



North Wootton Academy  
Priory Lane  
North Wootton  
Kings Lynn  
Norfolk  
PE30 3PT

Name of policy: **Marking and Presentation Policy**

Lead member of staff with responsibility for this policy: James Grimsby

Date of governors meeting when policy agreed: NA

Type of governors meeting: NA

Date of implementation: September 2021

Details of dissemination: This policy is available on our school website and is available on request from the school office.

Frequency for review: Annually

Marking is the teacher's recognition of the pupils' work, effort, achievement, and is fundamental in directing the next action towards progression and the maintenance of his standards.

There is a strong correlation between good marking and good teaching - quality feedback, either verbal or written will enable pupils to make better progress as it can represent a one-to-one conversation between teacher and learner.

However, it is important to acknowledge the strong correlation between the detail level of marking and the amount of 'teacher time' taken to complete this task - a relationship highlighted by the latest review of Teacher Workload Review (March 2016). We are clear as a school that the level of marking must be fit for purpose, impactful and represent an efficient use time.

Therefore, this policy highlights levels and types of marking, the choice of which should be appropriate for the type or stage of a particular task or subject, but must also consider the role of COVID-19 adjustments wherever possible. Moreover, the amount of 'teacher time' that each level of marking requires should be reflected in the level of impact in 'pupil learning' that it results in. A key question to consider with all marking feedback is 'What impact will this have?'

## Teacher Practice

The aim of this policy is to ensure a consistency in practice across the school that ensures all marking is **meaningful, manageable, motivating** and safe for both Teacher and Pupil.

As such, it important to recognise the three main forms of marking/Feedback: Light, Deep/Rubric and Motivational. Each has a particular impact upon these three main features of marking practice and represent a difference balance upon the dichotomy teaching time versus pupil progression.

### Light-Marking

Light Marking as the name suggest is a swift acknowledgement that the work has been seen by an adult, normally through a range of symbols including ticks and presentation indicators, often added to the learning ticket. It is expected that such marking is 'Live' in that there is an expectation that this is being completed continually throughout the lesson as part of quality first teaching; this not only ensures that pupils have instant feedback but will also reduce any additional workload.

However, it may not always be possible to view the learning of all pupils within one lesson and therefore, the teacher may add this briefly between lessons. It may not require any response unless to address errors or presentational aspects.

Within the EYFS, no written comments would be required as the teacher should be providing any guidance verbally. However, it would be expected that acknowledgement marking has been given in Mathematics and all areas of English at some point within the week to ensure the accuracy and standard is meeting the expectations for the year group.

### Deep-Marking

*'Deep marking is a generic term used to describe a process whereby teachers provide written feedback to pupils offering guidance with a view to improving or enhancing the future performance of pupils. Pupils are then expected to respond in writing to the guidance which in turn is verified by the teacher.'*

It is clear that deep-marking is an effective form of marking within tasks that will require additional work from the pupil. It is a bespoke written conversation that directly indicates the **next steps** needed by a pupil in that work towards improving its overall standard.

However, as each comment is tailored-made, it is essential to consider the time taken to produce a class of tailor-made learning conversations - it is essential that this use of 'teacher time' results in a sustained period of work by the pupil to progress their work acting upon this instruction. As such, time needs to be planned into following lessons to ensure extensive feedback has been acted upon in an extensive way. Again, this needs to be planned thoughtfully and explicitly to ensure that this process is **meaningful, manageable and motivating**. Any deep-marking wherein the teacher has 'taught' more than the pupil has 'learnt' needs to be reflected upon.

Therefore deep-marking, in terms of bespoke written comments, is limited to extended pieces of writing particularly taught texts where it is known that this has a high level of impact; it is expected that there will be at least one deep-marked piece per writing cycle (approximately every two weeks)

### **Rubrics and Shared Feedback**

Unlike in writing, quite often the same feedback can be given to multiple members of the class and the next steps are the same in all cases. Therefore, rather than bespoke hand writing comments, the school aims to use set rubrics or shared feedback in which highlight common misconceptions in the class and the steps needed to improve this work. In particular, these may be used in:

- Key skills within non-core subjects: the school's curriculum identifies a number of key skills in each subject where a set-criteria is provided for pupils to judge their level of work. This would be once or twice per subject per half term.
- Reading Skills: shared feedback would be provided on a weekly basis in Key Stage 2 highlighting areas for improvement in particularly comprehension skill of focus. This feedback would be verbal in Key Stage 1 in line with their reading approach.
- In extended pieces of writing that have not been deeply marked and more generic areas are being improved such as punctuation, paragraphing etc.

### **Motivational Marking**

Motivational Marking could fit within either form of marking. Within light marking this may reflect the highlighting of a learning ticket or highlighting of good work. However, at the end of a longer unit of work, a summarising comment using specific contingent praise may also be very effective.

### **Pupil Marking**

We are keen to develop our pupil's as reflective and resilient learners and as such aim to encourage the view that the teacher is always the second or third marker.

Within our lesson structures, we aim to ensure that there is time for the pupils to be the first marker - self-correcting, self-editing and self-evaluating their learning. The age-appropriate expectations are outlined in the school's presentation policy.

Peer-marking is also seen as a valuable element of marking in a number of subjects particularly writing tasks in which all extended pieces should include age-appropriate opportunities for peers acting as a second marker.

Pupil marking is always to be completed in red ink, teachers use green and teaching assistants and HLTAs use purple. The general rule should be that there should always be more red ink than green or purple to ensure all marking is resulting in pupil action.



## Clarity and Consistency of Marking

In order for our marking approach to be **meaningful** to all, the school aims to establish a consistent marking guide appropriate for each phase of the school. This should enable all school stakeholders to have a clearer understanding of the feedback given.

This is reviewed throughout the year through book scrutinies. COVID-19

## English and General Written Work

Objective achieved / Seen by teacher	<span style="color: green;">S</span> Supported   ■ Almost   ✓ Achieved	
Excellent work meeting the required the lesson's purpose	<span style="background-color: green; color: black; padding: 2px;">Highlighted in green pen</span>	
Work to look at / Confusing or Inaccurate Work	<u>This grammar problem.</u>	
Talk to your teacher	<span style="font-size: 2em; color: green;">Ⓣ</span>	
Verbal Feedback given	<span style="color: green;">✓</span> A tick is sufficient to acknowledge the teacher has reviewed the work	
Punctuation/Tense error	Yesterday__ the man's dog walk__ home__	
Incorrect Capital Letter	<span style="color: green;">/</span>	
Spelling mistake	<span style="color: green; font-size: 1.5em;">sp</span> Up to 5 spellings are listed at the end of a piece of work for the children to correct work and add to personal dictionaries - spelling needs to be correct in the text using the margin. Copying out three times at least.	
New paragraph	<span style="color: green; font-size: 1.5em;">//</span>	
Type of Work	<span style="color: green;">I</span> - Independent <span style="color: green;">S</span> - Supported <span style="color: green;">G</span> - Group	
Written feedback	<p>'Next Steps' - to indicate the advice resulting from a deep mark of at least once per unit</p> <p><span style="color: green;">KS2</span>  <span style="color: green;">*</span> should be used to highlight key areas of text that need to be improved or re-written. These should be complete under the piece or on the next page</p> <p>Specific contingent praise could be given through whole class feedback</p>	
Presentation	<span style="color: green; font-size: 2em;">P</span>	
Handwriting	<span style="color: red; font-size: 1.5em;">HW }</span>	

<b>Mathematical Work</b>																		
Objective achieved / Seen by teacher	<span style="color: green; font-weight: bold;">S</span> Supported   ■ Almost <span style="color: green; font-weight: bold;">✓</span> Achieved																	
Presentation	P																	
Number Reversal																		
Numbers in the box																		
Linking Key Concepts	<p>At the start of each new topic area e.g. fractions. Pupils are expected to mind map how this may link to previous learning. Teachers will refelect such connections on their working wall.</p>																	
Next Step Marking	<p>After several lessons (weekly), teachers will provide a form of next step feedback as follows:</p>																	
	<p>Your next step with this learning?</p>																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">Misconception</td> <td style="padding: 5px;">Please bring your book and work with an adult</td> </tr> <tr> <td style="padding: 5px;">Consolidation</td> <td style="padding: 5px;">Check the highlighted answers again; use the inverse to check.</td> </tr> <tr> <td style="padding: 5px;">Reasoning &amp; Representation</td> <td style="padding: 5px;">John believes that 134 is in the 5 times table. Is he correct? How do you know? or How could you represent question 5 pictorially?</td> </tr> </table>	Misconception	Please bring your book and work with an adult	Consolidation	Check the highlighted answers again; use the inverse to check.	Reasoning & Representation	John believes that 134 is in the 5 times table. Is he correct? How do you know? or How could you represent question 5 pictorially?											
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## Key Skill Self-Assessment Grids

Success criteria can be used to support and develop pupils' learning and progress but care must be taken with pieces that are deemed to be independent. These can be constructed by class teachers to meet the learning objectives linked to the task.

However, in writing, Year 2 onwards uses the Yearly Key Objectives at the end of a piece of writing to feedback about what skills have been shown and help the pupil set their own targets.

## **Frequency**

Normally, we would expect some marking to be completed before the next lesson, as both Teacher and Pupils need to be clear about the level of understanding gained in the initial session. In the main this light marking as part of daily practice and should take place within the lesson as much as possible.

Deep marking requires a substantial amount of work and the planned opportunity to act upon the advice given and as such may only occur every few lessons. It could be expected therefore that this may be weekly-fortnightly in core subjects and will vary depending on the purpose, but generally we would expect this to be less in non-core subjects with only key skills requiring deep-marking and next steps.

## **Monitoring**

The Senior Management Team will provide monthly review of practice through book scrutinies with the local governing body completing this twice a year.

## **Presentation of Work**

A key focus of the school's marking is to ensure presentational standards: we aspire for the children to be independent learner who strive to be the best that they can be and this is no more clearly evidenced than through the pride that they show within their work.

