

St Elizabeth's Catholic Primary School



Living, loving and learning together in partnership following Jesus' example.

'I have come so that they may have life and have it to the full'
John 10:10

Marking and Presentation Policy

Marking and Presentation Policy at St Elizabeth's Catholic Primary School

Aim

This policy is to ensure that across all classes in a key stage, there is consistency in both the quality of presentation and the marking which gives feedback to the children. Children will be aware that all teachers have the same high expectations of them and they will also find it easier in terms of transition from one class to the next.

Marking

1. All children will write the WALT as a title in their book. (This can be pre-typed for younger children).
2. Within Literacy and Numeracy a traffic light system of self-assessment will be used:
 - Years 1 and 2 – children to draw a smile or sad face at the bottom of their work to self-assess it.
 - Years 3 to 6 – children to draw two circles at the end of a piece of work. One circle will have an 'M' written above it and one will have a 'T'. The children should colour the 'M' circle either red, yellow or green to self assess. The teacher should do the same with the 'T' circle.
3. **Comments on children's work** – children require some sort of feedback, not always developmental but also praise and encouragement. Staff to use their professional judgement to decide what a piece of work requires, from stickers, no comment, encouraging comment, praise or full developmental marking.
4. With the introduction of APP it was agreed that it would be good practice for children to put on their piece of work if they worked with a teacher or teaching assistant. Children to use 'T' and 'TA'. It will be assumed if they are not on a piece of work, or if there is no stamp to indicate otherwise, it was completed independently and could be used for evidence for APP.
5. **Big Write** – it was agreed to continue to developmentally mark all children's extended writing in detail. This to incorporate a success related to the WALT and a tip or 'scaffold prompt' to help the children to improve their work. The current system of KS1- 1 star and a wish and KS2-2 stars and a wish will be used.
6. **Peer Marking** – children will be trained in how to do this successfully. If highlighters are to be used the reason for them should be made clear at the end of the piece of marking so anyone looking at the books can see the purpose.
7. **Day to day marking** – children to acknowledge all marking with a comment or by writing their name. This will develop through the year groups with the expectation that children will use this to have a personal conversation with a teacher on areas for development. Teachers will need to show and encourage children in how this can be best used.
8. **Time** – we are always short on time but for marking to have an impact, children need time to read and respond to the comments. Teachers need to ensure that this happens at the start of each lesson.

9. All marking to be in green pen.
10. Teachers are encouraged to try different strategies within their own class. These are to be fed back to the whole staff on the 'impact' on children's learning and progress.

Presentation

1. Standardised books used across all classes in a key stage.
2. Teachers to use stickers with children's names on for the front of each book. If these are not available, teachers should neatly write children's names on the front covers, in pen.
3. No doodling or defacing of books.
4. Stick to writing in pencil, but for a final draft, children are able to move on to pen. This can be at any age, as long as writing is clear. Please allow only school pens. Y6 children only are able to choose, as in the past, many have not liked using pen and prefer pencils for drafting/re-drafting.
5. Always start a piece of work with the date on first line. Long date used in all books except for maths.
6. Miss a line and then write the WALT.
7. Underline both date and WALT with pencil. Miss another line and then start work.
8. When starting a new piece of work, rule off from the last piece and start the new days work
9. Mistakes- one line through not scribbled.
10. Spelling corrections- please correct a maximum of 5 and ask children to write out at the end of the piece of work. These should be words which the children should be able to spell, appropriate to their age. Spellings should not discourage the use of adventurous vocabulary.
11. Maths- one digit, one square.
12. All maths work in pencil.
13. When marking, use a dot to indicate that work is incorrect and give the child a chance to repeat. Write a 'C' where the child is to complete a correction.
14. Worksheets to be neatly stuck in books and as we are now using A4 size, they should not need folding. Worksheets should not be used excessively.
15. Any child who has difficulty to be assisted by a TA. In lower years, children may need to be taught some of these skills e.g. using a ruler.