Primrose Hill
Primary School

Marking
& Presentation Policy

September 2020
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Marking at Primrose Hill is 'Learning Centred', meaning that each element of practice is underpinned by an understanding of how teachers and children can use marking effectively to progress their learning.

At Primrose Hill we believe that children learn best when:

- Marking is systematic, accurate and informs planning and assessment (AfL)

- Constructive feedback enables children to understand how to respond, improve and extend their learning

- Marking encourages children's engagement and interest in learning

- Marking creates a record of achievement and progress

Children's Views on marking and assessment:

"I know I am doing good because I put effort in and work hard and my teacher and TA tells me."

"Teachers mark our work- if you have something green it means you need more improvement, and if it's yellow your work is correct or it's the best bit."

"My teacher explains what to do and also my teacher gives us hints and great tips. This is when I think I can improve my work best."

"You learn from your mistakes and you can get it next time, our teachers help us to improve our work when they mark or give us feedback."

"Adults mark our work because they are basically telling us that you have good work but there is still improving to do."

Please note: The following marking procedures and policy is for marking in English, Big Writing (BW) and Maths books and does not reflect marking of Home Learning.

Marking Expectations

- **Each week a child should be given a formative comment for English and Maths by the class teacher.** This can be completed through: 1-1 conferencing, teacher marking throughout a lesson or marking after school.

- Formative comments need to move on children's learning, understanding and overall attainment. They should link with assessment and the National Curriculum expectations of children working in that year group ((*see appendices below)*.

- **In addition to teacher formative comments,** other formative comments could be through: TA marking in a lesson, self-assessment/peer assessment or in the next day's learning intention addressing next steps. These do not replace the class teachers formative comments.

- It is essential that each child has an opportunity to work with the class teacher at least once a week in both English and Maths.

- **All work needs to be acknowledged and checked.** This needs to be done **within 2 days** of completing a piece of work. Acknowledgement needs to be clear to the child and can be done through: stamps, stickers, yellow/green parts of the work highlighted or highlighting the SC (Success Criteria).

- Children should always be given time to reflect and respond to marking and this needs to be planned. This could be addressed through putting books out in soft start / having reflection time during register, as a guided or independent Integrated Learning activity or at the beginning of the lesson.

- When planning pacers, teachers should carefully plan when they are doing BW and publishing, and ensure they have planned time throughout the week for conferencing, reflection, improving work and then publishing if planned.

- If work spans more than one date/lesson, this needs to be clear in the Learning Intention or the child can write the new date in the margin.

- Humanities and STEAM production is presented in Floor Books, which are not marked. Instead, careful assessment activities will be planned in each topic area and displayed in the Floor Books (*see Assessment Section in Expectations document*).

- During Duvet week, teachers are still expected to mark during lessons with children and acknowledge all other work. Duvet Week is a good opportunity for teachers to plan practical and hands on activities as well as group work.

- Where Integrated Learning is being used, the Integrated Day ensures that each child works alongside the class teacher each week. During this time, the class teacher marks and feeds back to each child when working with them in their focus groups (English, Maths and Topic) and will either write directly in their book or use post-its and indicate V or C, clarifying what was observed or discussed.

- Comments on presentation should be considered if the child is not following the presentation guidelines (*see appendix below).*

Other Forms of Marking & Assessment

KS1
Self Assessment
- Self-assessment against the success criteria of a lesson is modelled to the children at the beginning of the year.
- This is limited to one smiley or confused face for the entire piece of work and is coloured by the children when they have finished their work.
- As reading improves in Year 2, this is increased for a smiley and confused face for each individual success criteria.

Peer Assessment
- Verbal peer assessment is modelled and encouraged during carpet sessions, with the emphasis on positive comments.
- Peer Assessment in the form of using a template or marking a peer's work will be introduced during the Summer Term of Year 2.
- By the Summer Term of Year 2, children should have at least one opportunity a half term to peer-assess in English and Maths. This will be clear in books by using templates or including it in the learning intention.

KS2
Self & Peer Assessment
- Self and Peer marking should be modelled to children at the beginning of the year (especially in English) and revisited throughout the year as expectations increase.
- Children should have at least one opportunity a week to peer or self-assess in English and Maths. This can be using a template or marking own and peers' work.
- By Autumn 2, they should be given regular opportunities each week to do this and it should be clear in books using templates or including it in the Learning Intention.
- Opportunities for children to **reflect** and improve their work needs to be planned into lessons (starters / plenaries) - this should be daily where possible, but always after a teacher marks and gives formative comments.

Maths Marking

KS1

- Children are given constant verbal feedback and formative comments will be given to each child during their weekly focus group, either written directly in their book or on a post-it. This often takes the form of observations or quotes from the child.
- This marking should focus on developing reasoning, identifying misconceptions and providing challenge for depth.
- If there are misconceptions, subsequent learning should be planned to address this and this will be evident in the starter activity in the next taught session. In Year 2, this may also be evident in the Learning Intention the following day, rather than individual marking.

