



Ark Bentworth Primary Academy

MARKING & PRESENTATION POLICY



Aiming High, Achieving Together



Ark Bentworth Primary Academy Marking & Presentation Policy

Purpose

The core purpose of marking at Ark Bentworth is to move pupils on in their learning. Our marking does this in 3 ways

- it allows pupils to know what they have done well and what they need to improve in relation to their learning objectives
- it allows teachers to know what pupils have understood and what they need to work on next
- it enables pupils and teachers to track learning across the year using key performance indicators

Our policy is designed to make marking purposeful and to allow teachers more time to spend on planning in response to what they see in pupils' books.

Expectations of Work in Books

- All books must be named on the front cover
- All work should be dated on the top left and underlined with a ruler:
Monday 7th March 2019 - Writing, Reading and Topic
07.03.19 – Maths, Science

If work is done on a worksheet the date should be included on that sheet in the correct format. Teachers in EYFS and Year 1 should type the date with the learning objective and use their discretion as to when to teach children to write the date independently

- **All** work should have a learning objective with success criteria. This should be stuck into pupils' books before the lesson (to promote independence and prepare pupils for secondary school pupils in upper Key stage 2 may hand write the learning objective)
- Learning objectives should link to a KPI where applicable
- Pupils self-evaluate their work at the end of the lesson by ticking the learning objective and success criteria they feel they have met (not applicable for EYFS)
- All work should be completed in the pupil's neatest handwriting; this should be modelled in any writing on the board by teachers
- Pupils start writing with a pencil however they should be presented with a Pen Licence and start using a **blue pen** once they are confident with cursive writing

- Pupils should not use erasers. If they make a mistake they should draw a line through it
- We follow the Nelson handwriting scheme
- Start new work on a new page

L.O.		
S.C.		
S.C.		
S.C.		
Challenge		

KPIs

- All children must have a KPI target sheet stuck in the front of their books in Literacy, Guided Reading and Maths
- Teachers must identify 1-3 KPIs that a pupil needs to work on and highlight the KPI number in **green** (lessons may allow pupils to meet KPIs outside of their personal targets)
- When a KPI has been met, **teachers** should highlight in the box next to the KPI in **pink**; when the KPI has been highlighted 3 times teachers should highlight the full KPI
- **KPI target setting and tracking is an ongoing part of formative assessment and must be kept up to date**
- When a new book is started the KPI target sheet should be photocopied and stuck into the new book, leaving the old one in place
- Pupils should be able to explain verbally which KPI targets they are personally working on
- For children working outside of year group expectations, KPI targets sheets can be personalised with KPIs from other year groups with support from the SENCo

Marking

- All learning objectives and success criteria should be marked using highlighter pens: **Growing green** if not met and **ticked pink** if met
- Misconceptions and mistakes in children's work related to the learning objective should be highlighted in **green**
- Pupil's responses that meet the learning objective should be highlighted in **pink**
- Teachers use a **green** biro to write any other communication they feel is necessary
- Teachers do not need to write positive praise comments in children's books; highlighting and verbal communication provides recognition and feedback

- Teachers should use over the shoulder marking and give **verbal feedback** to pupils during the lesson wherever possible
- **All** books need to be marked before the next lesson in that subject
- **REMEMBER:** Seeing only pink in books all of the time means work may be too easy and isn't being differentiated well enough
- Where support has been given an 'S' must be recorded at the top right hand corner of the page; teachers may use their discretion as to whether the level of support warrants this symbol

Responding to feedback and Peer Assessment

Pupils use **red pen** to respond to teacher's verbal feedback, peer feedback, redraft their work or correct errors

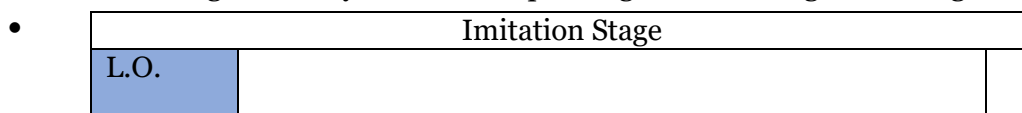
Teachers **must** allow time each day for pupils to respond to marking prior to the next lesson in that subject; responses in red are crucial to show children are being moved on by our marking

Wherever there is green highlighter you should see pupil's red pen

Pupils may use **green** and **pink** highlighter pens when peer assessing work; the words 'peer marked by ___' must then be written at the bottom of the page

Literacy

- The marking in literacy will differ depending on which stage of writing children are in



Children's work should have a heading above the objective to show the writing stage

Cold task	Imitation stage	Innovation stage	Invention stage	Hot task
Teachers use this to create the Writer's Toolkit. Writing can be highlighted for evidence towards personal KPI targets L.O. To show what I know about...	Peer marking may take place at the end of the lesson and pupils should respond in red pen with corrections L.O. To imitate...	Deep marked by teacher to move children on by highlighting against the Writer's Toolkit Children to be given time to edit in red pen	Edited with red pen and highlighted against the toolkit in pink by children, then published Teacher to prepare whole class feedback and share with the class	Self-edited and published KPIs dated and highlighted by teacher

Writer's Toolkit

- The Writer's Toolkit should be stuck into books after the cold task, pupils refer to this as their success criteria when writing extended pieces within the unit
- The Writer's Toolkit should contain elements of Greater Depth challenge that not all pupils will be expected to meet
- The Writer's Toolkit should be directly linked to KPIs (where applicable)
- Teachers should use **pink** highlighters to praise writing directly linked to the Writer's Toolkit
- In EYFS and Year 1 visual symbols may be used as part of the success criteria
- Teachers should indicate incorrect spellings within year group expectations; an improvement in these spellings should be seen over time
- Teachers should **model** how to edit extended writing and allow children to edit their own writing using a **red pen**
- Children are expected to write in their English books **every day**
- Children should be producing at least a piece of written narrative and non-fiction writing every half term (plus poetry if it's a longer term)

Guided Reading

- Guided reading questions (the number only) should be highlighted in **green** or **pink** to show if correct
- Children use **red pen** to make corrections

Phonics

- Teachers should use **pink** highlighter pens to mark pupils' independent writing over the shoulder. Teachers may highlight new words spelt correctly and ambitious vocabulary choices
- **Pink** highlighter should also be used to mark the checklist and indicate when children have used finger spaces, capital letters, full stops etc. correctly

Maths and Maths Mastery

- Teachers should use highlighter pens to mark pupils' responses in **green** or **pink** to show if they have answered questions correctly
- Teachers should identify and address misconceptions in intervention time (for a small group) or in the next lesson through clear differentiation
- Children use **red pen** to complete intervention work or corrections
- Children who are achieving all learning objectives and success criteria must be challenged further in the next lesson

- Children and teachers must write digits in individual boxes

Science and Foundation Books

- High Expectations for presentation and quality of work must extend to Science and Foundation books
- There should be a focus on the knowledge of concepts, facts and skills rather than spelling and punctuation when marking work
- Extended writing in both subjects should be marked in the same way as extended literacy pieces; success criteria should include literacy skills and pink highlighter should be used to identify these in the text

Monitoring of marking

Marking is monitored at Ark Bentworth in 3 ways:

- Learning dialogues with individual children carried out by the leadership team
- Bi-Weekly book looks by subject leaders
- Termly staff meetings with a book scrutiny focus

Policy Review Date: September 2019