



Eversley Primary School Marking and Presentation Policy

Purpose and Aims-

Eversley Primary School recognises that marking and feedback are an integral part of assessment for learning and need to focus on helping pupils learn how to improve and develop their work. It is therefore important that all staff, pupils and parents have a common understanding of how work is marked and feedback given.

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

Feedback and Marking-

In all feedback green indicates pupils' successes and red indicates something that needs to be improved.

All feedback should indicate whether the pupil has met the objective using the following codes:

L/O ✓ - Learning objective met (in green)

P/O - Learning objective partially met but further reinforcement needed (in green)

L/O - Learning objective not met- area needs re- teaching (in red)

All classrooms must have these symbols displayed.

Comments of praise or other forms of recognition may also be used (e.g.stars/stickers/housepoints etc.)

Pupil Response to Feedback

On a regular basis and at least twice a week, marking must give feedback and provide opportunities for pupils to respond to this. This response should be immediate (the following lesson) and there should be a short, allocated time at the start of the lesson when this takes place. This feedback should be written in red so that it is easily identifiable to pupils that it is something that needs to be improved.

In mathematics, calculations should not be marked with a cross; pupil need to understand the importance of working out and therefore steps of the calculation should be marked or annotated. Incorrect workings or answers should be indicated with a 'C'.

Marking Against the Learning Objective Using Success and Improvement

The purpose of this method of feedback is to inform the pupil of how well they have fulfilled the success criteria and understood the learning objective and to give them a focus in order to improve their work. This model of marking need only take place once or twice during a unit of work. It may sometimes be appropriate at the end of a unit although it is more purposeful if it can be done during the unit so that pupils have time to put the improvement in place.

This is done using this four-step model:

- Showing Success- Highlight successes using green highlighter
- Indicate Improvement- Indicate where improvement should be made with a star and comment in red ink
- Giving Improvement Suggestion- Write down or ask for an improvement suggestion to help the pupil to know how to make the specific improvement. There are four types of improvement prompt:
 1. A reminder prompt- More suitable for the more able pupil this simply reminds the pupil of what can be improved e.g. Say more about how you feel about this person.
 2. A scaffold prompt- More suitable for pupils who need more than a simple reminder; this prompt provides some support e.g. a question, a directive.
 3. An example prompt- A suitable prompt for all but especially average or below average pupils, this prompt gives the pupil a choice of actual words or phrases.
 4. An oral prompt- This is suitable for emergent writers. It is written to the pupils and the pupil is told what is written and makes an oral improvement, which is scribed by an adult. Although the pupil may not be able to read the comment it will still have an impact and is likely to be remembered.
- Making the Improvement- It is important that classroom time is given to making this improvement and needs to be immediate. Time for this should be built into the next lesson.

Marking to Improve Basic Skills

Marking of presentation, punctuation, grammar and spelling must be ongoing and needs to follow the same approach as the response to feedback model in that pupils are given time to follow up suggestions for improvement. These will also be linked to individual and group targets.

Spelling errors need to be highlighted in orange and an opportunity for pupils to write out the incorrect words 3 times.

Number reversals in maths need to be highlighted in orange and an opportunity for pupils to write out the numbers correctly.

Marking Homework

When marking homework it is acceptable to acknowledge that the homework has been looked at but as homework is set to consolidate work done in class it is not necessary or appropriate to use the success and improvement model or to make lengthy comment. Acknowledgment in the form of a short comment, tick or reward (e.g. sticker, star etc) is appropriate.

Presentation

- All pupils and staff are to use cursive handwriting (see handwriting policy)
- Pupils are to use sharp pencil for recording in mathematics and for technical drawing
- When pupils are able to use a neat and consistent joined handwriting style they may be given a pen licence which entitles them to use a blue ink pen provided by the school. This should be used for all subjects other than maths and drawing (see above).
- Pupils who have obtained a pen licence may underline dates and objectives in pencil. In years 5 and 6 they may use a red pen to do this if they wish.
- The long date should be written at the top of all pieces of work except in maths and spelling tests when the short date may be used
- Learning objectives should be written on all pieces of work and abbreviated as L/O. It is appropriate for the younger pupils to have their objectives scribed or on stickers in their books.
- All books should have the presentation sheet stuck in the front of Maths, Literacy and Science books with a plastic cover.
- All pupils will have a sticky label that is lined to write their own names.
- No defacing of book or labels.
- A line should be left after a piece of work and then the page ruled across by the pupil before starting the next piece of work. Work should then be set out as follows:
 - Leave a line
 - Date
 - Leave a line
 - Learning objective
 - Leave a line
 - Begin work

Codes Indicating Levels of Support

All work must include one of the following:

T- (teacher focus group)

O/A- (other adult)

T/A- (teaching assistant)

I- (independent)

G- (group)

P- (partnered)

C- (class)

Pupils can be responsible for writing these codes when appropriate and they must be displayed in the classroom and stuck into the back of their Literacy and Numeracy books for them to refer to.

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