

# Oasis Academy Boulton



## Presentation and Marking Policy

Created: February 2018

Review date: February 2019

## Aim of the Policy

The aim of the Marking and Presentation policy is to enable children to make maximum progress in their learning through effective oral and written feedback whilst maintaining high standards in presentation. Staff are expected to provide children with structured Gap Tasks to address misconceptions and move learning forward, providing dedicated time for the children to act upon the feedback – this will take place in the **first five minutes** of a lesson and will be referred to as **'reflective time.'** During reflective time, pupils will respond to teacher **'Gap Tasks'** and comments. They will do this through the use of a **purple pen.** **Purple pens** are for student responses only (including both peer and self-assessment tasks) and are not to be used for general written work.

All classrooms within KS1 and KS2 will display marking codes to ensure pupils are familiar with them.

## Marking & Presentation

High expectations are expected of all pupils' work within the school with the following requirements:

- The date should be written in the top left of a new piece of work. In English this should be written in the long format and in maths the short format should be used. A pencil and ruler should be used to underline with.
- A title or learning objective should be provided at the top of the work and this should also be underlined with a pencil and ruler. Children must spend no longer than 2 minutes on this task and finished during the next break if needed.
- More able Reception children must write the date in their books by the end of Reception.
- Year 1 Higher ability children to write the LO and date by January, middle ability by February and Lower ability by Easter, except SEN or NTC where professional judgements should be used.
- All staff to ensure that the date and LO is handwritten in joined cursive writing on the board prior to the lesson beginning and is underlined (Penpals). Comments and gap tasks must be in line with the Academy's handwriting programme (See Appendix 1).
- Within maths all pupils are expected to place one digit per box and when providing feedback the staff are expected to model this rule.
- Maths pages will be divided in half to maximise the space used within the book in years 3-6.
- In all books the pupils are expected to underline their last piece of work with a pencil and ruler rather than starting a new page for every piece of work.

- If a child makes a mistake they are to correct the error by crossing it out with a pencil and ruler with a single line through it. In exceptional circumstances a rubber may be used e.g. shape
- A green pen to be used to tick any gap tasks and acknowledge the learning.
- Self-assessment and peer assessment should take place at least once a week.
- In English, lined blue paper needs to be used for the cold write at the start of a unit and lined Pink for the hot write at the end of a unit.
- Guillotine to be used to ensure that worksheets are cut to fit within a A4 page. No worksheets to be folded in books.
- Marking needs to be linked directly to the Success Criteria and should be ticked by the child and the teacher in green pen if achieved.
- Never start a comment with 'Remember...'
- Do not use isolated comments like 'Well Done' 'Super job' etc

## A2 Portfolio's

Date, LO, subject area needed on the LHS of the page. (Bold, comic sans serif- 36 and backed) Name subject area- either RE, PSHE, Safeguarding, SMSC.
--

'Blurb' to explain what is happening in a bubble, in comic sans serif and in bold. On right hand side of the page.
--

Pictures and examples of children's work (as appropriate) that is backed and mounted. Work to be clearly labelled with child's full name.
---

Use of speech bubble 'post its' to showcase pupil voice. (These must be written in pen/ pencil neatly, reflecting the school handwriting policy.) Post its to be labelled with child's name.
--

Assessment sheet to be stuck on the bottom right hand side of page. (Stored in staff shared, curriculum, resources, portfolio resources.)
---

Staff to add their class names to this and then make an assessment of whether LO has been achieved at the end of every lesson, using RAG system. Red- not achieved Orange- partially, Green – achieved.
---

## Marking Codes for English, Maths, Topic

- Margins are drawn in books
- Each piece is ruled off
- LO (learning Objective) is written in children's books
- G is written for guided work
- Sp for spelling corrections
- V in a circle to indicate verbal feedback e.g. (v) Presentation
- Marking is in GREEN ink
- PURPLE PEN is for pupil response comments and tasks
- Anyone other than the class teacher **MUST** initial the marking of the children's work
- Stickers to be used by Supply teachers
- A green dot to indicate incorrect answer

## Marking Spelling

Spellings that are marked incorrect by the teacher will have a **sp** placed in the margin of the page. In KS1 a maximum of three errors will be highlighted with a primary focus on the common exception words and in KS2 a maximum of five. It is at the teacher's discretion as to whether or not the incorrect spelling is underlined for the pupil or as may be the case for some KS2 pupils they will be asked to identify the misspelt word themselves. An **sp** will be placed at the bottom of the page for the pupils to make their corrections – in the case of KS1 pupils or less able KS2 pupils it may be necessary to write out the correct version of the spelling and they are then to copy it out 3 times. For middle and more able pupils in KS2 they will be expected to use a dictionary to locate and write out the word spelt correctly.