KS2

- Marking should focus on identifying misconceptions and providing challenge for depth.
- When there is a calculation focus, the first and last few calculations should be checked. If correct:
 - a question for depth should be given (see Appendix 2).
- If there are misconceptions, subsequent conferencing or learning should be planned to address this and this will be evident in Learning Intention the following day.
- Children need to be given regular opportunities within the Maths lesson to return to their learning and reflect on their formative comments.
- If all children achieve their Learning Intention, the next lesson will provide children with a challenge for depth, this can be made clear in the Learning Intention (see Appendix 2).

English Books & Marking

- English lessons need to be taught everyday- these must include activities that will give children an opportunity to write.
- At least 4 pieces of recorded work will be evident in books, on the website, on display or in Floor Books each week (this includes spelling and BW).
- ***Published writing:*** Yr2-6: Marking using the marking codes ***(see marking code below and refer to Marking Policy)*** will be planned for each half-term, with children publishing work so they have at least a minimum of 5 pieces by Summer 2, when they will share their portfolio of work with their parents. These will be collected throughout the year in a plastic wallet for each child. Published writing must go through the process of: planning and collecting language, writing, editing writing through using the marking code, revising and improving work and then publishing.
- ***Big Writing*** Yr 2 to 6 should have least 4-5 pieces of writing each term in their Big Writing Book- this can include published work and Everybody Writes Day.
- BW does not always need to be extensive pieces of writing and can sometimes be an opening to a narratives or short descriptions, according to the age and ability of the child/ren,

- One of the aims of BW is for teachers to be able to use it as an assessment when moderating, to show progress and to build children's stamina for writing.
● *See Marking Section for correct process of BW marking.*
● In Year 1, there will be a minimum of one per half term of themed writing books (made up of independent writing). Yr 1 will start BW in Summer 2 with at least one task- these books will be taken up to Y2.
● There should be 6 pieces of BW for final moderation in Summer Term (from Spring to Summer 1) Here are some examples of BW text types:

KS1	Year 3 & 4	Year 5 & 6
Short letter Description of a character or setting Recipe Invitations Diary entry Postcard Instructions	Letter Diary entry in the role of a character Retelling of a familiar story Biography of someone's life Piece of poetry Postcard Science instructions or explanation	Diary entry in role Predictive chapter Opening or ending of a narrative Letter Retelling Topic based information report Science Explanation Persuasive letter / debate Piece of poetry

Yr 2-5 Big Writing Marking Process for Improvement:

1. The teacher reads a child's writing in its entirety.
2. ONLY two best parts of the writing are highlighted yellow (for sunshine) so that every child knows they have the best parts.
3. Sections to be improved are placed in green brackets (for growth).
4. The teacher writes improvement prompts at the bottom of the piece of writing – a *reminder prompt*, *scaffold prompt* or *example prompt* (see examples of formative comments below).
5. Children are given time to reflect on their work and improve the section highlighted in green brackets within 2-3 days of writing; best practice is the following day. 1-1 conferencing can be planned for children who need this support or for the whole class as needed.
6. All sections that the teacher has indicated to improved will be re-written underneath the teacher's improvement marking. Improvements must be made; children will continue to improve on their work until the target is met. Children will be encouraged to look at all previous work and targets at the beginning of all BW sessions.

● All next steps / formative comments in Big Writing will ask children to rewrite section/s.
● A lesson / Integrated Learning conferencing sessions will be planned to respond and reflect on next steps.
● Children who are working below the National Expected level will be given an example of a scaffolded prompt to support their learning. Next steps should focus on composition and SPaG and should never be based solely on handwriting.

SPELLING - previous year's spelling objectives should be corrected where possible in English & BW Books. All published writing needs to be marked for spelling errors. Children should have weekly spelling sessions, which could include children going back and checking spelling in own work using spelling dictionaries and spelling lists.

Marking Code for Technical Accuracy:

- Children will be taught about publishing / marking codes in the Autumn Term and these will be referred to throughout the year so as to improve technical accuracy in writing.
- Children should also be encouraged to self and peer mark using this code to increase independence and to teach the children how to ensure theirs and others work is technically accurate.

Whole School Marking Codes

Yellow = these will be **selected** successful elements of the work (e.g. good use of vocabulary/ evidence that the learning intention has been met/ some of the criteria has been used/ meeting personal targets etc.).

Green = these will be **selected** areas for development (e.g. punctuation/ selected spellings, incorrect answers, next steps etc.).

A child's marking and feedback should be positive and therefore the majority of work marked should show success and achievement (yellow). Areas for development should **not dominate.** Marking targets or next steps must be achievable by each child. The only time where green might be more dominant is when work has been marked to be published, but again, this must focus on achievable and realistic goals for each child.

