



Westalade Primary School

WESTGLADE PRIMARY AND NURSERY SCHOOL

MARKING AND PRESENTATION POLICY

September 2022

Approved at the meeting of the Governing Body held on:

Signed:

Position:

To be reviewed:

Introduction

This policy reflects Westglade Primary School's values and philosophy in relation to marking and presentation. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on agreed procedures and practices. This policy was compiled after discussion with staff.

This policy document is intended for:

- All teaching staff
- School governors
- Parents/carers
- LA advisers/inspectors
- Inspection teams including Ofsted
- Teaching students

Copies are provided for school staff and governors. Policy files are located in the Head Teacher's room and the website.

Intent

We aim to use marking in order to give children constructive feedback on the quality of their work and how they can progress. Good presentation of work is very important. Children need to present their work with pride and take care with their writing. Good examples of work are frequently displayed around school and this is a showcase of high standards achieved by children at Westglade Primary School.

This policy will provide consistency and continuity across the whole school.

Implementation

- All writing and maths is marked using close the gap marking (AFL)- (see appendix 1)
- All marking should be regular and reflect on the learning intention where appropriate.
- Marking should be used to inform future planning and individual target setting.
- △ At the end of work means improvement prompt. Each piece of work in the writing portfolio will have an improvement prompt. In other lessons, improvement prompts will be used where appropriate. Improvement prompts should be as specific as possible and followed up by adults working with that pupil.
- 'Sp' means 'spelling error', g means grammar, p for punctuation in English books.
- If marking is undertaken verbally or checked rather than marked or if no comment is necessary, 'V' for verbal feedback during task completion or after completed work.
- Marking should be completed with a purple pen.

- In writing portfolios, teachers should provide encouraging comments and positive suggestions for improvement.
- Marking should be according to children's age and stage of development; some children will need face-to-face feedback, whilst others will benefit from distance marking.
- Some work is peer marked by children, either their own work or a partner's, this is made clear eg by the use of green pens.
- Time should be given for children to read, reflect and respond to marking.
- Adult supported work will have a star system and initialed to show the level of support: minimum support *, medium support **, maximum support *** this will provide feedback to the teacher and parents
- TAs should initial work that they have marked
- In writing portfolio, work that has been marked and given levels will be independent and recorded in the writing standards folder.
- Supply teachers should mark, write 'supply' and initial.
- Student teachers should mark, write 'student teacher' and initial

Presentation

All staff expect high standards of presentation whatever the subject, appropriate to the needs of the child. If children rush to work and have not achieved their best, they may be asked to do it again in their own time.

- Children must take pride in their books. Covers, and inside pages must not have doodles or jottings on them.
- Children should use good quality pencils and black pens
- A correct pencil grip will be strongly encouraged. Children will be taught to pick up their pencil in a systematic way to support their independence. For some children, triangular grips or pencils might aid their development.
- In maths, where appropriate, children will use squared paper. There should be usually one digit in each square (writing as normal).
- In years 3 to 6, all titles must be underlined with a ruler. In year 2, the title should be on a separate line at the top of the page.
- All work should be dated.
- 1 line of pencil should cross out errors. Rubbers to be discouraged or banned.
- In maths, pencil will be used by all year groups.
- Computers are also used for the presentation of work as appropriate.

Next review: September 2023

Appendix a

Pink/green for growth assessment for learning

Close the gap marking is done through pink and green for growth and relates on to the learning objective.

Highlighting should be done in a way which is clear to the child

The children's work should not be dominated by highlighting and pink should outweigh green.

Children are actively encouraged to respond to the teachers comment once they have read it or it has been read to them. Sometimes this can be a short task to ensure they understand, eg Complete this sentence "Silently,." or " $34 \times 25 =$ "

Children can self-assess their own work or 'peer mark' using green responder pens.