

Wentworth Primary School

Marking & Presentation Policy

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Achieving Happily

Wentworth Primary School

A Guide to Marking

With the introduction of the OFSTED 2015 School Inspection Framework there is increased emphasis on the review of children's work to make judgements relating to pupil progress. In particular, inspectors will consider how written and oral feedback is used to promote learning.

Inspectors will scrutinise pupils' work, talk to pupils about their work, gauging both their understanding and their engagement in learning.

Inspectors will look at examples of pupils' work to seek out evidence for progression in knowledge and understanding. The key focus comes under paragraph 151. Inspectors will consider;

Scrutiny of pupils' work, with particular attention to:

- Pupils' efforts and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum
- The level of challenge and whether pupils have to grapple appropriately with content, not necessarily 'getting it right' first time, which could be evidence that the work is too easy.
- How well teachers' feedback, written and oral is used by pupils to improve their knowledge, understanding and skills.

However, we principally require our marking and feedback policy to be consistently applied by all staff, including teachers, TA's and supply teachers so it has a positive impact on the children's learning and progress

Purposes of marking and feedback

- To create pupil progress.
- To recognise, encourage and reward children's effort and achievement.
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.
- To indicate how a piece of work could be corrected or improved against success criteria.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To aid effective planning and assessment.

'Marking practice that does not have the desired impact on pupil outcomes is a time wasting burden for teachers that has to stop'.



Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

Marking is not to demonstrate teacher performance, it is to create positive pupil outcomes and progress as a result of quality feedback.

Marking should be **Meaningful, Manageable** and **Motivating**.

What does ineffective marking look like?

- Excessive written comments that do not progress the learning
- Disjointed from the learning process, failing to help pupils improve their understanding
- Unmanageable with teachers marking late into the night and at weekends. This makes it difficult for teachers to operate effectively in the classroom.

Meaningful

Marking should serve a single purpose – to advance pupil progress and outcomes.

Manageable

If the time taken to mark does not correlate with successful pupil outcomes it is wasted teacher time, e.g. extensive comments the child cannot read. Generalised comments such as 'be careful with your spelling', 'take care with' etc.

If the hours spent on marking does not have the commensurate impact on pupil progress – STOP IT

Motivating

Marking should help to motivate pupil progress. This does not mean always writing in-depth comments or being universally positive; sometimes short, challenging comments or oral feedback are more effective.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Principles

We aim to make the children independent learners, with an awareness of their own strengths as well as areas for development. It is therefore essential that:

- They are made aware of the learning objectives of the task/lessons and the criteria against which their work will be marked/assessed.
- Wherever possible marking takes place with the children.
- To identify the next steps in the child's learning.
- To provide challenge to further enhance progress.
- The learning objective should be traffic lighted in both English and Maths. Green – understood, Amber – some inconsistencies/lack of confidence, Red – little or no understanding/frequent errors.
- Each piece of extended writing should have a success criteria sheet (appropriate to the age and development of the children) which can be ticked by both pupil and teacher.
- There should be no more than 2/3 success criteria for each piece of writing (age dependent).
- Non negotiables e.g. capital letters, full stops, finger spaces etc should be on display in each classroom (again these need to be as appropriate to the age and development of the children). These are expected for every piece of writing and should therefore not feature on the success criteria sheet, unless appropriate to the developmental stage of the individual child.
- When marking extended writing, focus on the success criteria and find examples where the skill is demonstrated on 2/3 occasions – underline these in green pen. Use red pen if the work does not reflect the success criteria.
- Use self and peer review of writing so that children take responsibility for their own work. Editing within the book will be undertaken with a purple BIC Cristal pen – ‘purple for polishing’. There should be built in time at the end of the lesson to do this.
- Give housepoint rewards to children who find mistakes in their own work and then correct them.
- Spelling mistakes of high frequency words or from the year group spelling list should be identified and written out 3 x each.
- Word/sentence level work can be tick marked unless there is specific advice to move the learning on.
- Encourage children to read their written work to others. This is particularly effective in raising the self-esteem of less able pupils, again time can be given at the end of the lesson to allow this to happen.
- Possible comments to extend the pupils’ learning; Red pen – re-write this part with a better sentence opener. Green pen – you have done ‘_____’ particularly well, use this in the future.
- At the start of English or Maths lessons, get children to review their book and answer any extension task, red pen comments or spelling mistakes.

