



# **Marking and Presentation Policy**

August 2017

Marking is an assessment tool which gives feedback to children on what they have been successful at and how they can develop further. They are entitled to a consistency of responses to their work. Marking is an act of communication and is an essential part of the learning process. It needs to be carried out after completion of the tasks and before the next teaching session. The purpose of marking is for the needs of the child but we recognise that it is open for other audiences to see.

At Pinewood we believe that marking should:

- Be positive.
- Support children in seeing what they have done well.
- Support children in seeing how to improve.
- Support children in making self-assessments.

### **WHY DO WE MARK?**

1. To assess each child's development.
2. To identify problems and encourage future teaching points.
3. To inform teachers planning so that the next stage of learning will be identified.
4. To assure children that we value their work.
5. To keep the child focused and motivated and raise expectations.
6. To involve children in the learning process.
7. To reassure parents that their child's work is monitored and valued.

### **What do we mark?**

#### *Foundation 1*

All marking in F1 is in the form of oral feedback and discussion with the child as the work is being done.

#### *Foundation 2*

1. Pieces of written work during guided writing
2. Maths work where appropriate

#### *Key Stage 1*

1. Written work
2. Maths work
3. Samples of science and non-core work where appropriate

### **HOW DO WE MARK?**

1. Giving oral feedback through discussion with the child as the work is being done.
2. Marking should be specific to the WALT or success criteria of the lesson, and/or the child's individual targets.
3. Symbols will be used where needed e.g. F2 and Y1 for WALT and WILF.
4. At the end of the lesson WLS (with little support), WS (with support) and I (independent) will be written on all pieces of work, either by the child or an adult. If the work was conducted in a group 'GR' and if in pairs a 'P' will be written on the work.

5. If the child has been able to undertake the task verbally but has been able to write it down a v will be written on the piece of work.
6. When appropriate more formal written feedback will be given to the child on how to improve their work in the following way:
  - Wherever possible, children should be directed to act upon verbal advice at the point of teaching. VF will be marked to indicate that this has happened and a comment made by the teacher if necessary.
  - Oral feedback may be given once the work has been completed even if it has not been marked more formally; highlighting positives and often an area for development. This will be shown by putting a VF (verbal feedback) next to the coloured stamp.
  - 2 pieces of Literacy work will be marked with a star and a wish each week wherever possible.
  - Next to the star will be a positive comment (positive comment). Next to the wish a development point (target for improvement). This target for improvement may require the child to improve on something in their next piece of work or will lead to a response before the next piece of work.
  - If the child is required to edit their work this will take the form of a 'wish' and will include symbols to save time on written marking wherever possible.
  - When a child is required to make a response to the marking this will be highlighted to them, as a post it note arrow will be stuck in their book. This arrow will be removed once the child has responded and the child will respond in purple pen so corrections or responses are easy to see. If the response is only a verbal response then a 'VF' to show that this has been discussed will be written on the work. If a response has been made it could be marked with R if the response is difficult to see.
  - If the wish comment is in reference to the next piece of work/future writing, the comment will take the form of a 'remember to' statement.

An example of star and wish marking:



Full Stops + Capital letters (in symbols maybe).



Read back to make sure it makes sense (symbol)

**Remember to** check that new sentences always start with a capital letter.

As much as possible the wish should lead to an improvement and an instant response to the marking.

7. We will mark in green pen.
8. Children's work will not be written all over in the form of correction as this can be off putting for children whose attempt at writing should as much as possible be valued and emergent. However if a child should know a particular spelling this may be pointed out on their work or put in their wish or on their pencil target. No more than 5 spellings would be corrected and these would usually relate to key words/phase words. SP will be written on work for spelling correction.
9. The teacher will then use a coloured stamp to assess a child's understanding reflecting the same criteria.

Green smiley face: You have achieved the learning objective;

Yellow smiley face: You have mostly achieved the learning objective;

Red smiley face: You haven't achieved the learning objective;

This marking will happen on all pieces of written work in all subject areas as our minimum approach to marking.

10. There is a place for self and peer marking.
11. An independent piece of written work will be leveled at least once every half term away from the point of teaching. This will be leveled against our assessment criteria.
12. Selectively – all work will be seen but will not always be assessed for areas of development.
13. Good work will be rewarded with stickers, tickets and visits to the Head Teacher for praise and reward
14. In Foundation, writing and mark making opportunities in free play and in supported child led activities, will be orally discussed with the child throughout the activity and praise given. Evidence of such independent mark making will be placed in the child's writing book and this work will be dated and briefly annotated when thought necessary.

**The whole school uses an individual Pencil Target System to share writing targets with children in addition to the star and a wish.**

#### **Pencil Targets in Foundation 2**

Pencil targets are differentiated into 3 levels in F2, are used at the point of adult led writing. They are also displayed in the writing areas. These targets are generic according to ability level and act as a reminder/prompt to remember finger spaces, find the letter, etc. Individual comments will be discussed with the children and written next to the star/wish at the point of writing, and acted upon/followed up where possible.

#### **Pencil Targets in KS1**

Children will all have a personalised pencil target with standardised picture prompts of their targets. The picture targets will be related to the next level in their writing development. A dot next to the main target/s may be used to encourage the child to focus on that particular target. On the back of the target pencil, less generic targets may need to be written e.g. a key word spelling, letter reversals.

### **Mark Marking**

- Correct work will be ticked
- Incorrect work will be dotted which means have another go
- An arrow post it note will show where children need to go back and have another look
- VF and R will be used to show where verbal feedback and responses have been made
- Responses where appropriate will be made in a purple pen.
- Star and wish marking will be used where appropriate

### **Children**

1. Children need to be fully involved in the marking process
2. They must know what is expected of them along with an understanding of WALT and WILF
3. They must understand our marking and target system
4. They must understand the importance of self and peer evaluation beginning in Y1

### **Parents/carers**

Must have a clear understanding of the marking system supported through parents evening, workshops and a guide on the school website.

### **Special Educational Needs and Disability**

This policy has been written with regard to the aims and objectives of the Special Educational Needs SEND policy and the school's Disability Equality Scheme.

All lessons are planned using differentiation, and take into account a range of learning & teaching styles to cater for all pupils. In some cases individualised learning programmes are adopted and a variety of methods to present and record pupils work are offered. In this way all children have the opportunity to reach their potential, regardless of their need or disability.

To be reviewed Autumn 2018

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