



Westwood with Iford Marking & Presentation Policy

1. Rationale

We believe that effective marking enables children to take control and to be empowered through their own learning. Marking gives essential information about a child's stage of learning which is used to continuously move them forward on their learning journey.

2. Purposes

Reasons for marking;

- To recognise, encourage and reward children's effort.
- To improve a child's confidence in reviewing their own work and indicating with them their next step in learning.
- To aid curriculum planning.
- To encourage the children to reflect.
- To report to parents and involve them in their child's progress.
- To inform staff at what level children are working in order to plan how to move each individual forward.
- To identify children who have specific learning needs.
- To provide evidence of learning.
- To provide a dialogue between staff and children giving clear appropriate feedback.

3. Guidelines for children

- Children are made aware of the learning intentions before they start their task and the criteria against which their work will be marked/assessed.
- All work begins with the date, learning objective (WALT – We Are Learning To) and curriculum subject, which are underlined.
- Children may act as first markers of their work through self or peer assessment. They use purple pen to mark (and edit / improve) their own work. This may be during or at the end of the lesson.

- Both positive comments and developmental comments can be written at the end of every piece of work.
- Previous developmental comments should also be referred to when marking to demonstrate progress.
- Children acknowledge and respond to comments after their work has been marked.
- Cursive writing should be used from Reception through to Year 6.

4. Guidelines for staff

- Positive comments can be written next to a tick at the end of a piece of work in green pen.
- Developmental comments can also be written, when appropriate as guidance, in pink under the positive comments next to a 'steps' symbol in pink pen.
- Children initial comments, when appropriate and useful, if no action is required.
- Children can sometimes complete development or extension work at the beginning of the next lesson. Time is given for this.
- Adults use green or black pen when they are marking children's work generally.
- In the Foundation Stage and Year 1, WALTs/Learning Intentions will be stuck onto work on stickers and will be highlighted when all or part of them are achieved.
- In KS2, work can be ruled off after it has been marked.
- In the Foundation Stage work is regularly annotated, which in turn, influences assessment.
- Every child has a piece of work marked in detail in English books at least once a week.
- Next steps are written in maths books when appropriate.
- Margins will be used for every piece of work in KS2.
- Where appropriate, work will be marked to the WALT, although the aim is to develop and enhance quality first teaching and learning through constructive next steps.
- In KS1 and KS2, errors will be neatly ruled through. This will continue for those learners in KS2 who are writing in pen.

- In KS2 Next Learning Steps (NLS) will be used by some children to identify how they think they can improve their work.

English

- Capital letters and full stops are expected in every piece of work and will be referred to in marking, regardless of the WALT.
- Where appropriate, margins will be used for identifying spelling misconceptions in KS2.
- In KS1, children will assess their success against the WALT by drawing a sad / straight / happy face next to the WALT.

Maths

In KS2:

Written next steps are given when appropriate. The most effective way of supporting children will be to give them adult help – this will be the first choice of support. Where this is not possible, a next step may be used to help children. Pink next steps will aim to focus on helping with misconceptions. Children will be given a pink box to check a mistake, for at least one mistake. This will encourage them to check their own workings and not rely on an adult to help them with something they are already able to do.

In KS1:

Written next steps are rarely used as these do not help children as much as adult support. Misconceptions are picked up by adults in the lessons where possible, and after where not. If errors are made then a pink box or a new written sum will be used to ask the children to check one mistake (that represents a typical mistake they have made), as this will help the child check their mistake but not take too much time from the new learning of the day.

 = an adult has spoken to me

 = I worked with an adult

Pink Next Step

 = correct a mistake

 = an adult gave me a verbal challenge to work on

1 to 1 = I had some extra help after the lesson

EXT I tried something harder.

6. Monitoring

This policy will be monitored by subject leaders during book scrutiny and by the SLT.

Date agreed by Governors: July 2018

Review date: March 2021