## Verbal Feedback

Staff are encouraged and expected to provide pupils with high quality feedback at the earliest opportunity. Often feedback will be verbal. Where this guidance takes place staff should (in green pen) write **V** and a key word to jog the pupil's memory of what is being asked e.g. if a teacher has reminded the child that they need to use adverbs in their writing the teacher would put **V (adverbs)**. This should be written in the book directly next to where the feedback was given – following this feedback there should be clear evidence of progression in the pupil's work.

## Peer Marking and Self Evaluation

In the correct place peer marking can be very effective when children are educated in how to identify positive features within a peer's work and an area for development. Self evaluation is a tool that also requires a structured approach by the teacher to ensure that the pupil is clear about what they are marking. Both processes need careful modelling by the teacher over time and lend themselves to KS2 and in particular Upper School. Peer marking should not be used at the detriment of a teacher's marking and should be used at times when children are evaluating their own and peers' progress.

All peer marking and self-assessment must be completed by the pupil in **purple pen**.

**Outstanding marking shows that:**

- Strategies exist to acknowledge/celebrate the achievement of work.
- Comments are focused & diagnostic explaining ways for pupils to improve.
- Students are involved in setting targets for improvement.
- There is a good level of personalised comments from teachers.
- There is a subsequent response from the pupil.
- Pupils demonstrate understanding of targets set.

## EYFS\_marking

Early Years Foundation Stage follows the KS1/KS2 marking policy as closely as possible. In Nursery, feedback about their work is verbalised (V). The work is annotated, ascribing the student's marks. The students are verbally informed about what they have done well and how to improve. This ensures that students understand how they can move forward to make progress. Students' work is marked with a 'G' if they had any adult support. A similar approach is adopted in Reception. A verbal discussion takes place so that the students understand what went well and what they need to do to improve their work. An opportunity is then given to the students to act upon the feedback given. For example, if a student has written the letter 'b' back to front, the teacher will ask the student to evaluate the work. The student will then be given the opportunity to practice writing the letter 'b'. The piece of work is then marked with 'V' to show the feedback has been verbalised and the comments are written accordingly.

Teachers must write a next step comment for the staff to inform future planning and learning and this is not for the children.

## Appendix 1 – Penpals Joins and Letter Formation

### **diagonal join to ascender (e.g. at)**

This join is used to join letters in this box . . .

*a b c d e h i k l m n p s t u*

to letters in this box.

*b f h k l t*

### **diagonal join, no ascender (e.g. da)**

This join is used to join letters in this box . . .

*a b c d e h i k l m n p q s t u*

to letters in this box.

*e i j m n p r u v w y*  
\**a c d g o q s*

### **horizontal join, no ascender (e.g. wo)**

This join is used to join letters in this box . . .

*f o r v w*

to letters in this box.

*e i j m n p r u v w y*  
\**a c d g o q s*

### **horizontal join to ascender (e.g. oh)**

This join is used to join letters in this box . . .

*f o r v w*

to letters in this box.

*b f h k l t*

### **break letters**

Joins are not made from these letters.

*g j y*

Joins are not made to or from these letters.

