

THE COPPICE ACADEMY

Marking & Presentation Policy 2024/25



MARKING & PRESENTATION POLICY

Our Policy aims to:

- a) Ensure consistency, continuity and progression throughout the school, linked to National Curriculum requirements.
- b) Provide effective, live feedback to students 'in the moment'.
- c) Immediately address any misconceptions that students may have.
- d) Help teachers and pupils in the process of continual assessment.
- e) Utilise marking and continual assessment to inform future curriculum planning.
- f) Utilise marking and continual assessment to set future targets for pupils.
- g) Encourage pupils to develop their own assessment skills by promoting both self and peer marking.
- h) Help pupils to recognise that errors *can* provide teachers with information to improve learning.
- i) Pupils will be positively encouraged to leave their mistakes as a record of what they have done and show how they *can* improve their understanding and learning.
- j) Utilise marking and continual assessment to provide feedback of specific diagnostic comment and positive encouragement.
- k) Recognise and value pupils' work by the use of suitable comments.
- l) Recognise and *reward* excellent work and excellent effort, measured against the learning objective. (Credit system detailed in the school **Assessment Policy**)

NB: The neatness and presentation of teachers' writing should serve as an example to the pupils.

Presentation of Work

Students should start each piece of written work with the date, underlined, in the top right-hand corner of the page. The only exception to this is in mathematics where students should write the numerical date. They should then miss a line and write the title of the piece of work in the middle of the page; this should also be underlined. The learning outcome slip should then be stuck underneath the title. (see Appendix I)

The Marking Procedure

To ensure appropriate assessment and record keeping, *all* marking should be against the identified outcomes for the lesson as identified by the Learning Outcome (LO) evident at the start of the piece of work.

- It is important that all pupil work is marked and assessed on an on-going basis to ensure accurate record keeping and appropriate future planning.
- Marking should give opportunities for the pupils to be involved in the assessment of their work, to explain their thinking and for the teachers to identify the pupil's next learning target.

Assessment for Learning – Providing the next steps for the pupil

Student Feedback

For each piece of work, students will rate their confidence at the start and end of the task. They self-assess against the learning outcome and rate their confidence on a scale of 1-10.

We use purple pen for live feedback during the lesson. This means that, as teachers and TAs move around the classroom and give students feedback on their work, they also make a comment on the work in purple. This is particularly helpful in addressing any misconceptions the student has relating to the task or topic and will enable the student to proceed with the task or activity correctly, therefore improving their progress.

Teachers will use the information that is gathered from marking to build a picture of a pupil's progress and achievement and to consider the next steps in their learning. It will form the basis of future planning to ensure a balanced delivery of the curriculum.

Positive Corrections

Teachers will follow the **Coppice Academy Marking Scheme** to ensure that *all* work is consistently and positively marked (see Appendix II)

Displaying pupils' work

All work should be positively marked *before* it is mounted onto a classroom display board. This allows pupils to share skills and opportunities, celebrate, identify and learn from the successes of their peers.

Staff Roles

All members of staff are empowered to mark pupils' work.

Since marking helps provide educational indicators by which pupil progress can be monitored and improved, it is particularly **important that all staff adhere to this Marking Policy** and follow the guidelines set out in the **Coppice Academy Marking Scheme**, Appendix II, below.

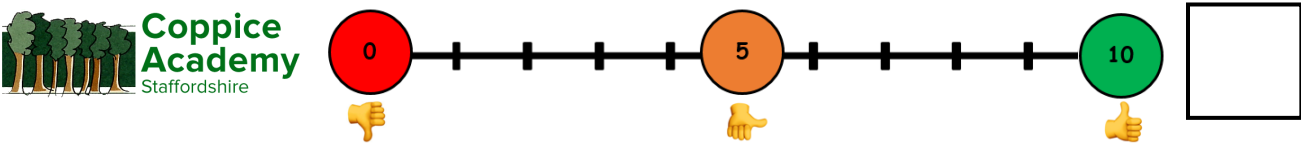
Live marking

Live marking during the lesson is by far the best way for our students to receive feedback. This should be done in **purple** pen. As mentioned above, it allows any misconceptions to be addressed and students can be seen to make progress by acting upon comments made.

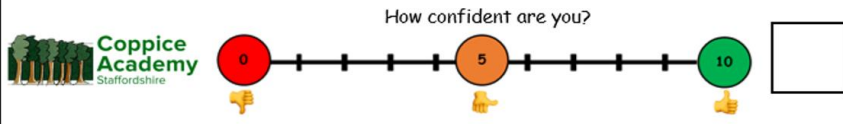
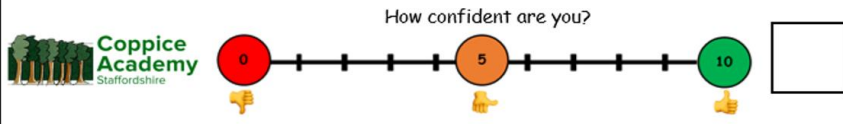
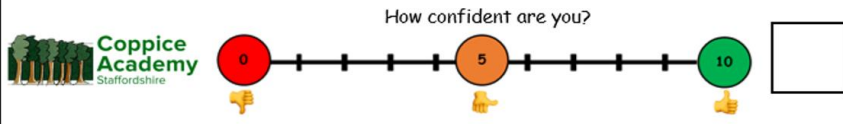
Presentation of Work

