

BORINGDON PRIMARY SCHOOL



TEACHING AND LEARNING MARKING AND PRESENTATION POLICY

PURPOSE

Marking is the term used to describe an activity in which a child is engaged in interaction about the strengths, weaknesses, learning points in his/her output resulting from a learning opportunity. The interaction is usually with a teacher but may be with a teaching assistant.

In order for marking to be purposeful we aim to ensure that it

- provides clear feedback to children about achievement
- offers points for further development in learning
- recognises, encourages and rewards children's efforts and progress
- focuses teachers on those areas of learning where groups/individuals require specific help
- provides a record of children's progress
- contributes to teacher assessments
- is able to be used to help parents understand strengths and weaknesses in children's work.

PRACTICE

Written comments on children's work always aim to

- be neat and in handwriting that provides a role model
- be clear in meaning
- relate to learning objectives clearly understood by the children
- recognises achievements
- distinguish between attainment and effort
- build on previous comments whenever possible

Where appropriate written comments:-

- indicate the next steps in learning
- indicate clearly what is to be corrected or what action is to be taken by the child, either with the marked work or when undertaking the next piece of work
- pose a question to which a response will be required from the child.

Feedback to children is always as positive as possible in order to motivate and boost confidence. Comments are constructive, meaningful and worthwhile. 'Good try', 'Well done' show the child's work is valued but do not re-affirm the learning objectives. 'Good, you have remembered all the capital letters', 'Well done with the planning of your investigation' are examples of marking that help children learn more effectively. Smiley faces, merit points, house points, stars, stickers, stamps, are all used to value effort, achievement and co-operation.

Marking is undertaken sensitively and is never so intense or untidy that it appears to deface a child's work. Very negative messages e.g. too many crosses on a piece of work, can be de-motivating, particularly for a child who is experiencing difficulties with a specific area.

Whenever possible, work is marked with the child so that the feedback is as relevant as can be. It is accepted that this is not always possible, however we aim to mark work before the next stage in learning, or piece of work, is undertaken, in the particular curricular area. Children are allowed to mark some of their own work, with due supervision from staff.

As children progress through the school they become increasingly more responsible for the planning, presentation and undertaking of their work. Opportunities and encouragement are provided at all stages for children to correct and amend their work in order to provide them with the skills to be self-evaluating learners.

PRESENTATION

We aim to ensure consistency in presentation and encourage the children to feel proud of their work.

Rubbers are used at the teachers discretion. A line through, indicates to the teacher that there was an error recognised by the child. Books children work in, are the same across the year group and consistent in type/format throughout the school.

Pens (not biros) are used in Years 4, 5 and 6.

By key stage 2 children write the date in words e.g. Monday 8th June for all pieces of written work and in numeral e.g. 08/06/07 for work in mathematics. The title and/or learning objectives and book/page (mathematics) reference are written underneath the date.

The end of a piece of work is indicated by a ruled line. (KS2)

SUCCESS CRITERIA

Evidence of appropriate marking and a good standard of presentation seen in children's books and teacher's record books.

Evidence of effective marking, acquired from discussion with children and teachers.

A scrutiny of children's work indicating that marking is up to date, comments are appropriate for the learning objective and age of the child, and action has been taken by the child if indicated in the comment.

Curriculum co-ordinators' annual reviews, with reference to marking, and the outcome feed- back to staff.

This policy will be reviewed and amended as needs, advice, and/or legislation necessitate.

SW/SC Rev. 05/18