

All Saints' Church of England Junior School

Marking and Presentation Policy



AIMS

The aim of this policy is to ensure that all children receive feedback on their work in such a way that is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-or peer-assessment.

PRINCIPLES

Marking can have different roles and purposes at different times and feedback on children's work can take the form of verbal or written marking, peer assessment and self-assessment. However, three principles underpin effective practice; marking or verbal feedback should be:

- Meaningful – have an impact on pupil progress and outcomes
- Manageable – children should be able to read and understand the feedback provided at an age-appropriate level; staff should be able to manage the workload created by marking of work
- Motivating – any feedback should help to motivate children to progress. This does not always mean writing in-depth comments or being universally positive; sometimes, short, challenging comments or verbal feedback are more effective. The aim is for children to accept challenges and take responsibility for improving their own work

Marking might therefore:

- Acknowledge effort and attainment.
- Provide constructive feedback where necessary.
- Give suggestions for improving learning, as appropriate
- Correct selected mistakes and offer encouragement.
- Assess pupils' performance against stated learning objectives.

All teachers will display the marking criteria prominently in their class room for children's quick reference.

METHODS

Focused marking should identify the child's achievement against the learning objective for the lesson and may identify the next steps in learning/development points, where appropriate.

Where appropriate, English skills may be marked and commented upon in other subjects, however, this should not be the primary comment; the focus should still remain as the learning objective for that subject.

Within any piece of work a limited number (usually up to three) of high frequency words should be identified for correction. Any identified spelling errors should be practised at least three times along the line.

Incorrect spelling of important subject-specific vocabulary should be highlighted or corrected.

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Verbal or written feedback should allow the children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but good to learn from them and remedy them. This is in line with a whole school approach to developing growth mind-sets.

Children will be taught to edit their work:

At the initial drafting stage, children should be encouraged to 'have a go' and not be restricted by the need to spell all words correctly, as this can inhibit the creative process. Therefore, dictionaries and thesauruses would not normally be encouraged at this stage. However, as part of the renewed English curriculum, children will be encouraged to edit and improve vocabulary choices and spellings as part of the editing process:

1. Children will use 'purple polish pens' to demonstrate their own improvements prior to marking.
2. Written marking should be completed in green pen.
3. Yellow highlighters will be used to identify development points.
4. If written feedback has been provided or a yellow highlighter has been used in the marking, children will be provided with an opportunity to read and check work; they may respond using a black pen if appropriate, or may be encouraged to act on advice in future lessons.

As outlined earlier, opportunities will be provided for children to self-or peer-assess their work. An adult will check and acknowledge work assessed in this way. Grids can be used by children to self or peer assess after independent writing.

Maths Marking:

We are implementing a Mastery approach in maths teaching and learning. This involves the teaching of sequences of small steps in order to scaffold all children in accessing the learning objectives. It may appear in books that children are correctly completing the majority of their independent work; however, this does not indicate that the work is too easy but instead that the scaffolding has been successful. For common errors, a modelled example may be provided or an example to complete. Alternatively, errors may be discussed in the following lesson on a 1:1, small group or whole class basis.

Presentation of work:

Children will be asked to record 'DUMTUMS' in all work: Date, Underline, Miss a line, Title (L.O. – Learning objective), Underline, Miss a line, Start – working.

The long date will be written in English and the short date in all other books.

Children will be taught and encouraged to use a continuous cursive style of handwriting. All children will initially write in pencil and by Year 6, children will be writing in pen.

Where appropriate, children should be encouraged to avoid the use of rubbers in their work; a single line should indicate an error.

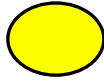
When marking, staff should model a fluent, cursive style of handwriting and comments must be written in child friendly language.

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MARKING SYMBOLS



Circle incorrect or missing punctuation (including capital letters)
- A yellow highlighter might be used for this purpose.



New paragraph or new line is needed



Insert – when something has been missed out



Underline a spelling or a mistake – give the correct spelling at the end of a piece of work or encourage use of dictionaries, as age-appropriate

TBD

To be discussed (eg in the following lesson)

D

The work has been discussed with the child (in depth) – could be added after D to indicate an extended Conversation.

T

Indicated that the work has been completed with a high level of teacher support

TA

Indicates that the work has been completed and/or marked under the supervision of a teaching assistant

S

If a supply teacher has marked the work. If the work has not been marked, the work can be recorded as unmarked with an 'S'

X

Appropriate use of crosses when marking

- May be used to indicate errors instead of crosses for some children, as appropriate. This may also be highlighted in yellow to make it clear to the children, as appropriate.

Marking symbols should be displayed in every class room for pupils' reference (see appendix 1)

Reviewed: Feb 2024

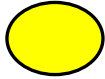
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How your work will be marked at All Saints' Junior School

Your teacher will try to talk to you about your work when you have finished it, but if it is marked later these symbols will be used:



You have used the wrong punctuation or there is punctuation missing. A yellow highlighter might be used for this purpose.



New paragraph or new line is needed



You have left something out

sp

You have spelt a word incorrectly – the teacher has written the correct spelling at the end of your work or you may be encouraged to use a dictionary

TBD

To be discussed (eg in the following lesson)

D

The teacher has discussed your work with you (in depth) – could be added after D to indicate an extended conversation.

T

The teacher has helped you complete this piece of work

TA

A teaching assistant has helped you with this work

S

A supply teacher has marked this piece of work

X or ■

This is wrong – you will need to do a correction in black pen

Your teacher may write a comment at the end of your work. This is for you to read and act upon.