DUMTUM:

1. **D**ate written in top right-hand corner of page and **U**nderlined.
2. **M**iss a line
3. **T**itle written in the middle of the page and **U**nderlined.
4. **M**iss a line.
5. Learning outcome sticker with LO **t**yped and **p**rinted by the teacher/TA who is leading the lesson. Students should stick this into their book neatly and rate their confidence by writing a number in the box.

Learning outcome:	To ...
<p>How confident are you?</p> 	


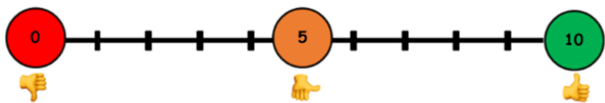


The page should look like this:

	<u>1st September 2021</u>				
	<u>Page Layout</u>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;">Learning outcome:</td> <td style="padding: 5px;">To lay out work in line with the academy's presentation policy</td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 10px;"> <p>How confident are you?</p>  </td> </tr> </table>	Learning outcome:	To lay out work in line with the academy's presentation policy	<p>How confident are you?</p> 	
Learning outcome:	To lay out work in line with the academy's presentation policy				
<p>How confident are you?</p> 					

(This template slide will be available on the VLE)

Students are to be encouraged to present their work as neatly as they can. This means neat handwriting, underlining with a ruler and, where appropriate, careful sticking. Some students may require adult support to stick in neatly. Students should write in pen.

At the end of the piece of work (or pieces of work, depending on the learning outcome), the student should glue an assessment slip into their books:

Assessment						
		How confident are you now? 				
Learning outcome achieved?	No (+ reason)	Partly (+ reason)		Yes	Bonus Points for effort:	
	You acted on purple pen comments in the lesson.					
	Your work was marked in the lesson and we spoke to you about it.					
	You completed an extension task today - well done.					

- The student only completes the ‘confidence rating’ section of the assessment slip, hopefully scoring themselves higher than at the start of the work, indicating that they feel that they have made progress.
- Staff should tick whether the learning outcome has, has not, or has been partly achieved. Reasons should be given where a student has not fully achieved the outcome (eg absence). Students can be awarded bonus points for the effort that they have put into their work, regardless of whether or not the learning outcome has been achieved.
- The appropriate box should be ticked relating to the use of purple pen.
- If staff wish to make a general comment about the piece of work, they may do so on the work, under the assessment slip.

Coppice Academy Marking Scheme

1. 'Live' marking during the lesson, by teacher or TA, is to be done in **purple** pen. This includes any spellings, corrections or advice given to students while they are working.
2. At the end of the piece of work, the student will have stuck in an assessment sticker.
3. If the assessment sticker is completed by a member of staff at the end of the lesson, this should be done in **purple** pen. Any other marking done after the work is completed is to be done in **green** pen.
4. Mark *all* work against the Learning Outcome that is stated at the start of the piece of work.
5. Tick the correct section to indicate whether the learning outcome has been achieved and add a comment explaining why it has not been met.

No (+ reason)	Partly (+ reason)	Yes

6. If necessary, use the following codes to identify who has marked the work:
 - **SM** = Self Marked
 - **PM** = Peer Marked
 - **Initial in green pen** if marked by someone other than class teacher.
7. Tick correct answers ✓ and indicate incorrect answers using a dot ●, **NOT** a cross.
8. Verbal feedback given - **VF**, and where possible write the feedback given in **purple pen**.

Marking for Literacy in all subject areas

Layout:

- Ensure that layout of date, title and learning outcome is correct. Write a brief comment in the margin if not.
- If incorrect layout is a recurring feature for a number of students in the class, think about whether you have specifically shown the class how you would like the work to be set out – perhaps use a template on the board.

Spelling:

- Do not ignore spelling mistakes, but there is no need to correct every single word that is incorrect.
- Underline 2 or 3 in one piece of work – especially common words that are repeatedly incorrect, or if there was a keyword for that lesson that has been spelt incorrectly.
- Write the correct version in the margin or above the incorrect word.

Punctuation:

- As with spellings, you do not need to correct every single punctuation mistake.
- If the student has forgotten some (or completely omitted any!) full stops, put a few in, with the accompanying capital letter. Then make a comment at the end of the piece of work, probably as a 'next step'.
- Forgotten or omitted capital letters can be highlighted in the same way.
- Sometimes it is useful to ask the student to read their work aloud and get them to put their own full stops in, or to read it to them, pausing where the full stop should go.

Remember: marking during the lesson ('live' marking with the student) is to be completed in **purple** pen, marking after the lesson is to be completed in **green** pen.