



## **Chestnuts Primary School Marking and Presentation Policy**

### **Rational**

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to be able to assess themselves and understand how to improve. The marking of pupil's work is therefore an important part of teacher assessment. This policy sets out how staff at Chestnuts primary school intends to ensure that marking is an integral part of our assessment procedures.

### **Aims**

- To provide a record of pupil's progress
- Recognise, reward and encourage pupil's effort and progress.
- To provide feedback about current work including how to improve his/her work
- To set clear targets
- To encourage pupils to strive to improve
- To show that you value his/her work
- To allow time for self-assessment and response to marking
- To allow time for peer assessment

### **Marking Procedures**

- Teachers will always mark to the learning objective and this will be ticked as follows:
  - ✓ partially met objective
  - ✓ ✓ objective met
  - n/u not understood objective
  - w/s with support
  - S supply
  - I independent work
  - VF verbal feedback given
- All book work will have a learning objective and numbered success criteria (photos do not require a success criteria)
- Work with a right/wrong answer will be marked in red pen with a tick or a cross.
- Support assistants will mark their groups' books in blue pen using the LSA marking codes.
- Teachers will mark in red pen, support assistants will mark in blue pen and children will respond in green pen.
- Teachers will use feedback from marking to inform future targets and planning.
- Pupils will be given the opportunity to mark their writing work using a checklist of features and a success criteria.

- Time to write and all extended writing will be done in a writing book and children will be given a learning objective and success criteria.
- Marking will celebrate success whenever possible in order to raise self-esteem and encourage children to work to their full potential.
- A green highlighter and a success criteria number will be used by teachers to show where children have met the criteria.
- Good presentation is expected.
- There will be 'respond to marking' time planned into mornings so that pupils have the opportunity to reflect on marking and edit/improve their work on a weekly basis with green pen.

### **Frequency**

- Teachers will mark all book work on a daily basis. All children will have a next step which they will respond to in green pen the following morning. All work is also marked using the marking code.
- Teachers will then tick or respond to the green pen response through a short comment.
- Topic books will be marked using the marking code before the next session.
- At Chestnuts we assess learning using APP (Assessing Pupil Progress) in maths and English. Targets will be in all children's books as evidence of progression and profile books are kept for 6 children.

### **Marking Code**

Green highlighter	you have done this really well
//	you need a new paragraph
/	you need to start a new sentence
^	you have missed out words or letters
sp	spelling mistake (write word once)
A	capital letter mistake
p	put in punctuation marks
~	unclear

### **Presentation**

We have high expectations of the children's presentation of their work and the following guidelines should be used across the school.

- Children should not use rubbers. They should put one neat line through any mistakes.
- Any worksheets should be cut to size and stuck neatly onto the page.
- All work will be a finished piece. If a child runs out of time this should be revisited as appropriate.
- Hand writing should be neat and sit on the line when using lined books. In maths digits should be placed within the squares.

- All work is dated by the children as soon as they are able. The date is written in the top right corner. The long date is used in all subjects except maths where the short date is used.
- The learning objective and success criteria is printed and stuck in the books. Children will miss a line and begin their work.
- If the page is unfinished a ruler should be used to draw a line under the last piece of work before beginning a new piece.
- Children do not underline the date or learning objective nor draw a margin in maths books.
- Pens should be used once a child's handwriting has reached a level 3. The agreed pens should be used throughout the school. Pencils should be used in maths throughout the school.

**Revised:** October 2014