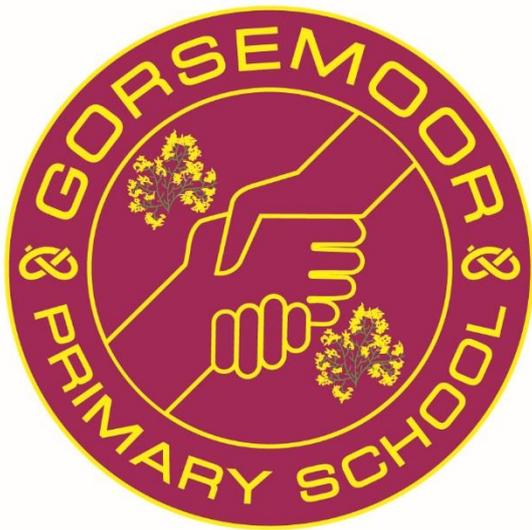


Marking and Presentation Policy



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Approved by the Full Governing Body on
15th March 2016

Audience:	Staff/Governors/Public
Frequency of Review:	Every 3 Years
Postholder responsible for Review:	Assistant Headteacher

Recommended associated documents:
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Assessment policy

Gorsemoor Primary School

Marking and Presentation Policy

Rationale

An important part of the work of any teacher is that of responding to children's work. For a pupil to learn effectively, they must receive regular feedback about the quality of work they are producing. This feedback should encourage and develop self-esteem, help the child to become more able to evaluate their achievement as well as highlight future improvement the pupil can make.

At Gorsemoor we value the importance of feedback as a two way process between the teacher and pupil, where the primary aim is to reflect on previous learning in order to 'move' the learning on.

Purpose

- Our marking and feedback should encourage the learner to think!
- Oral feedback is the most powerful. Teachers should strive to create as many opportunities for this as possible.
- Children's work is marked as soon as possible after completion, and, where possible, in the presence of the child.
- Feedback relates as much as possible to the focus of the lesson.
- Comments are succinct and accessible to the child. In focused marking they point out successes and points for improvement.
- For feedback to be effective, teachers will plan time for children to make improvements/respond to comments. Where appropriate, teachers manage this within lessons as well as in follow-up sessions.
- To ensure a consistent whole school approach.
- To ensure that children have a positive image of their contributions to their learning.
- To assess pupil's achievement and understanding.
- To improve the quality of the pupil's work.

FAST Feedback Marking Guidance

The FAST Feedback marking framework has been adopted at Gorsemoor Primary for the marking of all core subjects. FAST marking is a whole school consistent approach to quality marking in order to move pupils learning forward. It provides staff with a clear and consistent approach to marking pupils work, ensuring a structured framework for marking is followed and has been implemented in all Key Stages to match the needs of all learners, whether in Early Years, KS1 or KS2.

As a school we have moved away from grading every piece of work as research shows that the absence of grades encourages pupils to read the comments the teacher has written.

FAST Feedback in action

F Frequency

The two-way process of feedback shows that class teachers are in tune with the learner. Reciprocal feedback encourages the learner to engage with their teacher and their learning. Marking should therefore be personable and use the children's names.

A Accurate

Comments are thoughtful and focus on how well the child has met the expectations of the lesson. Balanced comments identify the strengths in the work as well as the areas for development.

S Specific

Teachers focus on concrete 'do-able' steps to enable the child to see where they can make progress. When marking, teachers do not confuse praise with feedback; whilst comments such as 'Excellent' can be very motivating, in themselves they will not 'move' the learning on.