*x z*

\* anticlockwise letters

## Appendix 2 – Marking Symbols Guide for Pupils

<b>Oasis Academy Boulton Marking Guidelines</b>	
<b>Symbol</b>	<b>Meaning</b>
	Verbal feedback/learning discussion has taken place between the teacher and the student.
<b>Initials</b>	Initials of Teaching Assistants who have marked the work.
	Initialled by supply.
<b>Sp.</b>	Spelling mistake. Maximum of 3 errors per piece of work for KS1 and 5 errors for KS2.
<b>//</b>	Missing paragraph. Inserted between sentences where paragraph should begin.
<b>^</b>	Word missing. Inserted on line where the word should be.
<b>G</b>	Guided or adult support given to the student.
<b>LO</b>	Learning Objective
<b>.</b>	Work incorrect ( maths)
<b>✓</b>	Correct

## Appendix 3 – Exemplar Marking

<p>1 2 0 2 2 0 1 8</p> <p><u>L0: To divide</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="text-align: left;">Challenge 2 Success Criteria</th> <th style="text-align: center;">Self- Assessment</th> <th style="text-align: center;">Teacher Assessment</th> </tr> <tr> <td>Use the short written method of division.</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table> <p style="margin-top: 10px;"><u>C2-Fluency</u></p> <p>1) <math>95 \times 5 = 475</math></p> $\begin{array}{r} 095 \\ 5 \overline{) 475} \end{array} \quad \checkmark$ <p>2) <math>3 \times 242 = 726</math></p> $\begin{array}{r} 242 \\ 3 \overline{) 726} \end{array} \quad \checkmark$ <p style="margin-top: 10px;"><u>Reasoning</u></p> <p>1) The example is not correct because they forgot to write the remainder 1 from the hundreds column. They should have done it like this: ✓</p> $\begin{array}{r} 123 \\ 7 \overline{) 863} \end{array}$ <p style="color: green; font-weight: bold;">(✓) Remainders</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="text-align: left;">Challenge 3 Success Criteria</th> <th style="text-align: center;">Self- Assessment</th> <th style="text-align: center;">Teacher Assessment</th> </tr> <tr> <td>Use the short written method of division including remainders</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table> <p style="margin-top: 10px;"><u>C3- Problem Solving</u></p> <p>1) 6 eggs = 1 box 1 2 3 7 eggs = 20 6 r1 boxes.</p>	Challenge 2 Success Criteria	Self- Assessment	Teacher Assessment	Use the short written method of division.	✓	✓	Challenge 3 Success Criteria	Self- Assessment	Teacher Assessment	Use the short written method of division including remainders	✓	✓	<p style="text-align: center;">0 2 0 6 r1 <math>6 \overline{) 1237}</math></p> <p style="color: green; font-weight: bold;">What will they do with the left over egg?</p> <p style="color: green; font-weight: bold;">Will this change the number of boxes needed?</p> <p style="color: blue;">They need to pack the left over egg to. You will need 207 boxes.</p> <hr/> <p>1 3 0 2 2 0 1 8</p> <p><u>L0: To divide</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="text-align: left;">Challenge 3 Success Criteria</th> <th style="text-align: center;">Self- Assessment</th> <th style="text-align: center;">Teacher Assessment</th> </tr> <tr> <td>Convert remainders to fractions.</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table> <p style="margin-top: 10px;"><u>C3-Fluency</u></p> <p>1) <math>3463 \div 4 = 865 \frac{3}{4}</math> ✓</p> $\begin{array}{r} 0865 \text{ r } 3 \\ 4 \overline{) 3463} \end{array}$ <p>2) <math>1456 \frac{5}{3} = 728 \frac{3}{5}</math></p> $\begin{array}{r} 1456 \text{ r } 3 \\ 5 \overline{) 7283} \end{array}$ <p style="color: green; font-weight: bold;">(✓) Remainders to fractions</p> <p>3) <math>1245 \div 8 = 155 \frac{5}{8}</math> ✓</p> $\begin{array}{r} 0155 \text{ r } 5 \\ 8 \overline{) 1245} \end{array}$ $155 \frac{5}{8} = 155 \frac{5}{8}$	Challenge 3 Success Criteria	Self- Assessment	Teacher Assessment	Convert remainders to fractions.	✓	✓
Challenge 2 Success Criteria	Self- Assessment	Teacher Assessment																	
Use the short written method of division.	✓	✓																	
Challenge 3 Success Criteria	Self- Assessment	Teacher Assessment																	
Use the short written method of division including remainders	✓	✓																	
Challenge 3 Success Criteria	Self- Assessment	Teacher Assessment																	
Convert remainders to fractions.	✓	✓																	

