

Rogerstone Primary School

Marking and Presentation Policy

At Rogerstone Primary School our Marking Policy aims to create a positive learning environment in which our children are proud to 'own' and take pride in their work. We continuously strive to move each child forward in confidence through positive comments and setting small achievable targets in consultation with the child. Marking is always positive, clear and appropriate in its purpose. We recognise that for a child to develop, a clear understanding of their needs and personality are needed and that being part of a sensitive, caring and successful community is vital. Whenever possible children are involved in the assessment process and comments are clearly aimed at extending and improving a child's attainment and achievement.

Principles:

- All staff including supply staff will consistently apply marking policy.
- Feedback should involve the learner wherever possible to improve the chance of it being understood and acted upon.
- It should be positive, constructive and aimed at improving future work.
- Criteria for marking should be established before the work is undertaken. It should focus the response on the learning objective and criteria for success.
- Interim marking can be undertaken during the lesson to offer guidance and encouragement.
- Marking the completed piece of work should take place as soon as possible after it has been completed and where possible pupils should be involved.
- All work should be acknowledged by the teacher even if it is not going to be marked directly e.g. where children mark each other's work or where the child has written a draft copy and edited it with a partner.
- Pupils are encouraged to comment on the work themselves before handing it in or discussing it with the teachers.
- Oral responses may be made on a one to one basis between a teacher and a child. Oral responses should be positive, carefully thought out and should aim to develop the child's self-confidence and esteem.
- Marking in the Foundation Phase takes into account the needs of the individual and is completed with the child both orally and written.
- Year 2 will take a greater role in evaluating their work and be more involved in the marking process during the summer term in preparation for the transition into Year 3.

Why we should mark children's work?

- To benefit pupils, teachers and parents by diagnostically checking as to whether concepts have been understood.
- To value and appreciate the pupils' achievements
- To encourage, praise and set targets for the next task
- Marking that is set against clear criteria can act as evidence of attainment.

Focus Marking

Focus marking should focus first and foremost on the learning objective (which is differentiated). The emphasis in marking should be on how to improve the learner's work in

relation to the success criteria. It should help the child in closing the gap between what they have achieved and what they could have achieved.

Focus marking will be stamped in the margin, next to the title with stars 3 for outstanding, 2 for great and 1 for good and next step (➡) and a close the gap question (*) maybe applicable in some instances. (See Marking Code Appendix 1) A T will demarcate when a target has been set with the child and this will then be ticked when this is achieved in future work. When a pupil responds to a teachers comments this will be completed by the children in red pen.

When verbal feedback is given to child during a lesson, children will respond by adding a V in the margin and responding appropriately in red pen. This dialogue develops well when children are taught how to respond in a meaningful and purposeful way.

In instances where children are not yet able to record the learning objective this will be recorded by the teacher.

Useful closing the gap comments depending on the ability of the child are:

- A reminder prompt
- A scaffolding prompt or question
- An example prompt

Not all pieces of work can be 'focus marked'

Focus marking will have a greater impact on learning if the focus is on the quality of feedback and next steps rather than on the quantity of information gathered. It should enable all pupils to understand their own achievements and know what they need to do to make progress.

All books shall be reviewed and acknowledged daily by the class teacher with a positive comment. One piece of literacy and numeracy will be quality marked weekly and a minimum of two Cross Curricular writing and numeracy will be focus marked in the skills book fortnightly.

Focus Marking / Verbal Feedback Literacy	1 per fortnight marked against success criteria where appropriate 1 verbal feedback per fortnight
Focus Marking / Verbal Feedback Numeracy	1 per fortnight 1 verbal feedback per fortnight
Focus Marking / Verbal Feedback across Curriculum	Science 1 per fortnight verbal feedback as appropriate 1 per fortnight focussed marked CCW verbal feedback as appropriate 1 per fortnight focussed marked CCN verbal feedback as appropriate

Peer Assessment and Self-Assessment

Peer and Self-Assessment opportunities should be built into lessons and plenary sessions using assessment stickers. Opportunity for assessment dialogue is provided within the Guided Reading

Carousel for pupils to respond to next steps from the teacher's marking. All responses from pupils in key stage two to be written in red pen.

