

TANNERS WOOD JMI SCHOOL



MARKING AND PRESENTATION POLICY

Adopted by Governing Body:	Date September 2019	Review Date September 2020
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Aims and purpose

To provide a consistent approach to marking and presentation throughout the school. This policy aims to ensure children are aware of the teacher's expectations and to further a child's development in all curriculum areas. It is important that marking is completed on a daily basis. Teachers will provide opportunities for children to peer mark and self assess on a regular basis. Marking is a vital component in the Planning and Assessment cycle; empowering individual children with feedback about their success and improvement needs against the success criteria for a piece of work. Not only does this give the child ownership of their own learning, it also provides the teacher with evidence of the child's level of learning for Assessment purposes and informs planning for the further next steps for the child.

At Tanners Wood we value marking as an assessment tool, to give feedback, and as a strategy to boost self-esteem and aspirations. Marking is a two-way communication involving teachers and pupils. Our marking and presentation policy aims to promote a consistent approach and enable teachers and pupils to gauge understanding and identify misconceptions. Marking provides a basis for summative and formative assessment and informs individual tracking of progress. We promote self and peer assessment and plan this into lessons. As part of the marking process it is vital that opportunities for feedback both oral and written are built in. Time in lessons is given for children to reflect and respond to marking. Effective marking can give a clear picture of progress and what the next steps in learning should be.

The purpose of marking

- Ensure all children understand work is valued. We mark pupils' work to show them that we care about their efforts and the progress they make.
- Ensure there is appropriate feedback both positive and developmental, so that children can move on in their learning. Marking helps pupils to understand how and why their work is successful and how it can be improved.
- Be used as part of wider continual assessment to inform future targets and curriculum planning. Marking is vital in assessing the effectiveness of our teaching – what pupils have understood and what we need to teach them next.
- Marking prompts a dialogue between the teacher and the pupil, and therefore provides further opportunities for assessment.
- Ensure consistency, continuity and progression throughout the school, linked to National Curriculum requirements and the Early Years Curriculum.
- Ensure all pieces of work are acknowledged.

Marking Practice

- Teachers will use green pen to mark all pieces of work. Pupils will respond to teacher feedback in a 'Polishing Pen' (this will be red). Time will be planned for children to respond to teacher marking at an appropriate time.
- As part of high quality marking teachers will pose questions and give feedback which pupils are expected to respond to.
- Marking will be completed against the learning objective or success criteria and this will be indicated by the use of single/double ticks next to them. **We will not** write comments such as 'you have achieved the learning objective', 'well done' or 'good work'.
- If a child starts working with adult support and then continues independently this will be indicated by an (1)
- Teachers may use a green highlighter to identify areas for improvement. They may also indicate next steps during marking on some pieces of work, indicated by a (N/S).

It is sometimes appropriate to use:

- i) **A Reminder prompt** – a suggestion of what could be improved
 - ii) **A Scaffold prompt** – usually a question, directive or unfinished sentence or calculation
 - iii) **An Example prompt** – gives the child an example e.g. a calculation in maths or choice of actual words or phrases in English based subjects.
- Children may initial or tick comments to show they have read them when appropriate.



- Maths and other closed tasks should be marked with a tick and a dot put next to incorrect answers.
- Children should be encouraged to leave incorrect answers and not rub them out.
- **Learning Objectives** will be shared with children and written down and referenced in their books. They may be referred back to in order to allow children to re-focus on them during the lesson.
- When possible or applicable children will be encouraged towards identifying the **Success Criteria** (referred to as Top Ticks at Tanners Wood) of the lesson; that is what they have to do so that both they and the teacher will know that the **Learning Objectives** have been achieved.
- There will be frequent and regular opportunities for peer and self-assessment throughout the curriculum. Feedback is given in other forms throughout lessons to enhance children's self-awareness and create a learning change – verbally through questioning and collaborative discussion in guided work, feedback walls, mini-plenaries/plenary, photographic presentations of learning process and learning walls.
- Children will be involved in self-assessment using **Top Ticks** to comment upon their own progress.
- For children in the Early Years feedback will be mostly verbal and next steps are recorded within Learning Journals. Once next steps are achieved they are dated and placed in Learning Journals.
- Work will be annotated in line with the Tanners Wood Marking Key. The following symbols should be used when marking each piece of work.
- Stickers may occasionally be used to acknowledge positive learning (they should not be over used).



Tanners Wood Marking Key

After your work has been marked it is your job to check it carefully to see how you can improve it.

When redrafting your own work, use the same symbols to correct any errors.

