

Durham County Council

THORNHILL PRIMARY SCHOOL



Presentation and Marking of Work Policy

Thornhill Primary School Policy Statement for the Presentation and Marking of Work Confidentiality Policy

1. Introduction

This policy statement sets out our views on the way in which children's work should be presented and marked, and also the benefits to the child and the teacher from well marked work. This document should be read in conjunction with the school's policy on Assessment, Recording and Reporting.

2. Definition

2.1 The marking of children's work is an *integral part* of the teaching and learning process. It will, as a consequence, lead to improvement in learning as assessment will inform future planning.

2.2 The corrections, comments, which should be focused on the intended learning objectives, basic errors and pupil targets, inform both teacher and child, of the child's achievements, levels of attainment, future targets and *action needed to achieve these targets*. We define such marking as "Quality Marking".

3. Scope

This policy statement applies to all children and to all staff in our school.

4. Rationale

4.1. Children can be encouraged or otherwise by the marks or comments that staff write on their work. Marking therefore carries a great responsibility for the future actions and morale of the child.

4.2. Marking is a way of recording teacher's assessment and is therefore **crucial** to the future planning of a teacher's work - **Assessment for Learning**. As such marking should have a clear focus and comments should be directed to the learning objectives, age appropriate errors and the individual targets of the pupils. The teacher should take the opportunity to note errors and record them for future reference and remedial action in the evaluation box on the short term planning grid.

4.3. The process should be a positive, sensitive operation with the child's successes being highlighted as much as errors and consideration given to the age and ability of the child.

5. Entitlement

5.1. Children are entitled to have their written English and mathematics work quality marked by staff on a daily basis. The focus for marking should be on improvement and it should highlight next steps for learning.

5.2. Children are entitled to have their work treated with appropriate respect.

5.3. Children are entitled to share in marking by being present, whenever possible, when work is marked and to discuss their work with staff.

5.4. Staff are entitled to be given well-presented work to mark.

6. Aims

6.1. We aim to mark all children's work consistently, employing the same standards and using the same agreed signs and symbols to grade and correct work. (Reference Appendix A)

6.2. We aim to involve children in the marking process by them being present when work is reviewed so reinforcement and remedial action can be taken immediately. If this is not possible the work should be discussed with the child at the earliest opportunity after staff have reviewed it so points for improvement can be clearly explained.

6.3 In marking children's work we aim to value and respect their efforts whilst still reinforcing high expectations and identifying points for improvement.

6.4 Marking of work will depend on a number of factors including the age and ability of the child, his/her needs and the purpose for which the work is done. Decisions will vary according to the type of work. High standards of presentation should be set, however teachers must balance the need for accuracy in presentation with the stifling of ideas, imagination and investigation, which are of great importance.

With this premise in mind we would anticipate a focus on presentation and developing a secure, neat printed handwriting style by the end of Year One, with children in Year Two being taught how to use a cursive style. By the end of Year Three a

cursive handwriting style should be expected with some children being ready to begin using a pen at this stage. Therefore by Year Four onwards handwriting style and presentation should be accomplished leaving the children free to concentrate on content and creativity.

6.5. Marking should be done in red pen, with a pink highlighter pen being used in English, to indicate when success criteria have been achieved.

6.6 Staff should use neat, consistent printed or joined handwriting depending upon the year group, in line with our handwriting policy.

6.7 Marking should be done in a green pen by students and staff other than the class teacher.

6.8. When appropriate children will be encouraged to self and peer mark with a pencil (coloured pencil for spelling tests).

6.9 Children's work should be presented to a high standard following the agreed conventions. (Reference Appendix B - Checklist)

7. Requirements / Expectation

7.1. Marking should be at all times positive and constructive - i.e. quality marked. Children are entitled to have their written English and mathematics work quality marked each day.

7.2. Marking should be done with the child present whenever possible and VF indicated as necessary.

7.3. Work should be marked so that the child is not only aware of an error, but what they need to do to improve and also the use of questions where appropriate to reinforce or deepen understanding. As a result of this improvements should be visible in future pieces of work. Necessarily time needs to be given at the beginning of each lesson for improvements and responses to comments and questions to be made to be made.

A uniform code of symbols for marking exists which all teachers must use and all children should understand (Appendix A) The symbols should be put in margins or near the error. Correct spellings should be put at the end of a piece of work for the child to copy.

7.4. In marking mathematics, incorrect answers will be crossed, mistakes should be circled and a written comment made when appropriate. Corrections to marked with a tick and the letter c.

N.B. Give credit for correct methods even if the final solution is wrong.

7.5. Children should be encouraged to assess their own work and that of other children using response partners. It is sometimes much easier for children to be corrected and advised by their peers rather than staff. The child's opinion can be used to inform assessment.

7.7. Children's work should be presented to the following conventions:

- Date: written in numbers e.g. 19.12.08 in the margin or left hand side of the page and underlined in all subject areas with the exception of English.

- Date: written in full e.g. Friday 19th December 2022 in English and underlined with a ruler from the summer term of Year One onwards.
- Write the WALT and underline with a ruler.
- Work is begun after missing a line under the WALT.
- After completion, marking and corrections, new pieces of work should be started on a new page.
- Question number should be placed in the margin or left hand side of the page with a bracket around it from Year Two onwards e.g. 1.)
- In mathematics - sums should be set down 2 across the page depending upon the size of the sum.
- In the Foundation Stage and transition into Year One the staff will write the short date on the top left hand corner of the piece of work and the WALT.
- Every piece of written work should have a written teacher comment.
- A minimum of two challenges per week should be given in both English and Maths. Every piece of written science work should have a challenge while other foundation subjects should have two challenges per half term.
- Appropriate use should be made of reward stickers and stamps.

Before you start your work go through this checklist;

- 1.) Complete any corrections
e.g. spelling mistakes, maths calculations.*
- 2.) Complete any challenges*
- 3.) Begin on a new clean page.
write the date and underline it with a ruler.*
- 4.) Write the WALT and underline just WALT.*

