**Mereside Primary School**



 **Marking and Presentation Policy**

**Updated November 2017**

**Aims of marking:**

Within our school we believe a feedback and marking policy, which is shared with both adults and children will:

* Make it clear to children what they have done well and what they need to improve
* Ensure continuity for the children as they progress through school
* Signal areas of achievement/areas for development to teachers to inform future planning

**Principles of marking:**

* It provides opportunities to celebrate and acknowledge achievement, progress and effort.
* It provides opportunities for prompt and regular written or spoken dialogue with the child.
* Teachers and children are clear about the learning objectives of the task and the criteria for success and marking is directly related to these.
* Teachers provide constructive suggestions about ways in which the child might improve their work.

**Children should be encouraged to respond to marking by:**

* Evaluating their own work before marking, taking into consideration the shared learning objective, success criteria and any previously individually set targets in their books.
* Reflecting on their work after marking, through guided responses.
* That as part of the assessment for learning, children self assess their own work or help to assess another child’s work. This will be against the W.A.G.O.L.L. (Success Criteria-What A Good One Looks Like) or W.I.L.T. (Learning Objective- What I’m Learning Today) and indicated in books.

**Presentation Guidelines**

* Before starting a new exercise book/workbook folder, the child’s name/year group should be printed on a label and put onto the front cover.
* In mathematics, the number date should be used e.g. 16.10.14 (dots between the numbers)
* For all other work, day/date/month is to be used, e.g. Monday 16th October.
* Date to be written, then underlined.
* This should be followed by WILT- What I’m Learning Today, written and underlined; in KS1 this may be simplified or written by an adult. (Example provided in Appendix Two)
* A line should be drawn at the end of each piece of written work in books.
* Erasers should be used only with the permission of the teacher.
* The expectation is that there should be no doodling/graffiti in books/covers of books. This should be shared with children at the beginning of the year and any instances dealt with accordingly.
* It should be ensured that children have a sense of pride in the work they produce. Expectations need to be modelled and shared explicitly.
* Although the children will do the majority of their work in pencil, children in Y5 and Y6 may earn their ‘Pen Licence’ and complete their work in pen where appropriate. Younger children with exemplary handwriting may earn their ‘Handwriting Badge’.

**Marking Guidelines**

* All work, including those pieces completed in progress and special writing books needs to be marked. This can be self or peer marking; marked by the teacher; or marked by the Teaching Assistant, as appropriate to the task.
* Success criteria (W.A.G.O.L.L.) must be shared at the start of a session with the children, this must be visible for the child to refer to for the duration of the lesson, either displayed on the board or stuck in books.
* Marking needs to refer to the lesson objective, referencing the WILT or the W.A.G.O.L.L. directly.
* Time should be given to the child to respond to the target or written/oral information provided in feedback e.g. this could include follow up activities or tasks they need to complete, with activities available for children who do not need to complete any ‘fix its’.
* Self or peer marking should be indicated; children should again reference the WILT or the W.A.G.O.L.L in this feedback.
* Work should be marked in pen; expectations in handwriting and presentation should be modelled in the teacher’s feedback.
* Marking must follow the ‘Marking Checklist’ (Appendix 1) with green and pink pens used as per the checklist (the principle being ‘Green for Good and Pink for Think’)

**Monitoring**

Samples of children’s work from each class will be monitored regularly to ensure the marking policy is consistently applied. Appendix 3 shows the criteria which will be used.

