

Presentation and Marking Policy



Capenhurst C.E. (Controlled) Primary School

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Our Christian Vision

We are a nurturing, inclusive, learning community, that celebrates all possibilities, through a journey of curiosity, compassion and resilience, nourishing each other spiritually, emotionally, intellectually and physically with God as our companion.

Our shared story: The Feeding of the Five Thousand (John 6:1-14)

At Capenhurst CE Primary School we believe it is important to instil a sense of pride in the children, which in turn should be reflected in the presentation of their work. We believe that by setting the children high expectations it will encourage them to take a pride in their work and achievements and secure a sense of responsibility for their own learning. This is in line with our Christian Vision of celebrating all possibilities and nourishing the individually intellectually and emotionally.

At Capenhurst we also believe that all children's work should be marked in such a way as to inform them of their achievements as well as providing them with 'Steps to Success' beforehand so that the children are clear about what is expected of them in their work.

We aim to:

- Make children aware of the purpose of each piece of work, ensuring that feedback informs them of their next steps and achievements.
- Inform children of the high standards expected of them with regards the presentation of their work.
- Instil in the children a sense of pride in their work by making explicit, acceptable standards of presentation in their work.
- Help children to realise that whilst presentation is not more important than the content of their work, it is nonetheless an important aspect of their work.
- Offer the children through both oral and written comments, a caring, supportive atmosphere within which they can be guided to improving their presentation and reach their full potential.
- Provide children with constructive written feedback through the marking of their work
- Ensure that marking and feedback is accessible and appropriate to the age and stage of the development of the child.

Presentation guidelines and expectations

In order to have progression and continuity in the presentation of work it is essential there is a mutually developed policy. Therefore, the following guidelines have been compiled in order to support the children in the presentation of their work at our school.

Dates and Titles KS1

- During their reception year the children will be taught to write their full names on loose pieces of work and begin to attempt the short date
- KS1 pupils will be expected to put the long date in literacy and short date on other pieces of work as soon as they are able and this practice to be secure by the end of Year Two
- Handwriting is expected to be legible and of a reasonable size with the use of lined paper from reception onwards

General guidelines KS2

- All work is dated
- All work [except for work in books] should have the child's name on it
- Photocopied sheets are trimmed by the teacher before being stuck neatly into books
- Children should begin writing in pen and develop a neat, cursive style of handwriting.
- Unacceptable work is re-done and improved 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
- Incorrect work should have a straight line drawn through it

Rubbers

- Reception and KS1 children are not allowed to use rubbers
- KS2 children can use rubbers with supervision or at the teacher’s discretion

Maths KS1

- Numeracy work in reception is primarily practical. Pupils record work / jottings on white boards / worksheets. When work is recorded, the teacher should write the date whilst pupils trace / copy their names. Pupils should be writing their own numbers independently as soon as they are able.
- Children write the short date
- If children are using cm squared paper – one numeral to be put in each square

Maths KS2

- All work is to be completed in pencil
- The date to be written in the short form
- One digit in each square
- Children are to use a ruler when drawing any shapes or graphs

Principles for every day feedback

Steps to Success are used to communicate the learning objective for all subjects, except mathematics, and the criteria details what is expected in each piece of work from the child. From Y2 upwards, pupils are expected to self-assess against the steps before the teaching marks their work.

Work in English and Mathematics should be annotated as to whether it was completed independently (I), with support and the support given (S) or as part of a taught, guided group (G).

Children complete their work in lessons as normal. The books are handed in at the end of the lesson and the teacher then reads each child’s work and analyses the common errors being made. Each piece of work is ticked to acknowledge that the work has been checked. Any basic errors (e.g., GPS errors in English and number fact errors in maths) may be noted in the feedback book. Teachers may add praise comments or stickers where needed to indicate work that shows particularly good effort on the part of the student. During the book analysis, the teacher makes notes in their teacher’s feedback book using the template below

Feedback Sheet

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	



Teachers make notes using this grid to analyse the set of books and identify common errors and misconceptions which can be addressed in the next lesson. In maths, at the start of the next lesson a 'Feedback Session' takes place and children in Y1 - 6 use purple pen to correct or improve their work.

Teachers have 2 feedback books – Mathematics and English.

This approach ensures that feedback is timely and actionable. The time saved using this approach can then be used more effectively to plan a feedback session and adapt the next lesson in light of the feedback.

All adult marking is done in green pen. Peer marking is done in purple pen and editing is done in black pen.

What a 'Feedback Session' looks like

Teachers use the feedback sheet to feedback to a class on their previous lesson (this should take approximately 5-10 minutes in a typical lesson although can be significantly longer if many children had significant misconceptions). Teachers can use this time to share good work, identifying key features and reinforcing positive expectations within the work of others.

The feedback session in English is typically verbal comments about the previous lesson and may involve a recap or re-teach of common mistakes and/or misconceptions. Editing is a skill to be taught explicitly from Y1 upwards in a manner appropriate to the age and development of the child. This is a key skill to children being able to recognise and improve their own writing.

The feedback session in Maths typically takes a more specific structure and is generally whole class. Common basic errors may be shared and retaught – e.g., a teacher may write a calculation containing the common mistake rather than using actual children's work and ask children to identify the mistake and correct it. Common misconceptions from previous lesson are shared and re-taught. Children may practise the skill on whiteboards or in their books as appropriate. It is expected that each maths lesson will start with a feedback session. Children may then respond to the feedback given.

In KS2 maths, it is expected that where possible work will be marked in the lesson. In KS1 maths, work is marked throughout the session with the teacher or teaching assistant providing feedback and clarification. If questions are left unmarked by pupils, then teachers will mark any unchecked questions to assist their analysis of the lesson. All maths work will be acknowledged with a tick and any incorrect marking by the child is to be corrected. Where corrections are required and are deemed a valuable use of time the teacher will indicate these to the children.

All work is to be marked in a timely manner.

Any response to feedback in any subject (e.g., to check their work for errors or improve it in some other way) is done in purple pen. Where possible feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.

Guidance on Peer/Self-Assessment

To develop peer/self-assessment, teachers need to:

- Teach pupils over time to assess their work and the work of others

- Plan for peer- and self- assessment opportunities in their lessons
- Systematically explain the learning challenge and contributing success criteria in each learning sequence
- Guide pupils to identify their next steps where appropriate
- Frequently and consistently encourage pupils' self-reflection on their learning
- Plan opportunities and time to allow pupils to do it

Early Years

Assessment is primarily via oral feedback. Stickers/merits are awarded for good work. Written comments are primarily for the benefit of teacher assessment/external agencies.

Marking should draw attention to incorrect letter formations or spelling, linked to the phonics stage the children have reached. Written comments should praise good work and identify next steps or support given. Key words which the children should know will be corrected and children will be encouraged to write phonetically plausible attempts for unknown spellings or use aids such as a keyword mat.