



# Marking and Presentation Policy

September 2016

*High quality feedback (written or verbal) is proven to make the biggest difference to pupil progress (Hattie, 2009)*

A School Marking Policy must be constructive, helpful and positive for every child. It must encourage and promote positive attitudes, set targets for future development and recognise effort and achievement. The ways in which pupils can be involved in and told what is expected of them, how well they are doing and what to do next, and how their efforts are appraised, lie at the heart of effective assessment for learning.

## Quality and Consistency In Marking Is Ensured Through:

- Discussion and review
- Work analysis
- Monitoring by all staff
- Using the school's agreed Marking Policy

## Why Do We Mark?

- To ensure pupils understand what they have done well and how to develop their work further
- To provide pupils with clear strategies for improvement
- To identify errors and misconceptions and help pupils to overcome difficulties
- To help pupils to close the gap between what they have achieved and what they could have achieved
- To facilitate parents in supporting their child's learning
- To monitor and assess pupil progress and inform future planning
- To enable pupils to recognise progress in their learning
- To motivate, develop confidence and foster self esteem

## How Do We Mark?

- All marking and feedback is appropriate to the age and ability of the individual child.
- **'Bubble and Block' Marking**

For certain pieces of work in Literacy and Numeracy, we use a 'Bubble and Block' marking system which gives the children both instant feedback and targets for further development. Next to a bubble, the teacher writes comments of praise and next to a 'block' the teacher writes developmental points. All written comments should be:

- positive - used to encourage or to reinforce
- constructive – used to suggest areas for development

For there to be value in this system, children must be encouraged to take note of the developmental points in the block before starting new work. In other words, the points positively inform ways of improving their work.

- We encourage pupils not to erase or remove discrepancies or errors in their work
- Some work is marked very simply – eg: just with symbols such as ticks. A Maths assessment at the start of a new topic to inform teacher planning is an example of this type of marking.
- Errors in pupil's work which need to be addressed by the child are highlighted (eg: by use of an asterisk, dot, cross or the error being circled) so the child knows to look at the problem/question again.
- Where a spelling mistake is made, a teacher may write the correct spelling above the mistake or in the margin as appropriate for the age and ability of the child and the child may be asked to rewrite the word correctly. Not all misspelt words will be corrected as this could demotivate a child – particularly one with a specific spelling difficulty.
- Use of stamps, stickers, merits, smiley faces, etc as incentives is encouraged

- Where oral feedback has been given and/or dialogue has taken place, this is indicated in teacher's comments.
- Where a child has worked with the support of an adult or with the support of resources, this is indicated in teacher's comments.

Teachers must regularly monitor children who, where appropriate, have developed and progressed to marking their own or their partner's work in some learning situations.

## **Presentation**

We have high standards in terms of presentation and we invest time in encouraging children to share these standards and to take pride in their work at all times.

We have produced a list of 'non-negotiables' for our expectations in terms of presentation. This will be displayed in children's English and Maths books.

Handwriting pens will be introduced in year 4 and by year 5, children will be using pen to present all written work. Children write in black ink. If children are able to write neatly and fluently earlier than this, then they may be asked to use pen to produce some of their work. Younger children may also use pen for some final drafts of work.

Some work is also drafted and/or presented using ICT / word processing.

Our handwriting style is cursive script (please see below)

In reception, children learn to write lower and upper case letters using our agreed handwriting font.

By the end of year 1, children start to join pairs/groups of letters as part of their daily phonics lesson.

From year 2, children will be taught handwriting using a joined script and, by year 3, there will be an expectation that all handwriting will be joined except in exceptional cases.

Lines are introduced in reception for some pieces of written work. By year 1, the children present their written work on lines.

For Maths work, squared paper is introduced at the beginning of year 1 and the children are taught to place one number in each square to support calculations and presentation. Maths work is completed in pencil for all year groups.

## **Date and title**

In maths books, children will write the date digitally accompanied by the title / objective  
In Literacy books, the date will be written in full accompanied by the title.

eg: Maths

**09/11/09**

**I can use a numberline to add**

Literacy

**Monday 9<sup>th</sup> November**

**I can use speech marks**

Agreed Handwriting Font

abcdefghijklmnopqrstuvwxyz

A B C D E F G H I J K L M

N O P Q R S T U V W X Y

Z