**Appendix One**

**Marking checklist – adults**

**e**

**SD**

**I**

**WS**

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| --- |
| **At the start of the work, next to the WILT** |
| **A**  | WILT Achieved  |
| **WT**  | Working Towards the WILT |
|  | Independent work |
|  | With adult support |
| **In the body of the work** |
| **\_\_\_\_\_\_\_\_\_\_\_** | Good word/sentence/part |
| **✓** | Correct answer |
| **.** | Incorrect answer |
| **?** | Don’t understand/doesn’t make sense  |
| **O**  | Missing punctuation |
|  | Incorrect letter or number formation – write out correctly 3 times at the end of the work with adult model as guide |
| **sp \_\_\_\_\_\_\_\_\_\_** | Spelling error - write out correctly 3 times at the end of the work with adult model as guide |
| **✓** | Response to Fix-it/correction if correct |
| **. c** | Response to Fix-it/correction if incorrect |
| **NP** | New paragraph needed |
| **||** | Start a new line |
| **^** | Word left out |
| **At the end of the work** |
|   | This person gave feedback on your work/marked your work |

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| **Children’s marking checklist** |
| **A**  | Well done – you have achieved your WILT |
| **WT**  | You need a bit more practice at this – you are Working Towards the WILT |
|  | You did this on your own |
|  | An adult helped you  |
| **\_\_\_\_\_\_\_\_\_\_\_** | Good word/sentence/part |
| **✓** | Right answer |
| **.** | Wrong answer |
| **?** | I don’t understand this bit  |
| **O**  | You missed some punctuation here |
|  | Check your letter or number |
| **sp \_\_\_\_\_\_\_\_\_\_** | Spelling mistake |
| **✓** | Your Fix-it is correct |
| **. c** | Your Fix-it is not correct |
| **NP** | New paragraph needed |
| **||** | Start a new line |
| **^** | Word left out |
|   | This person marked your work |

**SD**

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**WS**

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**Appendix Two**

**W.I.L.T.- What I’m Learning Today (Lesson Objective)**

**W.A.G.O.L.L. What A Good One Looks Like (Success Criteria)**

**KS1 Example (Literacy)**

WILT: to write simple instructions

WAGOLL:

* Use of imperative verbs
* Title to explain what the instructions are for
* Use of numbered detailed steps
* Use of present tense in writing

**KS2 Example (Maths)**

WILT: to multiply 2 digit numbers using the grid method

WAGOLL:

* Numbers are partitioned
* The place holder (0) has been used where needed.
* Multiplication facts have been used.
* The two answers are lined up in place value order.
* These answers have been added carefully in columns.

**Appendix 3**

**Monitoring of marking checklist**

|  |
| --- |
| Teacher Date |
|  | Initial if evidence seen |
| Each piece of work has* Date written
* WILT written or stuck in
* Teacher comments refer to the lesson objective, referencing the WILT or WAGOLL directly
* Teacher’s handwriting in books, displays and on the board models school policy (Nelson script)
 |  |
| Presentation guidelines are being followed |  |
| Handwriting is good |  |
| Evidence of reflection (Fix-its) |  |
| Pupils initial to show they respond to teacher’s comments |  |
| Pupils respond to teacher comments and impact is shown in later work (ie comments do not have to be repeated several times) |  |
| Pointers for improvement clearly stated |  |
| Time should be given to the child to respond to the target or written/oral feedback, eg this could be follow up activities or tasks, with activities available for children who do not have any Fix-its |  |
| Incorrectly formed numbers or letters are corrected |  |
| Pupils practice these letters/numbers 3 times |  |
| Teachers check these corrections  |  |
| Incorrect high frequency spellings are corrected |  |
| Pupils practice these spellings 3 times |  |
| Teachers check these corrections  |  |
| Marking symbols all follow the school policy |  |
| Corrections to calculations in Maths may be done next to the incorrect calculation or at the end of the work and shown clearly as per school policy |  |
| In Maths, Fix-it (F), Revisit (R), and Push-it (P) tasks are shown accordingly |  |
| All adults using Nelson script and providing a good model for the children |  |
| Children complete an acceptable amount of work |  |
| Homework and spelling books are being marked and response from parents is encouraged |  |
| Children in KS2 may edit, correct or complete Fix-its in purple pen if there is no detriment to presentation |  |
| Teachers are using pink or green pens as per the marking policy |  |
| Is good practice evident? |  |
| Improvements needed? |  |