



## Marking and Presentation Policy

This policy outlines agreed methods and consistent practice used for day-to-day correction of work, feedback to pupils and the presentation of work and books throughout KS1 and KS2. It has been agreed through staff discussion to ensure that pupil's achievements are recognised and their future needs are identified. It sets out the high expectations we demand in presentation from both staff and pupils and encourages a consistent approach that becomes embedded within normal practice.

### Presentation

An agreed style of exercise book is used in Year 1, Year 2, Upper KS2 and Lower KS2. These are appropriate to the age and ability of the pupils. All are A4 in size and must have computer labels on the front and be covered in protective plastic.

We take great pride in presentation and this starts with the teacher acting as a role model. (e.g. through thoughtful, creative presentation ideas, clear organisation of books, good preparation of resources, use of word art titles, boxes, photos and thorough marking). This inevitably impacts on pupils who then deeply care about their books and endeavour to keep them at their best (e.g. they write neatly, consider page layout, colour neatly, underline with a ruler, respond to teacher's marking, etc).

Practice where possible is consistent throughout the school but obviously there may be slight differences due to age and ability. This consistency ensures high expectations and allows systems to become embedded and the 'norm'

In Year 1 initially the date can be stamped or written by an adult at the start of a piece of work but pupils should be encouraged to do it themselves as soon as they are able. In Year 2 Children will be expected to write the date and WALT. The date is recorded as a short numerical date in Maths and a full written date in Connected Curriculum/English.

The WALT will be written on the next line if appropriate, on occasion this may form part of a title box. By KS2 this practice should be embedded. They must always underline with a ruler.

Pupils will practice and prepare for joined handwriting in the summer term of Reception class where letter formation will include flicks for joining. There is an expectation that the majority will be writing in a neat joined hand by the end of Year 2. KS1 Pupils will use pencil only and rubbers are allowed at the teacher's discretion. In Year 3 onwards teachers will decide when a child is ready to use pen, this rewards neat handwriting and good spelling as the pupil must not be crossing out too often. By Year 5 there is an expectation that all pupils will be writing in pen. (NB maths remains in pencil only).

Pupil's books will be lined to support size, formation and orientation of letters e.g. ascenders and descenders. Pupils will progress according to individual ability e.g. narrower lines. Felt tips should not be used in exercise books.

Spelling and handwriting work is completed in a separate book to that used for Connected curriculum/English work.

In Maths pupils write in published Power Maths pupil books.

A trophy will be presented termly – The Carol Cooper Presentation Award – to a child who has shown a particular aptitude or improvement in the presentation of work.

## **Marking**

Work should be marked in a colour (not red) to stand out from the child's pencil or blue pen.

It is important to make clear if a piece of work is independent (I) or supported (S). Older pupils could write their own symbol in the corner or alongside a paragraph or maths question. For SEN pupils written annotation is also necessary i.e. what type of support they had and what they did on their own e.g. own ideas, layout and punctuation. Supported with spellings and to stay on task.

Pupils should be encouraged to check their work before handing it in to be marked and to self-correct whenever possible.

Marking should be completed promptly to demonstrate to pupils the value and importance of their work and to enable them to gain benefit from its evaluation. It should always be marked before the next lesson on that subject.

In KS1 work should be marked at the time, in the child's presence whenever possible and immediate oral feedback given. It is agreed that in Year 1 the majority of feedback will be verbal. Teachers will still mark with stars and comments using simple words but pupils will need support initially to read and understand them. In both Year 1(Summer term) and Year 2 pupils will be encouraged and supported to read the teacher's marking in the form of stars and comments and also to respond to the teachers requests in the form of completing a purple bubble. (See below). Again by KS2, the system should be completely embedded.

The number and type of errors pointed out by the teacher may vary depending on the purpose of the work and the individual ability of the child. However it should never be so many as to discourage effort.

Limited specific spelling mistakes should be underlined. They may be rewritten correctly by the teacher but more capable children should find the correct version for themselves using word lists, word banks etc. Although spelling errors may be addressed through purple bubbles this should only be on occasion and not become regular practice.

In Maths correct answers should be ticked and a wrong answer should be dotted and children should write the correct answer alongside the dot. The teacher must return to the work to mark corrections. Whenever possible the child should have time to improve or correct the work within the lesson, later the same day or at the start of the next lesson.

Where pupils are engaged in problem solving activities it is important to give credit for the correct process being used even if the final answer is incorrect e.g. a computational error. The work should be underlined at the point from which the mistake occurred and discussed with the pupil.

Marking should be motivating. Smiley faces, stamps, stickers, stars, team points or comments may be used as praise and encouragement and to acknowledge strengths and achievements. This is relevant to Maths marking as well connected curriculum and English

In addition the star and purple bubble system will be used consistently across the school from Year 1(Summer) –Year 6. This highlights good features and /or acknowledges if the learning intent or WALT was met. It also gives constructive criticism on what to improve and provides an opportunity to address the child’s personal ‘Next Steps’.

