



# Ashmole Primary School

## Marking and Presentation Policy

### Purpose and Aims

Ashmole Primary School recognises that marking and feedback are an integral part of assessment for learning and need to focus on helping pupils learn how to improve and develop their work. It is therefore important that all staff, pupils and parents have a common understanding of how work is marked and feedback given.

High standards of presentation are expected in all work throughout the school and are therefore addressed in this policy to ensure consistency and progression.

### Feedback and Marking

In all feedback green indicates pupils' successes and pink indicates something that needs to be improved.

All feedback should indicate whether the pupil has met the objective using the following codes:

L/O ✓ - Learning objective met (**highlighted in green**)

**L/O** - Learning objective partially met but further reinforcement needed (**circled in green**)

L/O - Learning objective not met- area needs re- teaching (**highlighted in pink**)

↑ - Indicates a next step

### Codes Indicating Levels of Support

All work must include one of the following:

I- (independent)

G- (group)

P- (partnered)

S- supported

VF- verbal feedback

All classrooms must have these symbols displayed.

Comments of praise or other forms of recognition may also be used (e.g. stars/stickers/house points etc.)

### Quality Marking

Reception – every piece of work will have a next step ↑ in Maths and Literacy books.

KS1 – next steps should be used twice a week with Pupil Responses carried out on Fridays.

KS2 – next steps should be used three times a week with Pupil Responses carried out at the start of every lesson.

Marking must give feedback and provide opportunities for pupils to respond to this.

This response should be immediate (the following lesson) and there should be a short, allocated time when this takes place. This feedback should be written in pink so that it is easily identifiable to pupils that it is something that needs to be improved.

In mathematics, calculations should not be marked with a cross. Pupils need to understand the importance of working out and therefore steps of the calculation should be marked or annotated.

Incorrect workings or answers should be indicated with a 'pink dot'.

In Science, every piece of written Science work needs to have a next step for the pupils to read and respond to.

### **Marking Against the Learning Objective Using the Success Criteria to bring about Improvement**

The purpose of this method of feedback is to inform the pupil of how well they have fulfilled the success criteria and understood the learning objective and to give them a focus in order to improve their work. It may sometimes be appropriate at the end of a unit although it is more purposeful if it can be done during the unit so that pupils have time to put the improvement in place.

This is done:

- Showing Success- Highlight successes using green highlighter
- Indicate Improvement- Indicate where improvement should be made with an upwards arrow ↑ and comment with pink highlighting
- Giving Improvement Suggestion- Write down or ask for an improvement suggestion to help the pupil to know how to make the specific improvement. There are four suggested types of improvement prompts:
  - A reminder prompt- More suitable for the more able pupil this simply reminds the pupil of what can be improved e.g. Say more about how you feel about this person.
  - A scaffold prompt- More suitable for pupils who need more than a simple reminder; this prompt provides some support e.g. a question, a directive.
  - An example prompt- A suitable prompt for all but especially average or below average pupils, this prompt gives the pupil a choice of actual words or phrases.
  - An oral prompt (VF) - This is suitable for emergent writers. It is written to the pupils and the pupil is told what is written and makes an oral improvement, which is scribed by an adult. Although the pupil may not be able to read the comment, it will still have an impact and is likely to be remembered.

Making the Improvement- It is important that classroom time is given to making this improvement and needs to be immediate. Time for this should be built into the next lesson in KS2 and at the end of the week for KS1.

### **Marking to Improve Basic Skills**

Marking of presentation, punctuation, grammar and spelling must be ongoing and needs to follow the same approach as the response to feedback model in that pupils are given time to follow up suggestions for improvement. These will also be linked to the unit of work.

Spelling errors need to be highlighted in pink and an opportunity for pupils to write out the incorrect words three times. KS2 will use their spelling bank in the back of their rough book, with no more than five per page. KS1 will have no more than three per page of spellings to correct. ↑ in pink pen will be noted for correct spellings. Number reversals in maths need to be highlighted in pink and an opportunity for pupils to write out the numbers correctly. Foundation subjects to be marked in line with this policy.

### **Marking Homework**

When marking homework it is acceptable to acknowledge that the homework has been looked at but as homework is set to consolidate work done in class it is not necessary or appropriate to use the success and improvement model or to make lengthy comment. Acknowledgment in the form of a short comment, tick or reward (e.g. sticker, star) is appropriate.

### **Presentation**

- All pupils and staff are to use joined up handwriting from Y2 (see Handwriting policy)
- Pupils are to use sharp pencil for recording in mathematics and for technical drawing
- When pupils are able to use a neat and consistent joined handwriting style they may be given a pen licence which entitles them to use a blue ink pen provided by the school. This should be used for all subjects other than maths and drawing.
- Pupils who have obtained a pen licence may underline dates and objectives in pencil from lower KS2.
- The long date should be written at the top of all pieces of work except in maths and spelling tests when the short date may be used (from Y2 and above).
- Learning objectives should be written on all pieces of work and abbreviated as L/O (Y2 and above). It is appropriate for the younger pupils to have their objectives scribed or on stickers in their books.
- All classes should have the presentation sheet displayed on the wall.
- No defacing of book or labels.
- A line should be left after a piece of work and then the page ruled across by the pupil before starting the next piece of work. Work should then be set out as follows in KS2:
  - Date
  - Learning objective
  - Leave a line
  - Begin work

September 2024

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