Blue Pen in KS2 – children will respond to comments / next steps and/or edit their work in blue pen/pencil. This will show children have reflected on marking and will help them improve their work.

In KS1 - where possible, children will respond to feedback and next steps using blue pencils. When checking punctuation, it will be made clear by writing over errors they have made. This will be taught to them at the beginning of the year.

Other Marking Codes

V   = Verbal Feedback (qualified with a few words)

C   = Conferencing 1-1

spelling   = underlining in orange highlighter to indicate an incorrect spelling

Year 3 Marking Code for Technical Accuracy

whent	Spelling mistakes highlighted in orange
O	Punctuation to be circled in green
Zigzag line under a sentence	Sentence that doesn't make sense
I taken (T) my mum to the shops	Incorrect tense highlighted in green with a T
/	New line
//	New paragraph
Λ	There is a missing word or group of words.
Plus marking stipulated in the marking policy	

Years 4 Marking Code for Technical Accuracy

Sp	Spelling mistakes underlined and Sp above
P	Incorrect punctuation to be circled in green
C	Check for capital letter
Zigzag line under a sentence	Sentence or word that doesn't make sense
__T	Incorrect tense underline in green with a T above word
/	New line
//	New paragraph
Λ	Missing word or punctuation
[…]	Add X here
_ _ _ _ _	Replace this word
NV	Incorrect person/narrative voice (first/second/third person)

Years 5 Marking Code for Technical Accuracy

Sp	There is a spelling error
2Sp	There are 2 spelling errors
P	There is a punctuation error
3P	There are 3 punctuation errors
T	There is a tense error
S	The writing does not make sense. Rewrite the section – you may need to change the order of words, add words, leave words out or change words
∧	There is a missing word or group of words
NV	Change narrative voice (1st person, 2nd person, 3rd person)
_ _ _	Replace this word
The number given will show how many errors of that type if it is more than one, e.g. 4P shows there are 4 punctuation errors on that line of writing	

Year 5 are trialling alternative systems of providing students with feedback, including the use of whole-class feedback.

Year 6 Margin Marking Code for Technical Accuracy

Sp	There is a spelling error
2Sp	There are 2 spelling errors
P	There is a punctuation error
3P	There are 3 punctuation errors
T	There is a tense error
S	The writing does not make sense. Rewrite the section – you may need to change the order of words, add words, leave words out or change words
∧	There is a missing word or group of words
The number given will show how many errors of that type if it is more than one, e.g. 4P shows there are 4 punctuation errors on that line of writing	

Presentation Expectations

- All work should be dated and should have a Learning Intentions and Success Criteria. All work should indicate how a child completed the task: Independent, Teacher, TA or Paired. This must be either highlighted or circled by the child.

- If work has been carried out and taught by anyone other than the Teacher it should be stamped with the cover teacher's name or Supply stamp.

- If a child is absent, the Learning Intention needs to be glued into the child's book. If applicable, indicate why child is absent - for example: Sporting Event, School Council Meeting or 1-1 Intervention. Where possible, children should be given time to complete any unfinished work and, if this cannot be done during the school day, it can be added to their home learning. If this is not possible or appropriate for the child, this needs to be acknowledged by an adult.

- All staff marking children's work will use yellow, green and orange highlighters. **Marking and feedback needs to be legible and adults should not write in yellow or green highlighters.**

- **Avoid c**rossing out children's work. Errors and corrections, when possible, should be made with the child to allow an opportunity for discussion and/or for the child to self-correct the mistakes (see marking code).

- Children should follow the handwriting policy according to the children's development. Most children should be able to join their handwriting by the end of Y3. Children should also be encouraged and reminded of the importance of their own neat presentation and to use the presentation guidelines (***see appendix below).***

