



Arnold Mill Primary School and Nursery

Marking and Presentation Policy Autumn 2024

Approved by:	S&P Committee
Last Review Date:	Autumn 2024
Next Review Date	Summer 2025

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Marking and Presentation Policy

'Quality feedback makes a difference'

1. Introduction

- Marking is an essential part of the assessment process and integrates assessment for learning into children's everyday learning experiences
- Marking must offer positive benefits to children and teachers
- At its simplistic level, marking recognises children's achievement, progress and effort, and offers specific details of ways to further improve. Written and oral feedback is equally valued as a means to achieve this end. Oral feedback is the principle method used in FS and KS1
- Children are encouraged to look at self evaluation in a positive manner
- It is the right of children to receive feedback on their progress

2. Purpose of Marking

- Marking is an essential part of learning and is an important form of communication/dialogue between teachers and children
- Marking links directly to the sharing of learning intentions and success criteria sheets (What, Why, How? sheets) by indicating 'next steps' in learning
- Marking is an effective way of keeping children focused on intended learning outcomes or agreed targets
- Marking identifies any need for additional support and more challenging extension work, with outcomes feeding back into planning and future teaching
- Marking provides evidence to demonstrate progress

3. Principles of Marking

- The most effective marking takes place with the children
- It links to the learning objective and success criteria - highlighting the learning intentions that have been met and suggesting next steps in learning









4. Practical Implementation

- Children's work is marked in a blue coloured pen and initialled by the marker
- Incorrect spellings will be selected for correction at the discretion of the teacher or TA. Focus is placed on high frequency words and 'topic' vocabulary. The marking of spelling is separate from the learning objective. Unless children are being assisted in redrafting a 'top' copy, up to a maximum of 3 spellings may be underlined and picked out for the child to practise, using 'look, write, cover, check'
- Classroom rewards are linked to marking for effort and attainment
- Supply teachers should mark set work and return to class teachers
- Signs and symbols are used as appropriate and displayed (see marking codes)
- Teachers mark the aspect of the work that relates to the planned learning intention
 - *In FS we sign work and use symbols where appropriate. Feedback is usually verbal. Green ticks are used to show attainment.
 - *In KS1 What, Why How? sheets are used to record what has been achieved. A traffic light symbol is used to grade effort. Challenge books are used to evidence independent work and feedback is given verbally and initialled in these books.
 - *In KS2 teachers will highlight aspects of the What, Why, How? sheet to show what has been achieved. Understanding of the 'What?' is traffic lighted and is recorded in the pupil and teacher boxes.
- When written feedback is provided, time is built into lessons for children to reflect on marking and respond to it
- Forward marking will signpost to the child that further examples of improvement will be looked for in future pieces of work
- Self marking/paired marking is used to encourage children to realise their own learning needs and have influence on their own next steps
- In KS1, children will colour the box in using a traffic light symbol. In KS2 Children will tick next to the What, Why, How? sheet
- In KS2 conference marking may be used in guided writing groups










5. Monitoring and Evaluation

- Marking is a key focus of ALL work scrutiny and pupil discussions carried out by subject leaders
- Monitoring staff meetings ensure judgements are consistent

Arnold Mill Primary School: Marking Code

	Guided/ supported work		Next steps
	Independent work		Good KS2
	Verbal feedback Conference marking		Brilliant KS2
	Supply teacher	highlighted (in yellow)	Love it! KS1
	Self-assessed	AA	AMPS Award









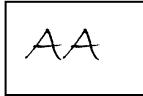


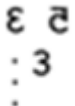
Arnold Mill Primary: FS and KS1 Marking Symbols

A__.!?	Remember punctuation		Proof read
	Use finger spaces		Spell red words (Specify underneath)
	use POWER words (Specify underneath)		Form letters correctly (Specify underneath)
	Talk about it		No capitals in the middle of words
	Think about it		Speed up

Arnold Mill Primary School: KS2 Marking Symbols

A __, __.	Use commas to separate clauses	A ____!	Use exclamation marks
A __-__.	Use dashes	A ____?	Use question marks
A _ () __.	Use parenthesis	A ____.	Use full stops and capital letters
"A ____,"	Use inverted commas	aBc	No capitals in the middle of words
abc	Join handwriting	was was <u>woz</u> . :	'Look, cover, write, check' to learn spelling

Arnold Mill Primary School: Marking Code

	Guided/ supported work		Next steps
	Independent work		Good KS2
	Verbal feedback Conference marking		Brilliant KS2
	Supply teacher	highlighted (in yellow)	Love it! KS1
	Self-assessed		AMPS Award
	Think about it		Good reasoning
	'Look, Cover, Write, Check, to learn new spellings or number formation		

Presentation

Children are encouraged to recognise the difference in expectation of presentation in relation to the purpose and audience of the task (eg 'Drafts and Skills' work, 'top 'copies etc). A high priority on handwriting and presentation is set when producing final drafts of work. Where necessary, teachers will scribe beneath the children's work.

Errors should be crossed out with a single line, rather than rubbed out. Children should appreciate that a learning journey includes mistakes and it is important that they are recorded too.

In maths, children should be encouraged to show their workings and informal jottings and to show their 'mathematical thinking'.

Children should be encouraged to set their work out logically and clearly.

In foundation children are taught to hold a pencil and form letters correctly from the top.

In Foundation 2 exit strokes for descenders are taught and modelled.

In KS1 children consolidate and embed handwriting skills. Entry strokes are introduced in Year 1.

In Year 3 Children begin to join.

Layout

In KS1, children;

- The short date (DD.MM.YYYY) is written starting from the margin
- The title should be in the middle (if used)
- In Maths the What, Why, How? sheet is stuck in on a new page at the beginning of each concept
- In all other subjects the What, Why, How? sheet is added to individual pieces of work
- Miss a line and start work

In KS2, children;

- Miss a line
- In English and Science children should write the full date (day, date, month and year) starting from the margin.
- In Maths and Topic Work the children should write the short date (DD.MM. YYYY). In Maths from year 4 children should write the Roman Numeral date alongside the short date.
- The title should be in the middle (if used)
- What, Why, How? sheet need to be stuck in to the left
- Miss a line and start work
- All the above should be underlined with a ruler from the beginning of Year 3 and used consistently from Year 4 onwards
- Paragraphs denoted by missing a line (no indent)

Example;

<u>Monday 14th October 2024</u>				
<u>The Vikings</u>				
What?		Why?		
Pupil	How do I know I have been successful?			Adult
				I G P
<i>We start to write here...</i>				

From the Foundation stage the learning intention (What, Why, How? sheet) is written by the teacher and shared with the children.

What?	Why?			
Pupil	How do I know I have been successful?	Adult		
		I	G	P

The 'What' is the learning objective.

The 'Why' is the aim of the learning.

The 'How' is the steps the children will take to achieve the learning objective.

The Pupil/ adult boxes are for assessing effort in KS1 and attainment in KS2. For this we use a 'traffic light system' (KS1: Red = little effort, Amber = worked steadily, Green = worked hard. KS2: Red = requires further teaching, Amber = needs consolidation, Green = Fully grasped concepts)

The 'How' is ticked by the children, in KS2, to show what they think they have learnt.

Teachers highlight the bullet points of the 'How' to show what was achieved.

Teachers initial the work, in the adult box, to show who marked it.

S is used for supply.