The purple bubble asks the pupil to complete something there and then, e.g:

**Use the apostrophe for contraction correctly**  
Have not – haven’t I will –  
Do not - You are -

**Begin to subtract using HTO**

<b>HTO</b>	<b>HTO</b>
<b>3 4 6</b>	<b>5 7 3</b>
<b>1 6 7</b>	<b>2 8 5</b>
<hr/>	

**Rewrite the highlighted sentence using a verb and adverb to improve and extend it.**

**Write two great sentence openers that you could have used in your second paragraph instead of ‘he’.**

Teachers may need to plan time into the lesson for pupils to address the purple bubble. We are aiming for each child to receive about 3 a week but it could be across any subject e.g. one in maths, one related to spelling or grammar, one in history or science. These are evidence that pupils have heeded their teacher’s requests and tried to address next steps or improve on previous work. If teachers find themselves writing the same thing over and over, e.g. neater writing or Capital letters and Full stops, pupils are obviously not taking notice and this would need to be addressed. Teachers have to go back and initial the purple bubble when completed (and this may involve further feedback if still not right).

On occasion a pre- printed bubble may be given to all pupils as an extension, challenge or assessment question but mostly they should be personal to the individual and related where possible to their next steps.

Ordinary comments without the bubble will still be used to stress the importance of best handwriting, limited crossing out, under lining, neat colouring, a spelling rule etc and if a child starts to slip it should be addressed immediately with consequences if necessary until they improve once more.

## Marking and ‘Next steps’

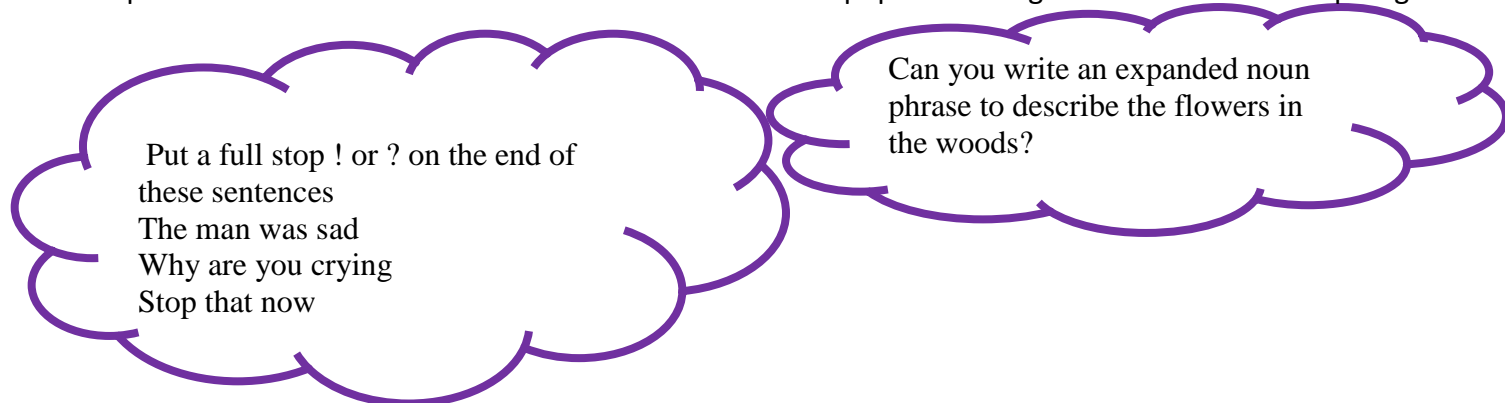
Next Steps should be evident on a table/chart stuck on the inside cover of the connected Curriculum book. Pupils should have one or two ongoing and should have 2 or 3 each half term depending on how quickly they are achieved. As the child evidences and addresses the next step a date should be written on each of three columns. After three times a new ‘next step is given. If it is taking too long to evidence (e.g. handwriting) it should be left ongoing but addressed in other ways and a new, different one should be introduced so that the pupil remains motivated to succeed.

The child needs to know one or two main things that they are working on e.g. A Yr2 Pupil's next steps are 'To use expanded noun phrases' and 'To use the ! and ? correctly'. The child should know these as 'their next steps to make their writing even better.'

Stars should then say things like '*This is a super expanded noun phrase*' with the phrase highlighted. or '*I love your adjectives mean and ugly to describe the witch.*' or '*Great use of ! to show Sam is shouting*' '*Super questions with ?*'

Any teacher comments should equally refer to the next steps e.g. 'Remember a question needs a ? at the end' or '*Try to include at least two adjectives in your noun phrase e.g. the gloomy, dark tunnel*'

Purple bubbles should set tasks that inform the teacher of pupil's learning around these next steps e.g.



Purple bubbles in other subjects can be used to extend the pupils learning but in specific English lessons stars and purple bubbles need to be more consistently tied together to address a limited number of next steps that the pupil is quite clear about. When star comments or purple bubble tasks prove that the pupil has now grasped that particular aspect, next steps can be discussed with the pupil and the process begins again. Obviously you can still on occasion refer to other things if relevant especially with stars e.g. '*A fabulous opener that really hooks me in*' but the child should not get confused.

## Monitoring Books

Pupil's books will be monitored by the Deputy Head with presentation or marking as the focus at times and against the criteria set out in this policy.