Appendix 1 - Marking for Improvement: Writing

Range of Prompt	Learning Intention	Extract from child's writing	Reminder Prompt	Scaffold Prompt	Example Prompt
Why . . . ? Justifying a statement	To write a letter giving reasons for things you say	"It was dismal"	Say why you thought this	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: • It was dismal because I was bored all the time. • I found it dismal having only my granddad to talk to.
How did he/she/you feel?	To retell a story showing people's feelings	"Nobody believed him"	Say how you think this made him feel	How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? • Angry that people did not trust him • Annoyed with himself for lying in the past • Your own ideas?
Add something	To use effective adjectives and adverbs in an account	"Jason was trying to distract him, but the dragon was too strong"	Use more adverbs and adjectives here	Let's use some adverbs to describe how they fought. Fill in the missing words: Jason tried _____ to distract him, but the dragon _____ ly used his strength to get past. Jason stabbed his sword _____ ly into the dragon's nearest side.	Improve the fight by using one of these or your own: • The dragon's tail lashed viciously, cutting Jason's own flesh. • Jason bravely lunged at the dragon, thrusting his sword fiercely into his side.
Change something	To use effective adjectives in a description	"He is a bad monster"	Think of a better word than bad	What kind of monster was he? Change bad for a word which makes him sound more scary. Write it in the box.	Try one of these or your own instead of bad: • ferocious • terrifying • evil
Tell us more	To introduce a character in a story opening	"James went to school"	Could you describe Jason?	What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us know him. James was a _____.	Describe James's character – perhaps: • James was a kind, likeable boy with a great sense of humour. For instance... • James was often excitable and noisy but would be quiet and serious when he was working.
What happens next?	To write a middle and end from a given start	"A last the merman as the mermaid"	How is your story going to end?	What do you think the merman said to the mermaid before they went home tigher?	Write one of these or your own ending • "I love you" said the merman. The mermaid took his hand and they swam away. • The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a

Appendix 2 – Marking for Improvement: Maths

Marking for Improvement: Maths Calculations

Marking Prompts	Example	Example	Example
Misconceptions When learning shows misconceptions or procedural errors, use models and examples to support understanding – this can be scaffolded or a prompt depending on your knowledge of the learner.	Addition carrying error Look at the tens column in my example very carefully. Then try this. $$\begin{array}{r} 37 \\ +45 \\ \hline 82 \\ 1 \end{array}$$	Subtraction error – exchanging Remember the rules of written methods for subtracting. Look at the tens column again. $$\begin{array}{r} 43 \\ +28 \\ \hline \end{array}$$ $$\begin{array}{r} 207 \\ -134 \\ \hline 133 \end{array}$$	Long division error. $$13\overline{)234}$$ 17 r 2 $$\begin{array}{r} 13 \\ 104 \\ \hline 102 \end{array}$$ Top tip: Write the times table of the number you are dividing by down – you have made a calculation error.
Depth To promote depth, use reasoning stems to deepen understanding.	Which is trickier? Why? $$\begin{array}{r} 32 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 28 \\ \times 3 \\ \hline \end{array}$$	Can you spot the error? Explain why it is incorrect. $$\begin{array}{r} 56 \\ \times 4 \\ \hline 204 \\ 2 \end{array}$$	What numbers go in the missing boxes? $$\begin{array}{r} \square \ 6 \\ \times \ \square \\ \hline 144 \\ 12 \end{array}$$
Greater Depth To extend children's understanding, probe through questioning.	Which way is the quickest to complete this calculation? Why? $$123 \times 3 = ?$$	If you know that 37 x 4 = 148, what would 38 x 4 = ?	42 x 7 = 294 If 210 is an answer to a similar question, what was the question?
Multiplication examples			

Appendix 3 – Example of Peer / Self-Assessment

Date .xx

Independent Marking / Peer Marking / Paired Marking

_____

_____

_____

_____

_____

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_____

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_____

_____

_____

_____

Marked by: _____

Appendix 4 – Presentation Guidelines

KS1 Presentation Guidelines

- Always start your work on a new page, gluing the learning intention or writing a title as instructed by your teacher.

- **No rubbers allowed**- if you make a mistake, draw a line or a neat cross through the mistake. Do not scribble over your mistakes.

- A sharp pencil should always be used when you are writing or drawing.

- Make sure you glue all sheets carefully, making sure they don't stick out of the sides of your book.

- Always make sure you use your best handwriting- take pride and always present your best work.

- In Maths, always make sure you organise your work so that it is neat and your working out and answers are clear. **Record one number in each square so your work is neat.**

- **Graffiti** or any other drawings, unless instructed by your teacher, **will not be tolerated**.

- Reflection pencil should be used when reflecting and improving your work.

KS2 Presentation Guidelines

- Always start your work on a new page, gluing the success criteria as instructed by your teacher.

- **No rubbers allowed**- if you make a mistake, draw a line or a neat cross through the mistake. Do not scribble over your mistakes.

- Pen should always be used in English and Topic books, unless you're drawing or your teacher instructs you to use a pencil.

- In Maths, always make sure you organise your work so that it is neat and your working out and answers are clear. *Recording one number in each square can often help you present your work neatly.*

- Make sure you glue all sheets carefully, making sure they don't stick out of the sides of your book.

- Always make sure you use your best handwriting- take pride and always present your best work.

- **Graffiti** or any other drawings, unless instructed by your teacher, **will not be tolerated**.

- Take care when highlighting in your book. Felt tip should not be used in your books.

- Reflection pen should be used when reflecting and improving your work.

DISSEMINATION OF THE POLICY

The policy will be given to all members of staff and copies will be available for parents.

PROCEDURES FOR MONITORING AND EVALUATION

The Head Teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy.