

Marking and Presentation Guidelines

5th May 2024
Next review date: 5th May 2026

Marking Guidelines

Through publishing this document we hope to ensure consistency in marking across the school. Guidelines have been created collaboratively with staff in and across phases. We aim to use consistent symbols to allow children to recognise any errors and, as they move through the school, to become increasingly involved in checking their work as they go, showing an awareness of their strengths and weaknesses.

Marked work should act as an assessment to show a child's level of understanding. It can be used by teachers and children in consultation, to set individual learning targets and to inform planning. Marking should make reference to the Learning Intention, Success Criteria and personal targets where appropriate.

The marking of children's work should also, where appropriate, include comments at the end. These comments should be positive and developmental, initially commenting on an aspect of the work and a teaching point should be added. A question could be posed to develop the child's work further but children will need to be given time to respond.

Work will be marked in green pen showing respect to the children's work. There are times when marking discreetly in pencil may be more appropriate for example, work in the final/ best presentation or for display.

If the teacher marking the work is not the class / groups regular teacher, marking should be initialled at the bottom of the comment.

Writing checklist










All classes use a writing checklist that is discussed and agreed with the class at the start of the year to ensure that high expectations are shared. Writing checklists are phase specific (Y1/2, Y3/4, Y5/6) and are based on the interim teacher assessment frameworks.

Early Years










The children will have an online learning journal to celebrate their learning and development. Tapestry builds a very special record of a child's experiences, development and learning journey through the Early Years. Using photos, videos, and diary entries, we aim to create a snapshot of how your child is growing and developing. As a school, we have made the decision to upload a minimum of one key moment from each area of learning per term, as well as any class/school events that we feel you would like to see.

All information held in the platform is stored securely and can be downloaded and shared as required. Parents and carers are also able to upload their own comments and media to their child's Journal.

Symbols used in EYFS/KS1

	If a child has read or discussed their work with the teacher and verbal feedback has been given.
	If the child has worked with the teacher.
	If the child has worked with the teaching assistant. (KS1 only)
	If the child has worked independently (only used for children who regularly receive support).
	For a new line. (KS1 only)
	For an omitted word. (KS1 only)
	Check and correct (KS1 only)
	For please read again (KS1 only)
	To indicate support.

Symbols used in Key Stage 2:

	If a child has read or discussed their work with the teacher and verbal feedback has been given.
	If the child has been supported by the teacher.
	If the child has been supported by the teaching assistant.
	If the child has worked independently (only used for children who regularly receive support).
	For a new line.
	For an omitted word.
	A circle drawn around a punctuation mark or drawn in a sentence for a punctuation error (the punctuation may be corrected or put in).
	For a new paragraph
	For please read again/check grammar

Marking Writing

Extended writing should be marked with reference to the Success Criteria. Evidence of the Success Criteria is highlighted in yellow by the teacher and the Success Criteria ticked to show it has been achieved.

Extended writing will be marked by the teacher using 'Stars and a Wish'. The stars comments refer to the achievement of aspects of the Success Criteria or another positive aspect of the writing. There can be more than two positive comments if necessary.

The wish identifies how the child could improve their work and, where appropriate, with reference to the Success Criteria. It is essential that all extended writing tasks include a wish, telling the child how to improve his/her writing to move forward. The teacher may write more than one wish should they need to. They should be quantifiable wherever possible so that the child can respond. Children should also be given time to read and reflect on these comments before beginning the next extended piece of writing (see self-assessment). These symbols are used by the teacher:



Positive comments should outweigh comments identifying improvements to be made.

Marking Mathematics

When marking maths work, a tick is used to indicate correct answers and a small cross for incorrect answers. Children should not rub out answers that have been marked as wrong, as incorrect answers are useful as a diagnostic tool. To avoid a child being faced with a whole page of crosses a comment of "please see me" could be added.

The children's understanding of the Learning Intention in maths (and in science) should be indicated using the triangle system.



The child has fully understood the learning intention



The child has shown some understanding of the learning intention



The child has not understood the learning intention

Children are expected to correct errors next to their original answer or below the teachers' feedback as appropriate.

In Upper Key Stage 2, children will make corrections and edit using a purple pen.

Engaging teacher and child through marking

In response to teacher's feedback, a child should answer questions that are quantifiable e.g. Can you correct three missing capital letters? Amendments, corrections and editing are completed using a purple pen in Key Stage 2 and ordinary pencil in Key Stage 1. Children in Key Stage 1 do not use rubbers so that the teachers can see their errors.

Children are asked to initial teachers' marking once they have read it.

Self-Assessment

Key Stage 1:

Teachers in **Year 1** circle a correction to direct children to it with 'check and correct' next to it. During **Year 2** **children respond to 'check and correct' independently**. Children in Year 2 use a purple pen to make their corrections. Children also use an orange highlighter to identify aspects of the Success Criteria that they have met. All teachers from Year 2 – Year 6 use a yellow highlighter.

 is used by the children to indicate where they have self-corrected.

Key Stage 1 and 2:

After an extended piece of writing children are encouraged to assess their own work. They highlight evidence of the Success Criteria in orange and write 'Two Stars and a Wish' to evaluate their success. On some occasions the children may peer assess in the same way. The teacher uses a yellow highlighter to assess extended written work.

In maths, children assess their understanding of a concept or task with the use of traffic light colours (green for confidently understood, amber for fair understanding, red for needing help next time). Children may assess their understanding at different parts of a written activity, for example a green square for the first ten questions that they found easy, however using amber for the rest, as it was more challenging.

In some instances, children may be asked to mark their own or each other's work. These may include; paired writing, spelling, mental arithmetic and homework (Years 5 and 6).

Handwriting and Spelling

Children are encouraged, from the beginning, to put a line under any words they themselves found hard. The teacher will not correct all misspelt words but identify 2/3 spelling mistakes, which are appropriate for the child to learn.

Beneath a piece of work, a child may be encouraged to practise a spelling, letter formation or join. This is indicated with a demonstration or the correct spelling as required. In Key Stage 2, these abbreviations are used:

Sp

Hw

Home Learning

Home Learning practice in years 4-6 may be marked together in class or by the teacher/ teaching assistant.

Creative Home Learning will be celebrated in school and feedback given through self and peer assessment as well feedback from a member of staff.

Presentation Guidelines

Layout:

Write the date and underline on the top left hand side of the page. This should be the short date except for English and extended writing in Topic when the long date should be used.

Leave a line.

Write the Learning Intention (LI) and underline.

Pen licence:

Children with pen licence can use pen for all written work except maths and scientific diagrams and charts. In Year 5, children will write using pen in handwriting and English lessons, even if they have not yet been awarded pen licence, to develop penmanship. This will enable all Year 6 children to use pen with confidence.

Success Criteria:

Extended writing pieces use a Success Criteria. Other lessons, such as maths and science may use a Success Criteria. This could be in the children's books or displayed on the interactive whiteboard and referred to in class.

Year 1 & 2	Must, Should, Could (this language is discussed with the children and use of it developed through the Phase)
Year 3 - 6	Must, Should, Could used consistently throughout