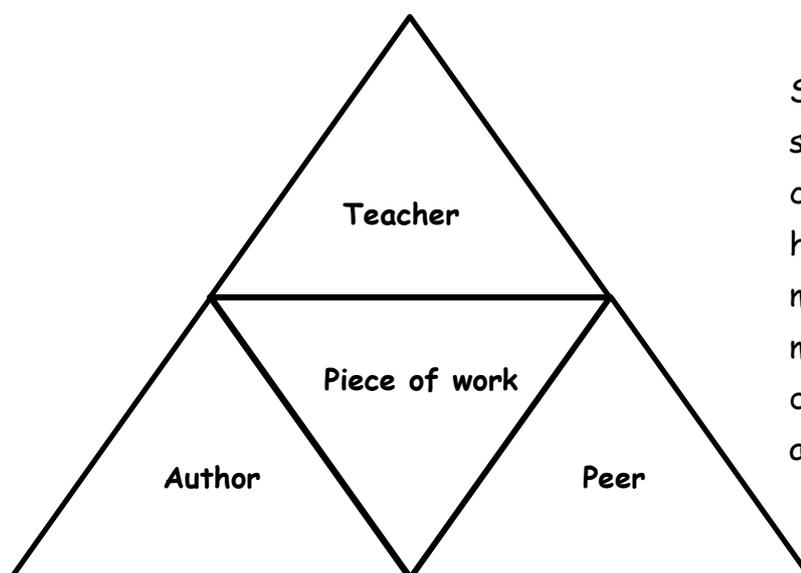
T Timely

Research shows that the sooner children receive feedback after submitting work, the more effective it is to their learning. Feedback should come when the children are thinking of their learning goal as their goal i.e. something they are striving for and not something they already did.

When marking:

- All staff use green pens.
- From Year 2, marking stickers/labels are used for general comments about the piece of work.
 - A template for marking stickers can be found on the staff shared area, in the labels folder.
- Marking stamps are used to indicate if a child has received verbal feedback.
 - In Key Stage 2, the teacher and child both initial to say that the conversation took place.
- In Keys Stage 2, Self/Peer assessment stamps are also used when the children have been involved in marking their own work.
- Marking stamps and symbols are used in EYFS/Key Stage 1, to feedback to the children. (see appendix)
- In Key Stage 2, children are encouraged to respond to the teachers comments, to create a dialogue between pupil and teacher. If children have no comment to make, then they should initial the teacher's comment to show that it has been read.

Self-evaluation & Peer Marking



Self-evaluation and peer marking systems are in place within school and children across both key stages know how to implement these. Peer to peer marking is highly valued as motivational assessment tool; it develops pupils' skills in self-review and evaluation of progress.

From Year 2 onwards, children use pink pens to '*Pink Polish*' and correct their work across all subjects. This may include:

- Correcting spelling or grammatical errors
- Rewriting and 'up levelling' pieces of written work
- Correcting errors in Maths calculations

The 'Pink Polish' may be completed independently; however it is an excellent way to work with another pupil in collaborative marking.

Purple pens are also used to '*Purple Perfect*' work, where children produce their final piece of work; this is usually used in written tasks where children may be completing a final assessed piece of work.

Assessment for Learning

After each **core** subject lesson, pupils colour code their work to indicate how well they feel about the lesson and managed the work during that session:

Colour Code	What does this mean?
	I am confident. I understand. I can do this!
	I am almost there but need a little more practise.
	A little more work needed. I have found this tricky and would like some help next time.

In Key Stage 2, children are encouraged to write a learning conversation at the end of a lesson or unit of work.

Presentation

Guidance for the presentation of Maths and English work is outlined in their individual policies. The guidance below is intended to be followed in all other subjects. Throughout school, children are encouraged to take pride in their work and produce their highest standard of presentation.

Early Years:

- During the year, children are taught to write their first names and all work is dated by an adult.

Key Stage One:

- All work is dated and titled
- Photocopied sheets are trimmed by a member of staff before going into books

Key Stage Two:

- All work is dated and titled
- Dates and titles are underlined in pencil with a ruler
- Photocopied sheets are trimmed by a member of staff before going into books
- Children will be awarded with a pen license when appropriate
- Any incorrect work is crossed out with a ruled line
- Poor work is done again at an appropriate time
- Incomplete work is to be done, where appropriate, in the children's own time with a reasonable deadline and if necessary, a note to parents

Pencils and Pens:

Pencils are to be used for all written work until a child can join their writing in a well formed, cursive style as determined by the handwriting policy. Children will then progress to using a pen.

Rubbers:

Pupils do not use rubbers in English. They should only be used in Maths when erasing mistakes made to mathematical drawings.