The expectation of high standards of presentation at all times is achieved through the marking and feedback that we provide. Moreover, where work is not completed to the appropriate standard for the age and ability of the child, ensuring that the child has sufficient time and understanding to re-attempt their work is a key element of developing their learning. At times, this may involve work being removed from a book to allow the child a second attempt at achieving their best. However, this is used rarely and with the child's self-esteem in mind.

## **Expectations**

Teachers need to ensure that work needs to be set out in a consistent and age-appropriate way that progresses as the move through the school. However, as a general standard all work should include the following:

- A date
- A title highlighting what the pupils are planning to To Know (TK) or To Know How To (TKHT)
- Writing on the line
- Any underlining completed with a ruler

In addition the following progression in standards is expected as the pupils progress through the school:

## Presentation of Written Work in Primary Phase

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
In English books, 15mm ruled lines are used.	In books, 10mm-15mm lines are used.	In books, 8mm lines are used	
Learning ticket used showing long date and 'to know...'	Long date alternating between day and month (not underlined)	Long date (handwritten) on the left-hand side of the page next to the margin and underlined	
	Learning ticket written using TK or TKHT (not underlined)	Learning ticket written using TK or TKHT and underlined	
Differentiation through questioning and verbal expectations.	Code to be used on success criteria on the powerpoint for different learning levels: Pa (paddling), Sn (snorkelling), Sc (scuba diving) Children should indicate this in the margin at the beginning or end of the lesson to ensure that it is clear what level they are working at.		
Pencils only	Mostly use pencil (handwriting pen for SEND and presentation towards the end of Year 2 once licence achieved)	Will write in pencil until pen licence achieved – handwriting pens	Write in blue pen moving on to a biro (pencil will be used for those yet to achieve pen licence)
Pencils only	Any diagrams to be drawn in pencil and with a ruler for adding any labels		
Mistakes edited in pencil. Summer term will introduce red pen.	Red pen used for all edits and mistakes		
N/A	Use a ruler to draw a line	Underline date and any sub-headings with a ruler	
Cross out mistakes with a single neat line			
Tricky words to be verbally picked up on	Dots used to indicate spellings that need checking by both students and teachers	Dots used to indicate spellings that need checking by both students and teachers Question numbers and spelling corrections in the margin	
Letters starting and finishing in the correct place.	Year 1: beginning to use cursive upright handwriting by the end the summer term Year 2: Cursive handwriting at all times	Cursive and legible writing at all times	Cursive and legible writing unless for note taking
Pupils start a new page in their book for each new piece of work			
N/A	Edits added using an asterisk e.g. *1, *2 etc		

## Presentation of Numerical Work in Primary Phase

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Blank pages initially. Move to 12mm squares in Summer term.	In books, 12mm used for Yr1 and 10mm squares used Yr 2	8mm squared books are used	
Learning ticket used showing short date and 'to know...'	Learning tickets, that include date, LO, and SC, stuck in independently	L.O. & Success criteria to be stuck in books independently	
	Short date written	Date in Numbers on the left-hand side next to the margin (short date) – Underlined	
N/A	Use a ruler to draw lines	A three-square margin ruled on the left of the page	



Pencil used for drawings	All mathematical drawings to be done in pencil and with a ruler	
Differentiation through questioning and verbal expectations.	Code to be used on success criteria on the powerpoint for different learning levels: Pa (padding), Sn (snorkelling), Sc (scuba diving) Children should indicate this in the margin at the beginning or end of the lesson to ensure that it is clear what level they are working at.	
One question underneath the next	One question underneath the next leaving a line gap with question numbers clearly presented	
One digit/symbol per box unless informal jottings (an exception may be needed for fractions)		
Correct numeral formation and direction		

To ensure that all pupils are clear upon these standards; they are copied into the first page of their mathematics and English books at the start of each year.

## Learning Tickets

COVID Adjustment - At this point, the school is trying to remove learning tickets to reduce the need to share resources, however will still be used in EYFS. This will be reviewed through this year and may be made permanent should presentation expectations be maintained.

## Presentation of Work in Classrooms

We believe that an important element of developing pride amongst our pupils is in providing an audience for their work. Therefore, we endeavour to display pieces of a high standard on our display walls.

In doing so we endeavour to ensure the following:

- Work is chosen based upon effort shown by the child to produce their best– not necessarily the best piece in the class.
- The presentation of the work is reinforced by it being backed and named.
- A clear learning objective or learning comment included to ensure anyone viewing the work can also be clear on why it was so successful.

## Presentations around the School

To ensure that all subjects are promoted equally, each subject leader is allocated a display board and is responsible for changing this twice a year with examples of work and learning within the school.)

## Monitoring

Teachers are responsible for ensuring that their marking is in-line with this policy as part of the Teacher Standards and that pupils' work is of the highest standard in terms of content and presentation.

Books will be regularly scrutinised by Phase teams, Senior Leaders and Governors as noted above.

It is an expectation that teacher's marking enables pupils to improve their work and overall progress. The standard of marking and the progress pupils make is very much part of a teacher's overall performance.

Next Review: September 21

