

# **St. Mary of the Angels Catholic Primary School**

## **Marking and Presentation Policy 19/20**

### **Mission Statement**

#### **Recognising and celebrating the presence of Christ in one another.**

*At St. Mary of the Angels:*

- ◆ *we aim to follow Jesus through the teaching of the Gospels and inspire each other to be Christ-like;*
- ◆ *we all work as a big team to encourage everyone to be the best that they can be, at work and at play;*
- ◆ *we create a safe, positive, fair environment where all feel respected and valued.*

### **Aim and objectives**

At St. Mary of the Angels marking is an integral part of the learning and assessment process, helping the children to progress and the teacher to monitor achievements and areas of development in line with targets set and personalised checklists. In line with our mission statement, we assess children's work constructively in order to:

- recognise personal achievement and effort.
- recognise and develop pupils' strengths.
- recognise and address misunderstandings and support pupils in developing their learning.
- encourage, motivate, support and promote positive attitudes to learning especially through expectation.
- give pupils clear next steps in developing their learning through appropriate discussion and feedback.
- enhance and develop children's editing skills and ability to revise and redraft their writing
- inform planning and support target setting.
- establish a response to challenge children further, where appropriate, to embed their learning and write with GD greater depth as defined by NC 14.

Children are actively encouraged to take responsibility for their own learning. We aim to develop their independence and motivation by expecting them to monitor and assess their own progress, through responding to gap tasks as directed and knowing the targets they should be working towards, within the lesson and outside of the lesson, as needed. This enables them to be active learners and to make decisions identifying their own strengths and weaknesses.

### **Who marks/comments on work:**

- Teachers
- Support staff- where appropriate, under the jurisdiction of the class teacher
- Children, under the guidance of their teacher as part of the learning process,

### **When and how often we mark:**

All work is assessed, by the teacher or adult in charge, on completion or during the lesson.

### **Approaches to marking and assessment for learning:**

When marking children's work, teachers' comments should either/and/or:

- identify level of independence or support
- inform future work or further assess/challenge, including mini plenaries within the lesson
- correct or improve an existing piece of work using *think pink* or *go green* processes
- relate to the planned learning (expressed with the children through key words) and link with the identified marking key
- link directly to children's next steps, including Bottom Line Expectations.
- link closely with shared success criteria
- recognise children's achievements regularly, but not on all pieces of work

All comments should be legible and age appropriate. Where children have recognised SEN needs, there is still an expectation that they will produce their best work at all times. However, staff need to be aware of the need and how that impacts on presentation, or spelling, or retention, or speed. Progress should still be apparent over time, in line with their entitlement to good and better teaching and an appropriately pitched plan of work.

Time is built into lessons/units of work daily for children to respond. In Y2 and KS2 children use the “purple pen of power to edit their work as directed by teachers and success criterias. Staff marking is in green to differentiate. Children are taught to understand “think pink” and “go green” – these are used as a visual reminder of the need to correct, respond, improve or, for “go green” share and be proud of.

Where comments are given orally, teachers will refer to the marking key. Aspects of the discussion may be recorded, to serve as a reminder for the next step in the pupil’s development.

### **Maths and Literacy:**

- Mathematics should be marked carefully with a tick, cross or appropriate method, including “think pink” and “go green” throughout the lesson and afterwards as required. Positive comments should be made along with a gap task as required regularly but not on all pieces of work.
- Children must know their next steps. These will be displayed visually using a variety of learning aids, that are age appropriate. In every piece of writing, children must know the criteria for marking- this must link directly to the ARE for that year including the most current end of key stage teacher assessment frameworks.
- Wrongly spelt key words or SEN target words, where appropriate, should be highlighted in all marking. Children are then expected to action corrections, in line with the marking key. SEN children will be asked to use their spelling interventions to spell specific words correctly- they will not be penalised for poor spelling.

### **The Child’s role in Marking**

- Children have many opportunities to comment on, edit and discuss their own work and the work of others. This can be through the purple pen of power or through “yes yellow” and “uh oh orange” opportunities
- Children are encouraged to record their level of success and achievement through self evaluation.

### **Self and Peer Evaluation**

Children need to be very clear about the key words within the lesson and the success criteria, in line with ARE expectations.

Teachers should provide time for pupils to reflect on marking and ensure that children have opportunities to:

- evaluate their work.
- evaluate the work of their peers, giving honest, constructive feedback, which will help pupils to improve their work in line with success criteria, in line with WAGOLL(what a good one looks like), success criteria and the Lesson objective, shared through key words with the children.

### **Foundation Stage**

Feedback requirements for the Foundation Stage will follow the guidelines above wherever appropriate, but will focus upon good Early Years practice. Verbal feedback techniques will be emphasised and good modelling and coaching will form the beginnings of children being involved in their own learning, through marking and advice.

### **Presentation of work:**

Presentation links directly with behaviour and attitudes in learning. Children are expected to take pride in their work and, from Y1 upwards, to use a continuous cursive style in all of their work. Editing skills are recognised as valuable to their learning, and include writing over, writing above and below and adding additions in the margin etc. The level of challenge and expectation and clear guidance is being challenged in all areas which expect writing, and is shared with parents. There will be a small number of children throughout school, who are exempt from using a cursive style, due to their needs, however, they will still be expected to use neat legible handwriting, and aspire to improve.

For some pieces of work e.g. research notes and draft copies, presentation will not be emphasised, but writing should be clear and a reasonable level will still be expected with crossings out and scribbles avoided.

### **In our school:**

- Work will begin with a clear learning objective, expressed through key words, and success criteria will be shared in all lessons.
- Staff will use WAGOLL (what a good one looks like) to support children’s understanding of what is required
- All pieces of work will be dated.
- In Key Stage 1 children write with a pencil in all subject areas.

- In Key Stage 2 all children, by the end of Y4, will be encouraged to write with a pen (once they can form letters correctly using cursive writing) A pen licence will be issued as an incentive to write neatly using pen, in all subjects. Mathematics will always be in pencil.
- Work will be marked in line with the attached Marking key.