✓	Single tick to demonstrate understanding.
✓✓	Double tick to demonstrate exceptional understanding.
•	Incorrect answer, try to put it right.
^	Something has been missed out e.g. to I like eat cake. ^
?	The sentence doesn't make sense.
sp...	Beside a word or in the margin, means spelling should be checked.
sp x3	Practise writing the word three times.
//	Beside a word means begin new paragraph.
[]	Grammar and punctuation errors in square brackets. Where [was] the children.
	Reminder to use finger spaces between words.
TA	Teaching Assistant has worked with the pupil.
T	Teacher has worked with the pupil.
VF	Verbal feedback has been given.
	Indicates area for improvement.
Ⓟ✓	Single tick to demonstrate good presentation.
Ⓟ✓✓	Double tick to demonstrate exceptional presentation.

NB. Teachers to use discretion in correcting spellings as early spelling strategies involve phonetically accurate spellings which demonstrate a child's growing spelling awareness.

Handwriting and presentation

Aims and Purpose

- Children's work should be well presented at all times. The quality of presentation reflects the care taken with a piece of work.
- High quality presentation is something that is expected of every child. It is not an optional extra. Teachers must always expect the highest standards of presentation and will help and encourage every child to achieve them.
- Following an agreed format of presentation will give children a lasting framework for the presentation of their work throughout the school. All children will be encouraged to follow these guidelines.
- All staff must model good presentation using a cursive style.

Guidance

- We encourage children to take a pride in their work. We set them clear guidelines for each piece of work so they know what is expected of them. See guidelines below.
- We ensure they have the appropriate materials necessary for producing the best quality of work (sharp pencils, rulers and appropriate paper for different tasks).
- We provide them with a variety of audiences so that they are encouraged to present high quality work at all times (e.g. other classes, parents, community, notice boards, display).
- We expect children to look after their work and keep their learning and book covers clean and tidy.

Handwriting

In the teaching of a physical skill such as handwriting, the teacher must be able to observe each child's posture, grip of the implement and movement. Demonstration by the teacher, either to a group or an individual is as important as observation.

Letter formation sheets will be shared with parents on induction to school.

Early Years Foundation Stage- Nursery and Reception

The curriculum guidance for the Early Years Foundation Stage 2012 shows the knowledge, skills, understanding and attitude children need to acquire in order for them to attain the ELG for Writing. This states that children should be able to use a pencil and hold it effectively to form recognizable letters, most of which are correctly formed.

National Curriculum- Years 1 to 6

The National Curriculum informs guidance for teaching handwriting and all staff must be familiar with it and adopt it in all in their teaching. The following statements come from the Programme of Study.

Pupils in Year 1 should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Pupils in Year 2 should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Pupils in Years 3 and 4 should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Pupils in Years 5 and 6 should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choose the writing implement that is best suited for a task.

Writing equipment

In the Early Years children have access to a range of writing media and experiences and need to practise with implements of different size, weight and type in order to develop the necessary skills. Activities might include painting to develop fine motor skills and imaginative role play areas with a range of writing implements.

As children make progress with handwriting skills and are engaged in formal handwriting sessions, pencils and handwriting pens should be used for formal writing sessions. All children work towards achieving their Pen Licence during Year 3.

Monitoring arrangements

All members of staff are expected to be familiar with the policy and to apply it consistently. Marking will be an on-going focus of the SLT's monitoring and evaluation schedule.



Tanners Wood Presentation Guidelines

Year group	Written learning	Maths learning	Corrections
KS1	<ul style="list-style-type: none"> • Plain or wide lined paper. • Dated (short date) on left hand side. • Year 2 will use the long date. • Title • Line guides used with plain paper where appropriate. 	<ul style="list-style-type: none"> • Large squared paper. • Start a new page for each new lesson. • Dated (short date) on left hand side. • Title • Begin two squares in. • One digit per square. • Only pencil to be used in maths learning. 	<ul style="list-style-type: none"> • Use of clean rubber supervised by teacher.
KS2	<ul style="list-style-type: none"> • Narrow lined paper. • Dated (long date) on left hand side. • Title • Date and title underlined in pencil with a ruler. • Line guides used with plain paper where appropriate. 	<ul style="list-style-type: none"> • Small squared paper. • All work will be ruled off with pencil and ruler. If there is less than half a page remaining, a new page will be started. • Margin on the left hand side. • Dated (short date) on left hand side. • Date and title underlined in pencil. • Begin two squares in. • One digit per square. • Work evenly spaced and numbered. • Only pencil to be used in maths learning. 	<ul style="list-style-type: none"> • Mistakes in pencil will be corrected by using a clean rubber under the discretion of the teacher. • Mistakes in pen will be corrected by a single solid line.
Worksheets	Worksheets to be clearly dated and titled, then inserted neatly into relevant books. A4 sheets must be cut down to fit in A4 books without overlap. Worksheets are to be folded only when in A5 books.		