PRESENTATION OF WORK

The presentation of children's work is an integral part of the teacher's appraisal of that work. It is considered a high priority in encouraging the children of Rogerstone to produce the best possible effort on their part and reflects the high expectations that the school has of its pupils. A uniform approach to this in school is necessary and the following policy reflects the views of the whole staff in regard to the presentation of work.

General Aims

1. Children will be encouraged to take a personal pride in their work and this should be reflected by the teacher's appraisal of it.
2. Expectations through the school will be very high in relation to the presentation of work.
3. Children will be aware of the standards that are expected and that lack of effort will not be accepted.
4. Ultimately children will be encouraged to take responsibility for their work and through this begin to evaluate their performance.
- 5.

The following points are related to the general presentation of work in Rogerstone Primary.

Children should:

Progress from using a pencil to pen at the start of year 3.

- Children will be provided with an appropriate pen.
- Blue ink only will be used.
- Teachers will make sure that an appropriate pen is used at all times.

When beginning work children should:

- Use the top line of each page.
- Write the date: Year 3-6 Welsh date in skills book, numerical date in Maths book and English date in Literacy book.
 - 1) A numbered date for all subjects work, e.g. 25.01.01 on the right hand side of the page. No Margins to be drawn in Maths books.
 - 2) A different presentation will be required for English:
i.e. Wednesday September 25th
Dydd Mercher Medi 25th
 - 3) A number date to be displayed in maths books. Maths book to be divided into two columns and calculations to be recorded down the page.
- The date will be underlined with a pencil, using a ruler
- A title detailing the learning objective to precede work.
- The date should be written on the left-hand side of the page.
- A line should then be missed.

When continuing with work children should:

- Miss lines where appropriate.
- Where mistakes occur, children should draw ONE line with a ruler through a word or phrase they know to be incorrect, not cross it out untidily.
- When answering questions from an exercise, numbers should be written down the page in the margin.

The following rules will apply when drawing diagrams:

- Coloured pencils only should be used in exercise books not wax crayons. Felt pens may be used at the teacher's discretion.
- Diagrams/Tables should always be drawn in pencil.
- Labelling arrows should also be drawn in pencil with a ruler. It is important that the arrow point just touches the part of the diagram that is being identified. Labelling arrows should not cross.
- Words to accompany these should be printed horizontally and in ink when used.

In Mathematics work children should:

- Place one digit in one box.
- Children to write in pencil.
- One box should be allowed for symbols + - ÷ x and also decimal points and equals signs.
- Work should progress across the page when answering questions.
- All answers should be spaced out neatly.
- Two columns in maths.

ICT

Where work is word-processed the date and title will be typed at the start of the story or work that is going into a book.

Children should not:

- Rub out any mistakes in their work with ink erasers.
- Use Tippex or similar correcting fluids.
- Scribble out any mistakes.
- Make any untidy alterations.
- Put question numbers in brackets or in circles.

At an appropriate stage, the Foundation Phase staff will work towards their children's implementation of these skills and practices, certainly in Y2 many of them should be in place and others introduced.

Within the Foundation Phase:

- Where an answer has been marked as incorrect, the teacher will accept an answer written alongside for the correction.
- Children should not rub out the incorrect answer.

Exercise Books

A sample to be used at different stages of the school and for each subject is available for staff to see. This will ensure progression and continuity in the presentation of work.

It is hoped that, through adopting a whole school approach to presentation of work, that the children of Rogerstone Primary School will progress through the school learning to adopt favourable attitudes to their work and a sense of pride and achievement in its presentation.

This policy should be read in conjunction with the Assessment for Learning policy and the ARR Policy.

Rogerstone Primary School is committed to equality, including racial equality, for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity and will not tolerate racial harassment of any kind. Rogerstone is committed to providing a curriculum and environment that challenges and extends the learning and opportunities for more able and talented pupils.