

Marking and Presentation Policy

At St Nicholas' School, we believe that each lesson is an opportunity for learning, and the learning process is based on an exchange between teacher and pupil. As well as delivering input in lessons, this exchange extends to the comments made to children during and after lessons. Marking at St Nicholas' therefore aims to extend this learning process. However, the School also takes into account Government research on finding an appropriate amount of marking. The school therefore follows the guidance offered in the document 'Eliminating unnecessary workload around marking', published by the Independent Teacher Workload Review Group in March 2016, which states that "all marking should be meaningful, manageable and motivating."

Marking should be used to supplement the discussions and work undertaken in class. The types of marking used at St Nicholas' are outlined below. The feedback given in books will vary, from detailed instructions and guidance to simpler use of symbols on occasions. There is not an expectation that every piece of work should receive a written comment from the staff leading the teaching, and instead feedback will take one of the three forms outlined in 'Forms of Feedback' below.

Aims

The purpose of this policy is to produce a consistent approach towards the marking of work throughout the school.

We mark children's work in order to:

- Monitor understanding of individual learning objectives and ongoing pupil progress
- Celebrate children's efforts and achievements in order to build self esteem
- Build awareness of misconceptions and provide guidance for improvement
- Set targets
- Set a climate of achievement in the class
- Ensure children feel that their work is valued
- Inform planning and adapt teaching
- Increase confidence and motivation by showing that work is valued
- Create dialogue between teacher and pupil
- Encourage pupils to reflect on their learning
- Give pupils next steps in their learning
- Encourage independence

Forms of Feedback

To ensure that the workload for marking is manageable, we provide feedback in a variety of forms.

1. Verbal Feedback

Verbal feedback may be given in class to pupils when discussing work. During lessons, staff will highlight pieces of work as outlined below in 'Expectations', and these will be discussed in class as to why they have been highlighted. Verbal feedback may also be provided without highlighting but to

reinforce positives or address misconceptions. Where provided, staff will note 'VF' in the margin to highlight that this has been given.

2. *Written Feedback*

Staff will provide written feedback to pupils on pieces of work in a timely manner. This may use a variety of symbols outlined below, but also a comment designed to support a pupil's progress and help them to address errors or prepare for next steps.

Symbols:

3. *Peer Assessment*

Asking children to assess their own and others work shows a strong understanding of the Learning Objective of the lesson. As such, we sometimes ask pupils to peer assess in pairs or in a group. Pupils may spot mistakes and older pupils offer comments on pieces of work, and *children's comments will be written in purple pen*. Pupils will sign a 'Peer Marking Partners' Agreement that outlines expectations in this area.

4. *Self Assessment*

Likewise, we encourage children to self assess their work. Pupils may mark work as a pair or group as well, using the same symbols outlined above. Likewise, checking work on completion is a skill that children struggle to develop, and so we encourage them to review their work, identify areas for improvement and examples of work that they are particularly proud of. *These examples are identified by a child using a pink highlighter*.

5. *Traffic lighting*

In order to monitor a pupil's understanding of the topics covered, at the end of each lesson, children are asked to use traffic light colours next to the Learning Objective so that the teacher can be provided with a quick insight into a child's confidence.

Expectations

Expectations for marking prompted the government study referred to above, and at St Nicholas', our priority is making sure that the teachers' time is utilized effectively to provide worthwhile feedback for children. As skilled professionals, the School believes that teachers can benefit pupils' learning in a variety of ways, and so overly onerous or time consuming marking tasks should not monopolise time, nor be prioritised over developing exciting learning opportunities for children.

The expectation is that staff offer one form of the above types of feedback to pupils each lesson. Lessons may comprise a combination of the above methods, but at least one is expected.

Staff will show how verbal feedback has been given by using different highlighters during the lesson.

- Where work is highlighted green, this shows that the teacher has given positive feedback to the child, identifying that this piece of work shows that the child is meeting the Learning Objective, or should continue in this vein or use this strategy in the future.
- Where work is identified in yellow, the teacher has intervened to offer feedback to correct a misconception or make an improvement. The intervention may be through verbal feedback, or may include a written example modeling the required content.

At regular intervals, teachers will provide written, in depth feedback. This feedback will offer comments on at least one of the following areas.

- Outline the next steps for learning
 - *“Great work with fractions today – we will be looking at percentages next week, and there are a lot of similarities between the two.”*
- Link the work to another area of learning, or link to real world applications.
 - *“Working out the area of compound shapes just as we have done here is how painters know how much paint is needed for a room.”*
 - *“Great – you can use persuasive writing like this when making arguments in History or CIPS. Try to use some of the language used here next time.”*
- Model correct methods for future reference.
 - *“You’re calculations are all correct, but it’s important that you use the columns correctly to help with your place value. Look at this example below....”*
- Set challenging, higher order questions to develop more advanced skills within the same framework
 - *“You have worked well with these sources exploring the First World War, but think about how reliable these sources are – Can we trust them entirely?”*

For Maths and English lessons, ‘regular intervals’ means that staff are expected to provide at least one example of detailed written feedback each week to help children to understand how their work is progressing.

In other subjects, written feedback should be provided every 2/3 lessons so that children have an idea of the skills associated with the subject and the topic being covered.

This policy was reviewed and updated in Autumn 2018.

The next review will take place in Autumn 2019 or in light of relevant regulatory changes.

Signed: Amit Mehta (Proprietor)

Presentation Expectations

In line with the School's Core Value of being Responsible, we set high expectations of pupils in terms of how they present their work. As we encourage children to take pride in their work, regardless of the standard of work covered, the expectations outlined below are monitored through marking and help to provide a consistent approach to the work being produced in class, regardless of age and ability and continuity as they progress through the School.

Each piece of work should:

- Be dated. In English, Humanities and Science, this should be the long date, written day of week/month/year. In other subjects, the short date of dd/mm/yy should be used. This date should then be underlined.
- Have a Learning Objective. In order to help children to self assess, this LO should use child friendly vocabulary.
- Handwriting should be neat, legible and not rushed.
- From Year 3, pupils may be granted a 'Pen License' to permit them to write in pen in all other subjects aside from Maths.
- Prior to receiving a 'Pen License', pupils will write in pencil in all lessons.
- Pupils must only use blue pen for their writing.
- Pupils should not use biro for writing.
- Maths lessons should be completed in pencil.
- All drawing should be completed in pencils.
- Labels for diagrams should be underlined.
- Felt pens should not be used in exercise books.
- Mistakes should be crossed through with a single line and not scribbled out.
- Pupils should not use correcting fluid.
- Pupils should not doodle in their books.
- As explained above, when invited, pupils may highlight areas of their work using a pink highlighter.