In Maths;

- Not all marking should be in green – it raises the question ‘is the work challenging enough?’

- Extension tasks can be shown in red to show development.
- If they have made mistakes – how? Why? What have they done wrong? – demonstrate in the marking.

When there are mistakes. Is the mistake a careless error? Or does the child not understand the concept?

If the mistake is a careless error, the pupil will correct it.






If there is a conceptual misunderstanding, the error is identified, with an explanation or prompt where the mistake is, so the pupil can see what has happened. This is then corrected or adult support accessed.





Marking is successful and efficient as long as errors are clearly signposted, comments show pupils how to improve and verbal feedback is used to ensure pupils fully understand.

If the work has been fully understood, extension work based on reasoning is given to deepen the understanding.







ALL MARKING MUST BE FOCUSED ON RAISING PROGRESS


These symbols will support the evaluation of learning objectives and success criteria in Key Stage 1

	Leave finger spaces between words
	Full stop at the end of a sentence
	Sound out words carefully
	Use capital letters in the right place
	Write letters correctly

	Place your letters correctly on the line
	Spelling mistake
	Read and check your work
	Target achieved

Key Stage 2 Marking

	Spelling mistake
	Missed word
	Check your punctuation
	New line/paragraph
	Good word/punctuation
	Excellent word/punctuation

?	Read and check your work
	<p>Green comments - well done</p> <p>Red comments - check your work.</p> <p>What improvements could be made?</p>

Marking Key

Support Codes

- I Independent
- S Supported → T Teacher
- TA Teaching Assistant 1:1 support
- C Copied
- V Verbal feedback

Questioning

If you want to find out what the child knows or can recall;

- Who? What? Where? Why? When? Which? Describe Tell me/show me/find me etc

If you want to find out what the child understands;

- Tell me in your own words
- How are these the same?
- How are these different?
- What is the main idea of?
- What does this mean?
- What is the effect of?
- What fact/idea shows you?
- What is the info telling you?

If you are supporting problem solving;


- What do you know already that could help you?
- What would happen if?
- What other way could you?
- What do you think you need to do next?
- How could you solve that problem using what you have learned?
- Why has this happened?
- Where could you get info from?

To extend thinking;

- What are the main features of?

- What is the theme of?
- How is _____ related to?
- How could you sort these?
- What is the function of?
- What conclusion can you draw?
- What evidence do you have to support this?
- What might happen next?
- How do you know?

Example of Key Stage 1 Learning Objective and Success Criteria sheet

Thursday 17 th November 2016		
LO: To write instructions		
What I think	What my teacher thinks	
	Bossy Verbs 	
	First, then, next, after that, finally, lastly, later, after a while....	

Examples of Key Stage 2 Learning Objective and Success Criteria sheet

LO: To write a weather poem that includes some figurative language

Child	Success Criteria	Teacher
	Include one or more of these: Metaphor Personification Simile	
	New lines and inverted commas for dialogue	

LO: To write a new story episode for Theseus

Child	Success Criteria	Teacher
	Expanded noun phrases	
	Fronted adverbials with commas	
	New lines and inverted commas for dialogue	

Presentation Expectations

The presentation of all work is crucial, particularly with an increased focus on judging progress through the review of children's workbooks. A clean, tidy, well-presented exercise book immediately creates the impression of quality. We want all our children to take a pride in the quality of their work and their exercise books to be a source of pride.

KS1/2 Children should be encouraged to view their work as a whole, taking pride in their achievements. Attention should be directed towards content, handwriting, format and illustrations.

KS1/2 English and Maths books will have a standard school cover sheet detailing subject, pupil name and class. All other exercise books should be labelled with name, class and subject.

Following a recent conference led by a Lead OFSTED Inspector his advice on reviewing exercise books is as follows;

1. Weigh the work – is the amount of work reasonable for the period of time in which it has been produced?
2. Look at the start and end of the book – what progress has been made? Is it enough?
 - Is it formatively assessed?
 - Are corrections being undertaken?
 - Are children responding to the marking?
3. Take 3 exercise books – top, middle and bottom – open to the same page on the same date
 - Is it the same work?
 - Is it differentiated?
 - Has the lower ability work been completed by TA's?

If you are aware of this advice, you will know what we will be looking at when we undertake a book scrutiny.

P Langridge
October 2019

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