



Primary Marking and Presentation Policy

Rationale:

Marking and feedback is a central part of a teacher's role and can be integral to progress and attainment. Verbal communication in class together with written responses offer a key way of providing feedback to pupils and helping teachers assess their pupils' understanding.

Aims:

We mark children's work and give verbal feedback in order to:

- Show we value their work and boost self-esteem through praise and encouragement.
- To recognise achievement, presentation and effort.
- Show where children have been successful and what their next steps are.
- Identify and address any misconceptions.
- Support teacher assessment and future lesson planning.

Regularity of Marking and Feedback:

All pieces of work will be marked promptly by the class teacher.

We use a variety of marking methods in our school:

KS1

Diffusive Live Marking - The class teacher diffuses through the classroom marking various students' work. Work is marked as 'VF' Verbal Feedback.

Absorptive Live Marking - The teacher conducts 1:1 feedback from a designated consultation point in the room. Worked is marked as 'VF' Verbal Feedback



Pink and Green/Gap Task Marking

This is used for every day work with a grammar or sentence level focus.

The class teacher marks examples of the achieved objective in green and pink for the student to respond to as a 'gap task' to close the gap in learning and to improve their work.

Green-evidence of skill being demonstrated within the work.
Pink- to edit, correct or redraft.

KS2

Diffusive Live Marking - The class teacher diffuses through the classroom marking various students' work. Work is marked as 'VF' Verbal Feedback.

Absorptive Live Marking - The teacher conducts 1:1 feedback from a designated consultation point in the room. Worked is marked as 'VF' Verbal Feedback

Peer Marking - Students mark each others' work which is seen and checked by the class teacher and shown with a comment or a tick. Marks book with 'PM' to show peer marking.

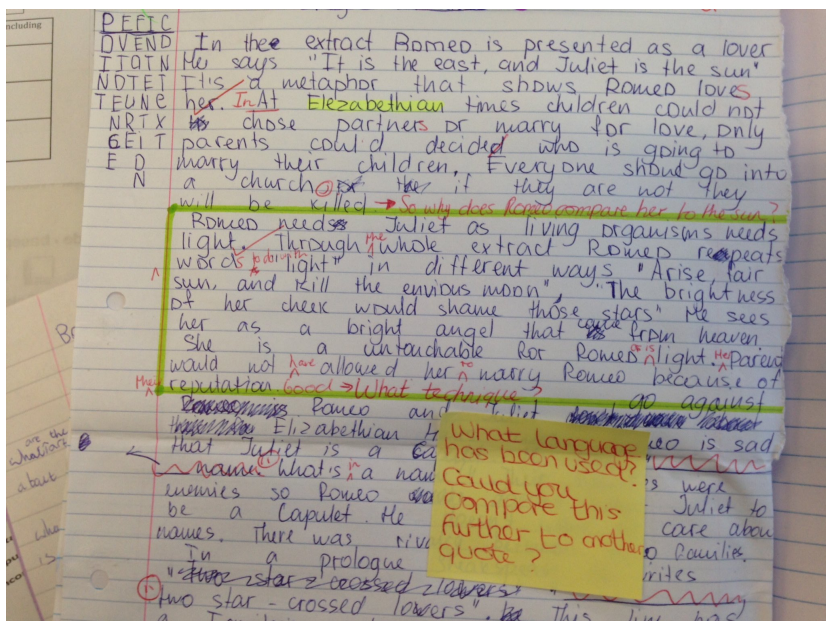


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Yellow Box/Selective Marking

This is used for extended or 'Big Writing' when the child has written in depth.

Selective marking involves selecting one section of work to mark in depth and using this to give specific feedback with focused, manageable improvement targets. Rather than trying to mark everything a student writes, teachers 'zoom-in' and specifically focus on smaller sections of work and particular skills.

Marking Codes used:

S	Child did the work with support (S written at the top of the page by the teacher)
Sp	Spelling error
O	Circle - either punctuation or a capital letter missing
VF	Verbal feedback given in class
✓	Correct
^	Missing word
//	New paragraph needed
	Sentence doesn't make sense

Presentation Expectations

- Children should take pride in their work.
- Children are encouraged and praised for neat handwriting and presentation.
- The front cover and pages are free of graffiti/doodling or extraneous mark marking.
- Drawings or worksheets are glued neatly and tidily into books. Drawings are not drawn directly into the literacy book.
- Any book work, of less than a page, is to be ruled off and the next lesson's work is commenced under that line (this is to save paper).

Subject	Expectation
English	<p>KS1 - Year 1 Work is done on sheets and kept in folders. Work has the short date written on it in DD/MM/YYYY format. More able children progress to exercise books (yellow) when the class teacher feels they are ready and will follow the same format and expectations for year 2.</p> <p>KS1 - Year 2 All work in literacy books - (yellow) long date and learning objective written by student - or teacher in exceptional circumstances- for every piece of work. Writing must be next to the margin</p> <p>KS2 Written work is done in literacy books- (yellow) Sheets for handwriting practice and similar are kept in children's work folders. Long date and learning objective is written and underlined with a ruler for every piece of work. Writing must be next to the margin.</p>
Maths	<p>KS1: Work is done on sheets and kept in folders. Work has the short date written on it in DD/MM/YYYY format. Learning objective/focus of learning clearly visible on worksheets or typed onto made resources</p> <p>KS2: Work is done in exercise books. Short date and title and/or learning objective is written and underlined with a ruler. One square per numerical digit. Ruler to be used when drawing tables, charts, graphs etc. ***Any worksheets to be cut to size and glued in book or stored in a folder***</p>
Thai	<p>Date to be written using Thai letters and numbers next to margin Learning objective or intention written in Thai next to margin and underlined</p> <p>KS1: Work is done on sheets and kept in folders. KS2: Work is done on sheets and kept in folders, option to keep an additional exercise book in the folder for neat written work.</p>

