



Marking and presentation policy

School vision and values

At Queensbridge we aim to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We do this by providing a welcoming, inclusive, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

RESPECT

- We are responsible for our actions
- We are empathetic
- We are inclusive

COLLABORATION

- We are able to ask for and give support
- We are articulate
- We are a team

PERSEVERANCE

- We don't give up
- We celebrate our mistakes
- We are ambitious

POSSIBILITIES

- We are globally aware
- We are forward thinking
- We are curious

Aims:

That feedback and marking should be constructive for every child, focusing on success and improvement needs; enabling children to become reflective learners and helping them to close the gap between current and desired performance. The type of marking used for a task should reflect the aim of the task.

Principles:

- ❖ To ensure that marking is giving feedback indicating success and improvement.
- ❖ That marking will help pupils to progress.
- ❖ Marking is accessible and manageable using marking codes where applicable.
- ❖ To improve pupils' self-esteem by having an impact on their improvement.
- ❖ That marking will involve all adults working with children in the classroom and give opportunities for children to become aware of and reflect on their learning needs.
- ❖ For feedback to give recognition and clear strategies for improvement.
- ❖ To ensure that time is given for children to read, reflect and respond to marking. That all children are involved in the same process whether it is oral or written.
- ❖ That all marking responds to individual needs.
- ❖ For marking to inform planning and target setting and be accessible for children.

- ❖ To use consistent codes across the school.
- ❖ To ensure that all children see marking as positive in improving their learning and to encourage children to self-mark wherever possible.

Guidance for marking by teachers:

Teacher marking is only effective if:

- It informs both the child and the teacher of what has been achieved and gives one attainable target;
- The child has an opportunity to respond to the marking;
- It partially informs the teacher of learning needs that can be incorporated into future planning

Remember that:

- Marking is most effective in the presence of the child
- Children should be given time to read/reflect on/respond to marking and feedback;

Procedures and Strategies:

Presentation

- All work should be dated - long for literacy, short for numeracy and underlined using a ruler.
- Children should use 1 digit per box in numeracy.
- Neat handwriting should be promoted at all times and children should be encouraged to join.
- All children should work towards achieving a pen license. By the end of autumn term all children should have a pen license in years 4-6.
- Children should edit their work from Thursday's 'big write' and present in best book.

Marking

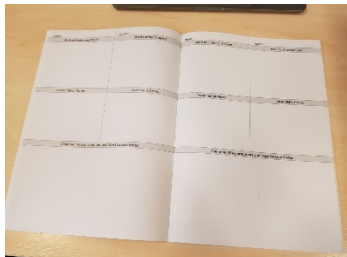
- a) In writing lessons, the class teacher will in-depth mark one extended piece of writing per unit. The teacher will use a proforma (in booklet form for daily ongoing use) in which the teacher will note down an overview of the day's learning in the following categories: Work to Praise and Share, Needs Further Support, Presentation Notes, Basic Skills Errors and Common Misconceptions/Next Lesson Notes. This will then inform the next day's teaching and learning where children receive whole-class feedback from previous lesson, noting key successes and next steps.
- b) In numeracy, each class teacher will have a list of all students with the dates at the top for each unit of work. Work will be marked in class by the children by coming to the front and demonstrating methods. Mistakes will be distinguished between calculation error and understanding error. The children will begin to then use these

phrases when assessing their own work. The teacher will highlight pink if the child has achieved the learning intention, and green if not. This sheet will then be used by support staff to carry out same-day intervention for children that did not achieve the learning intention. Teachers will check books once a week to ensure that the self-assessment is accurate and they are able to address any major misconceptions in their next week's planning.

- c) In topic lessons, we will use the literacy proforma however work will not be in-depth marked as topic is not taught daily. Teachers will be expected to show evidence of next steps addressing common misconceptions on their weekly flipcharts.

Literacy and topic:

Numeracy and Reading:



Class	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Anna												
Ben												
Charlie												
David												
Ella												
Frank												
Grace												
Harry												
Isla												
Jack												
James												
John												
Kate												
Leo												
Liam												
Lucy												
Michael												
Natalie												
Oliver												
Paul												
Quinn												
Rachel												
Sam												
Tina												
Tom												
Uma												
Victoria												
Will												
Zoe												

Children will respond to all feedback in green pen.
 At the end of each unit of work/topic teachers must write an overview of the child's progress highlighting their achievements.

For all subjects:

If highlighted in pink – it is fabulous and met **Pink is fabulous**
 If highlighted in green – it has not been done. **Green is growth**
 If there is no highlighted work please see feedback folder for marking.

- Feedback codes:
 PA peer assess
 SA self-assess
 VF verbal feedback

Moderation

Moderation of work is completed in phases- see calendar for dates

Monitoring

Marking and feedback will be monitored through books looks, learning walks and in lesson observations.

Policy agreed by governors Summer 2021.
To be reviewed every two years.