

Moor Hey School

Presentation and Marking Policy



School Mission Statement

Moor Hey School is an inclusive school where we work together to provide a caring and supportive environment to meet and celebrate the diverse abilities and needs of all our pupils, enabling them to fulfil their personal, social, moral and academic potential.

School Aims

- To provide a broad, balanced and relevant curriculum differentiated to meet individual needs.
- To encourage and promote understanding of each pupil's individual needs.
- To raise self-esteem through a positive approach to teaching & learning.
- To develop and enhance appropriate social skills in a range of contexts.
- To increase independence for life.

RATIONALE

Presentation

To encourage children to produce work to the best of their ability.

To develop in children, pride in their work and demonstrate how we value quality work and to promote a consistent approach by staff on how pupils' work is presented.

Marking

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. As a result of this policy there will be greater consistency in the way that children's work is marked across the Key Stages. Our Marking Policy will be embedded throughout the school and link to the Assessment Policy.

PURPOSE

The purpose of the marking is:

- to recognise those areas of school work that are good and to improve upon them.
- a means of giving encouragement towards producing work at an acceptable, yet challenging level.
- to indicate to children what happens next and what improvements can be made to ensure progression.
- to check for standards, individually, and within the class.
- to determine whether a child can work within set time limits or targets.
- to measure the schools progress against national standards.

PRINCIPLES

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

- Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent.
- Teachers should look for strengths before identifying improvements when marking work.
- Marking should be linked to learning objectives/success criteria/targets.
- Marking procedures and marking standards should be consistently applied across the school.
- Children should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made (See Appendix A).
- Marking practices and procedures should be in keeping with the school's policy on Assessment.
- Information for parents should be given by the school and feedback is provided to parents via consultation evenings or as required.

GUIDELINES

The following procedures for correcting and improving children's work should be implemented by all staff.

Presentation

- An expectation that pupils try to present clear, legible and neat work.
- Where dates, headings, names etc. are appropriate they should be neatly underlined using a ruler, in pen or pencil depending on which is in use. For all subjects except Literacy/English a short (numeric) date should be consistently used and for Literacy/English pupils should have a full date with the day, date, month and year.
- Children should be encouraged to work through their book in chronological order and be reminded not to miss several pages out at a time (if they do they should return and fill in the missed pages).
- Work should be clearly spaced out to aid clarity and neatness in the following ways:-
 - Previous work will be neatly ruled off before starting a new piece with a clear date.
 - Individual sections, eg. calculations in Mathematics, to have clearly defined space around them.
 - Children are encouraged to work logically left to right and down the page.
- Children will work in pencil until KS3 when written work will be completed in pen.
- Once children have been given permission to use pen, this should be used in all English based work (including foundation subjects). Pencil should still be used in Maths and for drawing scientific diagrams.
- Children will be rewarded within the existing reward system;
Praise
Exemplifying good work
Stickers
Points
Writer of the month certificates
Certificates presented in assemblies
Sending home copies of examples of good work

Marking

- All work should be marked as soon as possible after completion and feedback given to the child. It will be marked according to pre-determined criteria (LO), of which the children are aware.
- Effective feedback, needs planned time for children to make improvements / response, but it is most powerful when included in the fabric of a lesson (e.g. after 10 minutes look for a success, after another 5 minutes look for an improvement etc.)
- Marking should be in pen clearly differentiated from the childrens' work.
- Marking should be sensitive and aimed at promoting children's self-esteem. Therefore it is not appropriate to have too many crosses, corrections or negative comments. Positive aspects of the work should also be highlighted.
- A copy of work that falls below the expected standard for a particular child may be sent home to be completed or repeated. Parents' co-operation should be sought. Lunchtime and after-school detentions may be issued for repeated lack of work produced.
- Feedback and marking needs to be oral and/or written according to the ability of the child. It should be recorded using the following abbreviations: WS - with support, IW - independent work, VF - verbal feedback, PM - peer marked, TA - Target achieved.
- A record of oral feedback or targets should be kept by the teacher as an aide memoire.
- Pupils are expected to regularly assess their work using a traffic light system according to their understanding against the learning objective.
- Where appropriate work should be corrected according to the curriculum focus at the teacher's discretion e.g. in a piece of Science work, correct the Science, not the English content.
- If children make first draft copies of their work after it has been corrected, originals may be kept to show to parents as an indication of the child's true progress.
- Where appropriate a brief improvement suggestion should be made, following the format of a scaffold, example or reminder prompt. This comment should be informative (i.e. not just good, excellent, etc) and linked to the learning intention/success criteria.
- Feedback to the pupils should be 'comments only' and not based on scores or grades. (See Appendix A)

Self Evaluation/Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self esteem.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Children should be trained to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

MONITORING AND EVALUATION

The Senior Leadership Team and/or the respective subject leader will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the key stages and between year groups.

EQUAL OPPORTUNITIES

The feedback and Marking Policy and marking procedure, encourages the practice of inclusion for all.

Signed : M Padgeon

September 2017

This policy will be reviewed annually.

Appendix A

Formative Assessment

The Evidence, the Practice and the Principles.

(after Paul Black, Dept. of Education, Kings College London)

- Many rigorous studies show that standards are raised by formative assessment.
- The Vanderbilt Analysis - the positive effect is greater as the range of the formative feedback is expanded.
- In King's project work with schools standards were raised and teacher feedback was positive.

On Formative Assessment:

"An assessment activity can help learning if it provides information to be used as *feedback*, by teachers and by their students, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged."

- Feedback is two way - student to teacher / teacher to student.
- Feedback can be oral or written - short term or medium term.

Feedback in discussion (Questioning in Class)

"Average time a teacher will wait for an answer before answering their own question = less than a second."

- Questioning - instead of showing pupils how to find a solution, ask a question for which they can explore answers together.
- All pupils are expected to be able to answer a question at any time, even if the answer is "I don't know". No need for hands up?
- Pupils need to be comfortable with giving the wrong answer. They should know that these can be as useful as giving the correct one. It allows the teacher to become aware of misconceptions and promotes further discussion.
- Children think differently from adults. Contradicting an answer too readily puts a child down and they may be less ready to answer next time.

Comment Only Marking

In a study of 132 high and low ability year 7 pupils in 12 classes in 4 schools, each was given the same teaching, same aims, same teachers and same classwork. Each third of the sample was given one of three kinds of feedback.

<u>Feedback</u>	<u>Gain</u>	<u>Interest of pupil</u>
Marks	None	top +ve, bottom -ve
Comments	30%	all +ve
Both	None	top +ve, bottom -ve

(Butler 1988)

- Comments inform both the pupil and the parent. Marks or grades just give a judgement with no real use to the pupil.
- Comment only marking may make pupils who are reluctant to write recognise that this is part of the learning process and change their view of writing.
- Comments must be specific to the learning in that lesson and not general.

Peer Assessment

Pupils should be given the opportunity to mark or comment on each others work. This has several advantages:

- All pupils can be involved.
- They use pupil language and start to speak the language of the subject.
- They are more honest and challenging of each other than with their teacher. (This can offer problems also - take care!! The teacher can become part of the peer assessment group to keep it focussed and positive.)
- Seeing your work through the eyes of your peers helps you to be more objective.