **PW -** paired work
* **MAP -** mixed ability pairs

**Presentation of work:**

WAGOLLs (What a Good One Looks Like) Should be used, where possible, to present to the children the expected standard for their work.

Cursive handwriting to be taught from Early Years – see model script. Key teaching points are: start from the line for every letter, loop descenders except p and q, model joining letters and phonemes, have some cursive script in the environment and included in teaching resources (but children will of course still see a lot of print), have consistently high standards.

Good quality cursive script should be modelled by all teachers when writing on whiteboards and in books.

Children should be rewarded for good handwriting and careful illustration, with the highest standards being aspired to.

Written work in KS2 should normally have a margin

Work on paper should have a name, usually in the top left corner

All work should have a date, usually in the top right-hand corner. Children can write the shortened date (e.g. 05/01/01) in maths but should write the date in full for English and topic.

There is no expectation for children to copy WALTs and WILFs into their books. However, all children should be able to clearly articulate what they are learning in a particular lesson.

Work should have a concise title. This should be neatly underlined with a ruler and pencil.

Felt tips, gel pens and wax crayons should normally be avoided in exercise books.

Written work should be completed in handwriting pen in all subjects when pupils are ready.

Children must be taught how to draw and label diagrams clearly and draw arrows/lines with a ruler and pencil.

Maths work should be in pen and where squared paper is used only one digit should be placed in each square (or two in KS 2 if no vertical calculation is involved).

Maths book pages may be folded down the middle. Children should work neatly down the left-hand column of the page, with the right-hand column being for calculations and corrections, when appropriate.

In maths books shapes should be drawn using appropriate tools and signs/symbols should be clear and well-spaced. Written problems may be answered with a phrase or single word. Units should be shown e.g. £, g.

English comprehension questions should also be answered in a sentence, except in preparation for test situations. It is not necessary to re-write the question.

Use of worksheets should be minimised to allow children to develop and practise their own recording skills. Where sheets are stuck into books, these need to be neatly cut to size and not overhanging the edges of the book. If children are completing this task, then a model and clear guidance needs to be given by the teacher or support staff.

Where work is incomplete and/or poorly presented the teacher could use part of pupil breaktimes to improve the work to the expected standards. However, we recognise the importance of pupil breaks on their wellbeing. Therefore, no child should ever lose more than five minutes of breaktime to redo or correct work with poor presentation.

**Responsibilities:**

**It is the responsibility of Senior Teachers, the Assessment Leader and the SIP Committee:**

* To monitor the consistent use of this policy across the school and to report back to the Head and Governing Body on a regular basis.
* To ensure that the policy fits with the school’s assessment policy and thus forms a valuable support.
* To ensure regular standardisation of agreed marking and presentation procedures, including sharing meaningful grades or levels with pupils.

**It is the responsibility of all classroom teachers:**

* To ensure that all children’s work is marked regularly according to the marking policy.
* To ensure that when marking takes place unfinished pupil work is subsequently completed, where necessary.
* To keep a record of marks and levels achieved in accordance with our assessment procedures.
* To explain the marking and assessment grading system to the pupils prior to them completing the task, where appropriate - WILF.
* To ensure that assessment information informs future curriculum planning.
* To give pupils constructive/developmental/robust feedback on their work.
* To ensure that time is given for feedback to be acted upon
* To ensure that standards are maintained at the highest possible level, including re-drafting the work as necessary.

**Equal opportunity:**

All children should be treated fairly and consistently. Children of both sexes, all cultural backgrounds and abilities are offered equal experiences.

Formulated November 2002

Reviewed October 2008, 2010, 2012, 2013, 2016, 2017, 2021

Latest review: September 2022

**COVID19 Addendum – September 2021**

**Live marking:**

Whilst we acknowledge that live marking is the most effective method of feedback, we are also mindful of reducing contact between children and staff in lessons – with staff maintaining a safe social distance at all times. With this in mind, there is no expectation for staff to live mark during lessons.

Verbal feedback should be given wherever possible, which can then be referenced by use of a stamp.

Marking should be done quickly after class, with staff spending as little time as possible with the books and sanitising their hands before and after handling the workbooks.

**Taking books home:**

We strongly advise staff to not take books home, during the pandemic, due to potential cross contamination.

**Home learning:**

Any work set via Google classroom should be acknowledged and feedback given by the teacher online.

Work on Century, Spelling Shed and TTrockstars will be marked automatically by the system. Teachers should check regularly to ensure work set is being completed and misconceptions addressed.