



CASTLE PRIMARY SCHOOL

MARKING AND PRESENTATION POLICY

REVIEW DATE: October 2024
(Sooner if required)

At Castle Primary School we believe that marking is an essential part of planning, assessment and teaching and learning. Responding to pupils' work through constructive comment, acknowledges achievement, promotes positive attitudes and behaviour, develops the child as an independent learner and leads to an improvement in standards.

Equal Opportunities

Children's work and effort will be marked using a consistent standard of criteria, regardless of race, class or gender, but specific to the child's individual needs. An individual's ability and understanding will determine the basis of evaluation and identify targets related to curriculum development needs.

Dyslexia Friendly Guidelines

- All efforts will be made to build confidence and self-esteem of pupils through developing a child's strengths and weaknesses
- Rewards shall be frequent and instant placing importance on achievement
- Content shall be the focus of the marking before the presentation
- Effort will be made to mark work with the pupil present so as to give instant verbal feedback
- Marking what is right and highlighting what is wrong to encourage success. Record on oral responses where possible.

Purposes of Marking

- To assist learning, by developing knowledge and understanding.
- To provide information for assessment and to inform planning.
- To encourage, motivate, support and promote positive attitudes.
- To promote higher standards.
- To correct errors and clear up misunderstandings.
- To recognise achievement, presentation and effort.
- To provide constructive feedback.
- To show pupils we value their work.
- To allow pupils to reflect on their past performances through self-evaluation, and to set new targets together with the teacher.
- To aid moderation.

Key Principles

Marking should

- Be in specific colours as follows:
Turquoise should be used for congratulatory comments (C)
Purple should be used for posing problems and next steps (P, S)
- Be obvious on every piece of work, (excluding certain pieces that do not require evidence of marking – e.g. display work, artwork, journals etc.), or formed a discussion feedback session between pupil and teacher.
- Be constructive, encouraging presentation skills and 'Next Steps' for achievement.
- Be related to specific learning objectives and curricular targets which the pupil should know in advance.
- If appropriate, be accompanied by verbal comments. Wherever possible, mark work with the child present.
- Ensure that pupils know how well they are doing and what they need to improve to make further progress.
- Provide pupils with opportunities to assess their own work and that of others, before Teacher Assessment, against success criteria.
- Follow consistent practice throughout the school.

Procedures

- To ensure appropriate assessment and record keeping, all marking should be against identified objectives for the lesson (abbreviated as LO), and written as a title in pupils books, where possible.
- Children should be given the end of learning objectives at the start of each section of new learning and given the opportunity to show what they already know by completing chart. This will then be repeated at the end of each section of learning so the children can see how much new knowledge they have learned.
- Self-Assessment may involve the use of smiley faces, traffic lights etc. to indicate the children's understanding. Self-corrections will be made using a **green** pen. Time needs to be given to enable children to respond.
- Self and Peer assessment should be used weekly in Maths and English work. For all other subjects they should be done each half term using end of learning objectives.
- Rewards should be included in the marking process. Team points, stickers, stamps and verbal praise should be given regularly to provide constant encouragement, especially for those pupils who may struggle with their work.
- All staff will trial the use of CPS stickers and allow time for the children to respond to them.
(Congratulatory Comment, Puzzle or Problem and Next Steps)

Professional Judgement

Corrections should support the child's learning, but it should be remembered that too many can overwhelm and demoralise them. The ability of the individual pupil, and the effort that they have put into a piece of work, will always need to be taken into account when marking. Teachers must use their professional judgement when deciding how many corrections to mark.

Success Criteria

We know our policy is working if










- There is evidence that work is being marked regularly.
- Marking informs planning.
- Pupils acknowledge targets or 'next steps', and work towards achieving them.

Agreed Codes

Presentation of Work

- All dates and titles should be underlined using a ruler.
- The full date should be used where appropriate, except for Mathematics, where the digital date should be used.
- A line should be drawn to 'rule off' at the end of each piece of work.
- Erasers should be used as directed by the teacher.
- Marking and presentation procedures should be on display in every classroom.
- A CPS should be on display.

Symbols used by pupils and teachers. EYFS to use as appropriate.

LO	Learning Objective used in all subjects as the title
OOO or 	Next to the learning objective if exceeded
 or 	Next to the learning objective if achieved
 or 	Next to learning objective if partially achieved
VF	If verbal feedback given
I	Independent work (only to be used after support is given)
S	If support given
	Work is correct
X or .	Work is incorrect
	Spelling is incorrect
//	New Paragraph
 	Incorrect use of capital/small letter