

MILFORD PRIMARY SCHOOL

MARKING AND PRESENTATION POLICY



Vision Statement

‘Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.’

January 2016

1. Introduction

- 1.1 The keystone of the policy is that children should be very much integral to the marking process. They should be empowered to be partners in the marking process, to 'mark' their own work and to work on improvements during lessons.
- 1.2 We recognise that the quality of feedback to children is crucial. Research had shown that the most progress is made when children are actively involved in self and peer modelling against the success criteria and through continual modelling, identification of successes and on-the-spot improvements made during lessons.
- 1.3 Effective feedback involves being explicit about success criteria. Other elements of work such as: presentation, quantity and spelling should be attended to every now and again but not at every stage.

2. Giving children feedback

- 2.1 Giving children feedback allows the teacher or others to:
 - Value what they have done.
 - Assess their work / learning.
 - Teach/reinforce specific points to individual children.
 - Diagnose needs and provide appropriate support.
- 2.2 There are numerous different ways of giving children feedback on their work:
 - Oral feedback by teachers, teaching assistants and peers
 - Written feedback (marking)
 - Peer and self-assessment
- 2.3 Verbal feedback
 - 2.31 Oral feedback may be carried out by any adult or child in class. It is important that all adults understand what is being taught, as well as the session's learning objective. Oral feedback from adults needs to: be positive and specific, indicate strengths and development issues, tackle how they might be addressed and how this relates to the learning objective. Adults may need to comment when learning is hard or complicated, stressing that these difficulties are due to new learning and children need to spend some time persevering and this will help the learning take place. Any oral/verbal feedback that is given on a piece of work will be indicated by simply writing the letters 'VF'.
- 2.4 Written feedback (Marking)
 - 2.41 Oral/verbal feedback is the most efficient and direct method of communicating with a child, and particularly with younger children. This is not always practically possible, so written feedback can be given, if appropriate to the child's age. It needs to be related to the learning that has taken place, as well as how well the learner has succeeded.
 - 2.42 Each piece of work that is marked **in detail** needs to have a/an:
 - Positive comment (identified by a tick✓)
Link directly to the learning objective/success criterion. Eg 'Great number line'
Possible 'code' for younger children.

- Area for development (identified by an arrow →)
Could be:
 - **Corrections** (only a small number - use a 'C' in a circle for when corrections are required)
 - **Consolidation** (give another question/task but slightly harder)
 - **Challenge** (quite a bit harder)

2.43 Generally, this is best looked at by the children at the beginning of a lesson, every day, with up to 10 minutes response time. Children's responses are written in purple. Children to have set tasks to undertake if they need to wait for the teacher or have finished the development point.

2.44 This response time should be the first of three things that the children do automatically at the beginning of each lesson:

- A. Response
- B. Write date in book
- C. Copy learning objective from the board

2.45 Children should respond to feedback with a smiley face or initial, then the teacher should acknowledge this with their own initials.

2.46 Not all work needs to be marked in detail. However, teachers should give regular detailed written feedback in English and Maths – once a week for each child in these subjects should be the aim. Staff will use professional judgement to decide the appropriateness of detailed written feedback in other subjects. This will be monitored by subject leaders as part of their monitoring and evaluating cycle.

2.47 There is an expectation that written work will have a written or stamped acknowledgement on that piece of work. Marking should be done as soon as possible after the work has been completed by a child, preferably before they start their next piece of written work in that book.

2.5 Peer and Self-Assessment

2.51 Peer and self-assessment encourages children to become self-critical and independent. Children may be paired with peers who are of a similar level to themselves (one level either side of their own). There are many different ways teachers can plan for peer assessment. The plenary session would be a good opportunity for this. Ideas for peer and self-assessment include:

- Underline examples of...in your work
- Identify 2 places where you have...
- Share your ideas / plan etc with your partner
- Think, pair, share
- Swap work with your partner and identify where the learning objective / success criteria has been achieved
- Identify 1 improvement you could make to your work
- Identify which of your targets you or your partner has achieved

2.6 Marking Code

- Incorrect or missing punctuation will be indicated with a circle.

- Selected spelling mistakes are to be underlined (words which the teacher feels the child *should* be able to spell correctly will be focussed upon). The teacher should write the correct version of the selected words above the mistake or in the margin.
- A maximum of three spellings in any one piece of work will be corrected by the teacher. Each spelling will then be written out correctly three times by the child.

e.g.

Yesterday we *went for* whent four a long walk in the contriside

3. Presentation

3.1 Rationale

3.11 The quality of children's presentation reflects the effort and expectations of their learning. It helps children to be proud of their achievements. Encouraging high quality presentation in all areas of the curriculum helps every child to achieve high standards, continuity and encourages children to think about layout and handwriting. Children's work is more easily managed when appropriate presentation is adhered to. It facilitates marking and allows each child to be proud of their work.

3.2. Aims and Purpose

- Children's work should be well presented at all times. The quality of presentation reflects the care taken with a piece of work.
- Children should always be encouraged to be responsible for the presentation of their own work.
- Following an agreed format of presentation will give children a lasting framework for the presentation of their work throughout the school. All children will be encouraged to follow these guidelines.
- Staff should model good presentation.

3.21 High quality presentation is something that is expected of every child. It is not an optional extra. Teachers must always expect the highest standards of presentation and will help and encourage every child to achieve them.

3.3 Specific guidelines for the presentation and format of written work.

3.31 EYFS/Key Stage 1

- Pencils should be sharpened and ready for the commencement of any written work.
- From Reception, children will be taught to leave a finger space between words and write as neatly as possible.
- The use of a rubber is not encouraged other than by an adult.
- From Y2 onwards one neat line drawn with a ruler will be used for crossing out.

- Children who have shown little effort with their presentation will be required to repeat the piece of work in their own time.
- From Y1, the children will write the day and date on the right hand side of the page e.g. Monday 16th June 2012

3.32 Key Stage 2

- Although paper should not be wasted it is appropriate that children should set their work out in a spacious and non-cramped manner.
- Children who have shown little effort with their presentation will be required to repeat that piece of work in their own time, either during break or lunchtime. In extreme cases work may be repeated during Golden Time.

3.33 English / Curriculum Work

- Every piece of work in a book will start with the day and date on the left hand side of the page (ie the 'long date' e.g. Monday 16th June 2012)
- Each piece of work will have a title. The title may be the learning objective and the page number of any text book used. Children should miss a line after the date to write this. Stories or poems may have an additional title for the piece of work not related to the objective. Again, children should miss a line before writing this down.
- Both date and title should be underlined.
- Children will be encouraged not to waste paper and to start a piece of work on the same page as the previous piece of work if, after underlining, there is enough space for the date, title and first few lines of work.

3.34 Maths

- Squared books are used in maths and one digit should be placed in each square.
- The children must include the date at the beginning of each day; this allows the teacher to see just how much work has been completed.
- A six digit short date should be used as appropriate for the age of the child, e.g. 16.06.12.
- Children will be encouraged not to waste paper and to start a piece of work on the same page as the previous piece of work if, after underlining, there is enough space for the date, title and first few lines of work

Date **January 2016**

Signed (Chair of Governors) **G. Taylor**

Date for review - **Spring 2017**