



# Marking & Presentation Policy

This policy was agreed by FGB

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## Marking

### Marking has two purposes:

1. **Informs** the teacher's planning for the next lesson
2. **Tells** the children how well they have done

### Marking Musts:

- All work will be marked
- All children will have received feedback before the next lesson (verbally <sup>Ⓟ</sup> or/and by marking codes)
- 'Next Step' comments are given where appropriate. *The expectation is for these to be addressed either below the comment or in the next piece/s of work.*
- All marking will be in a different colour pen using cursive script
- Marking can be by any adult in the classroom
- All lessons with Learning Objectives will be highlighted:
  - **GREEN** for achieving the Learning Objective
  - **YELLOW** for nearly achieving the Learning Objective
  - BLANK for not having met the Learning Objective
  - (S) will be written next to the Learning Objective/Statement if the pupil was supported by scaffolding and, where appropriate, the letters T or TA if this support was with a teacher (T) or Teaching Assistant (TA)
  - If there work does not have an S, T or TA the assumption is that the work was completed independently

### Maths:

- A **DOT** for an incorrect answer
- A **TICK** for a correct answer
- If a pupil has got the majority of answers wrong, it is left unmarked and verbal feedback is recorded on the page

### English and Topic:

- A **TICK** by something that is good *with a word or phrase in the margin to say why*
- A **LINE** (*squiggle or straight!*) **UNDERNEATH** for something that is incorrect or needs looking at again *with the following marking codes on the same line in the margin:*
  - Sp** = Spelling (no more than 3 high frequency/topic vocabulary spellings to correct)
  - P** = Punctuation
  - ?** = Doesn't make sense
- Emphasis is given to positive feedback rather than mistakes

### Purple (Standlake) and Green (Stanton) Pen:

- This will be used for all corrections during verbal feedback, responding to marking codes or during some editing activities

# **Presentation**

## **Approach & Expectations:**

- We believe that the presentation of our work should make its high quality immediately evident
- All stakeholders know what is expected and that there is a consistently high standard of presentation in evidence across the whole school in all subject areas.
- Our expectations are intended to apply to the vast majority of children with the understanding that, occasionally, a decision will need to be made to personalise the presentation expectations for a child who has specific learning/writing needs.
- Teachers and Teaching Assistants will ensure that presentation of work is actively taught having understood that it is a learnt, not natural, skill

## **Celebration of good presentation will be seen in:**

- Displayed work that evidences high standards of presentation
- Exemplifying in whole class situations.
- Rewards in line with whole school behaviour policy (praise, House Points etc)

## **In general:**

- All drawings and diagrams should be completed in pencil
- Felt pens and biro's are not to be used by pupils in their exercise books
- Coloured pens will only be used for specific reasons by children, e.g. for marking, peer-assessment and for self-correcting/editing.
- Coloured pencils should be used in exercise books when non-written colour is needed.
- One single line is used to cross out mistakes (with a ruler if a long line).
- There should be no additional writing on covers or on the inside covers of books.
- There should be no doodling on pages in books or on covers.
- Tippex and correction pens are not used.

## **Presentation in English (and other writing) books in KS1:**

- Pupils will write in sharpened pencil
- Pupils will write only the day of the week (using correct spelling and capitalisation)
- LOs will be pre-typed and stuck in on sticky labels
- Pupils should be taught to write in fully cursive script as soon as they are able
- At the end of a piece of work pupils will self-assess by drawing an emotive face
- By Year 2 pupils should also be writing the month and underlining some headings with a ruler

## **Presentation in English (and other writing) books in KS2:**

- Pupils will write in blue ink as soon as they are able to do so effectively.

- Pupils will begin a new piece of work on a new page only when there is not sufficient space left after the previous piece of work. Otherwise they will rule off beneath the last piece of work, leave a line and begin the new work.
- Pupils will begin by writing the long date from the margin (using correct spelling and capitalisation).
- They will leave a line then write LO: inside the margin before writing the content of the LO against the other side of the margin. The date and LO should be underlined.
- Where appropriate, LOs will be typed onto sticky labels and placed in the book.
- Numbers, bullet points or dashes should be placed inside the margin with the accompanying writing following on the other side of the margin.
- Pupils should write from the margin and be encouraged to write to the crease without crossing it.
- New paragraphs need not be indented unless they cannot otherwise be seen in the body of the text.
- Headings and subheadings should be underlined with a ruler.
- Handwriting should be taught and fully cursive.
- At the end of a piece of work, pupils should leave a line before writing the letters AFL: in the margin ready to write their self-assessment comment to end the lesson.
- When editing pupils should use a different coloured ink wherever possible.

### **Presentation in Maths books in KS1:**

- By Year 2 pupils will write a numerical date at the start of their work e.g. 25.10.15
- Pupil will write in pencil and learn to use a ruler where appropriate.
- LOs will be pre-typed and stuck into books.
- At the end of a piece of work, pupils will self-assess by drawing an emotive face.

### **Presentation in Maths books in KS2:**

- Pupils will write in sharpened pencil.
- Pupils will begin a new piece of work on a new page only when there is not sufficient space left after the previous piece of work. Otherwise they will rule off beneath the last piece of work, leave a line and begin the new work.
- Pupils will begin by writing the numerical date from the margin e.g. 25.10.15
- They will leave a line then write LO: inside the margin before writing the content of the LO against the other side of the margin. The date and LO should be underlined.
- Where appropriate, LOs will be typed onto sticky labels and placed in the book.
- Pupils will use a ruler to draw a straight margin 3 squares in from the edge.
- Numbers, bullet points or dashes should be placed inside the margin with the accompanying question following on the other side of the margin.
- Pupils should write from the margin and be encouraged to write to the crease without crossing it.
- Headings and subheadings should be underlined with a ruler.
- Pupil will write one digit per square (but not one letter per square when writing!)
- At the end of a piece of work, pupils should leave a line before writing the letters AFL: in the margin ready to write their self-assessment comment to end the lesson.
- When self/peer marking pupils should use a different coloured ink wherever possible.