Appendix

EYFS/Key Stage 1 Stamps and Symbols

Effort

Each piece of work, a child completes, will be marked using a smiley face stamp. This is based on effort, not whether a child has understood the lesson focus.

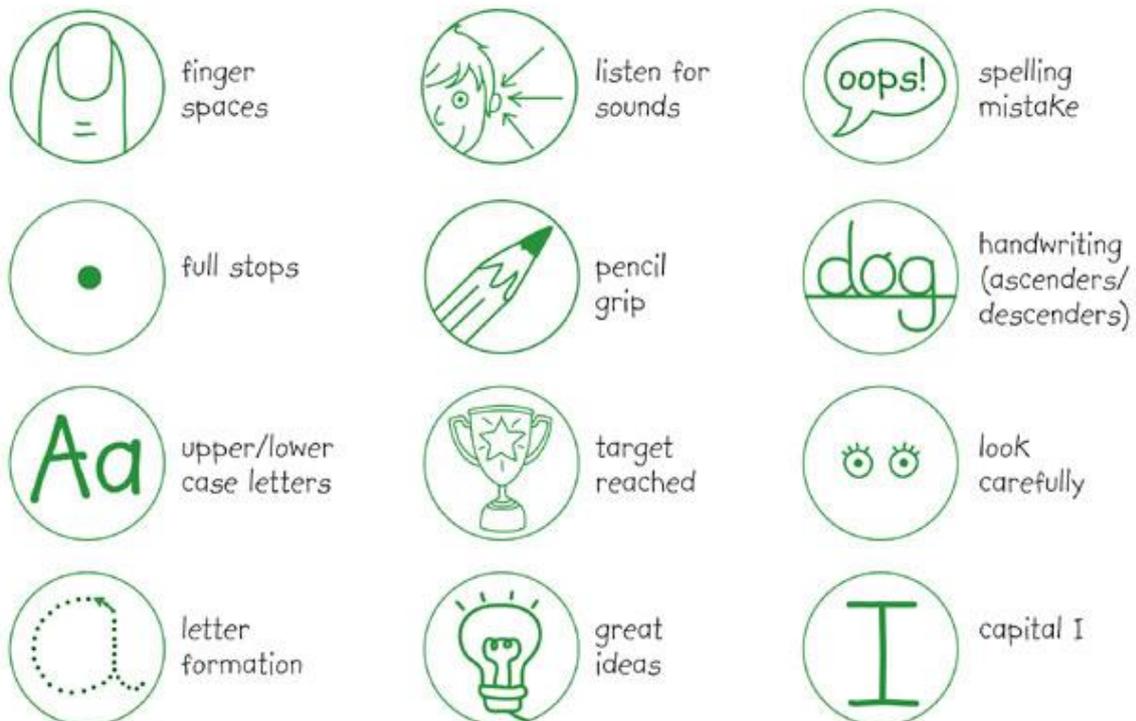
	I am not happy with the effort you have put into your work today. I don't feel this is your best work.
	I think you could have put more effort in today.
	I am pleased with the effort you have put in today.
	I am blown away by the effort you have put in today. <i>(This is not to be over used!!)</i>

Each classroom will have a display to show the meaning of these stamps.

Writing stampers



Target Stamps for Key Stage 1



- Writing stamps will be used where appropriate

In Year 1 and 2:

- An asterisk (*) will be placed next to a stamp where a child needs congratulating.
- A curved arrow will be placed next to a stamp to show that this is a next step for the child. 

KS 1 Maths



This stamp will be used to show the children that they may need to look at this work again. Teachers may write numbers or Maths stories underneath this stamp to show the children what they will need to practise or revise.



The next step arrow will also be used in Maths. This informs the children that they are ready to move on next time. The next steps may be shared verbally with the children or a teacher may decide to write a maths story underneath to show the children what they could or will be moving on to.

Verbal feedback

If verbal feedback has been given then the 'verbal feedback' stamper will be used to indicate this.



Supported work

If a child has been supported by an adult then this must be recorded on their work. A 'WS' will be written in the corner of the page.

Key Stage 2

Stampers used:

