

# Halfway Nursery Infant School



## Marking & Presentation of Work Policy

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Minute Number	

# HALFWAY NURSERY INFANT SCHOOL

## Marking and Presentation of Work Policy

Our **policy** for marking and presenting work relates to the ethos of the school and the aims and objectives we seek to achieve across all curriculum areas.

Each child's development requires our understanding and knowledge of them as an individual supported within a happy, caring environment. The marking and presentation of work process should support this development.

To ensure ongoing development, with each child realising their full potential, all marking must be positive, clear and appropriate in its purpose, productive in its outcomes, providing suitable next steps in learning and child centred. All presentation of work should set the highest possible standard to ensure children aspire to be the best that they can be.

We see the marking and presentation of all work throughout the curriculum as an expression of the child's own achievement as well as a method of guidance of children's **learning and progress.**

### Why do we mark children's work?

1. To benefit pupils and all adults involved in the learning process by checking in a diagnostic way to see whether concepts have been understood.
2. To focus on a child's efforts and achievements, demonstrating that the **child's learning** is valued and appreciated.
3. To encourage and to praise, building confidence and self-esteem.
4. To provide feedback to the child **and provide opportunity for the child to improve their learning as a result of feedback.**
5. **To assess learning and progress and provide next steps in the child's learning.**
6. To encourage children to have pride in their work and develop high standards of presentation.

### The principles governing our Marking and Presentation of Work Policy are as follows:

1. Marking should be fair and consistently applied by all staff, including newly appointed members of staff and supply staff. Teaching and support staff will mark books. On occasions and where appropriate children may mark their own or other's work.
2. Marking needs to be positive and constructive, whilst addressing gaps in learning.
3. Marking needs to be selective, both in terms of what needs to be highlighted for individuals and what is appropriate for them.
4. Criteria should be established before learning begins and/or marking is done and a target-setting element may be included.

5. Wherever possible, work is marked with the child present and written or verbal feedback given.
6. All work should be acknowledged by the teacher even if it is not marked directly (this includes homework, spellings and handwriting books). Work that children will see again (i.e. in maths and literacy books) will be marked thoroughly and time should always be given for children to read feedback given.
7. Marking will offer positive benefits to teachers, pupils and parents.
8. Marking may take account of possible audience (e.g. parents on Parents' Evening) and give some details of context, attitude and concentration if appropriate.
9. Presentation of work should be clear and neat and follow the school's handwriting guidelines.

### **Marking Methods**

1. The marking system should be explained or shared with children and not automatically assume that children, particularly those entering school, understand what marking symbols mean.
2. The marking code should be used consistently when marking all work that children will see again and reflect upon. The codes should be circled so that they stand out from the text.
3. Rubber stamps or stickers that indicate praise can be used.
4. Awards of special achievement from the Headteacher are encouraged.
5. A positive comment at the end of the work should always be specific stating exactly what is good and relate to the Learning Objective (LO)/Success Criteria (SC) where possible.
6. Teachers should use a smiley face system at the end of the work to promote AFL. In FS2 the children can draw a smile, a straight line or an upside down smile to indicate their learning. In KS1 children use traffic light colours on their face. In FS1 adults should promote the language of reflection and learning in readiness for the smiley face system in FS2.
7. A next step should be discussed with the child and indicated on the work using the marking code.
8. Next steps should be specific and always followed up in the lesson.
9. When the child has followed up the next step, the evidence should be highlighted in Green to show the growth in the child's learning.
10. If it is appropriate and there is time for an immediate follow up, the teacher can add a further next step at the end of the piece of work.
11. If the next step takes the form of an extension activity because the teacher has assessed that the child has secured the LO/SC, this can be indicated on the work with an arrow and the word 'Challenge'.

## Marking Code

The table below shows the marking code used throughout school by all staff.

<b>Coding</b>	<b>Meaning</b>
√	Used to acknowledge learning and to provide positive comments relating to progress/effort etc.
→	Used to provide a need for correction, a target or next steps in learning e.g. Can you.....? Remember to use.... Check your...
.	Indicates to children where to review their learning
Green highlighting	Indicates that a child has corrected an area of work or that a child's learning has been directly impacted on by adult intervention (such as a target or challenge).
I	Indicates that work was completed independently.
S	Indicates that work was supported. This could be through adult support or support from using additional apparatus.
VF	Indicates verbal feedback was given during the lesson.
^	Indicates when a word/number has been added after checking.
Initials (e.g. EB)	Indicates the member of staff who was responsible for marking and giving any feedback.

## Additional Comments

### Independent Write

These pieces of work will be completed independently, on separate paper, without any verbal feedback or next steps provided during the piece. Once the piece is completed the adult will provide a positive comment both verbally (indicating with code above) and a written positive comment highlighting how the child was successful. This work will then be placed in the child's literacy book at the end of the sequence of learning.

## AfL

Throughout Maths and Literacy books children will be encouraged to reflect upon their learning and self-evaluate their work. At the end of each piece of work, children will use the following coding to indicate how well they feel they have learned during the lesson.

<b>Coding</b>	<b>Meaning</b>
😊	Children feel they have achieved during the lesson, have worked hard and done the best piece of work they could do.
😐	Children feel they worked hard but could achieve more with a little help and support.
😞	Children feel they haven't achieved and have found learning difficult in the lesson. They may also feel they need lots more support.

## Presentation of Work Methods

1. All recorded learning should have an appropriate title which is underlined with a ruler, and reflects the Learning Objective/Success Criteria. This can be done by the teacher, however towards the end of KS1, or when appropriate, children will take more responsibility when marking their own and others learning.
2. All work should be dated in the top right hand corner of the work using the following format: 00/00/0000. This will be undertaken by teachers and children as outlined above.
3. An appropriate layout or guide should be pre-prepared in books for children to use.
4. Staff should exhibit good writing behaviours e.g. appropriate letter formation, in line with the agreed handwriting approach.
5. Any colour pen can be used in children's work, but it must not be RED.
6. F1 and F2 will introduce pre cursive handwriting into school using guidance issued in 'The Handwriting File'.

## Books Used in School

F1: Oversize Scrapbook (Special Book)

F2: Oversized A4 plain book (Literacy), Oversized A4 squared book (Maths computation work), and oversized Scrapbook (Special Book).

Y1 and Y2: Oversized lined A4 book (Literacy), oversized squared A4 book (Maths computation work), A4 folder (for written based topic work), Seesaw learning accounts (for practical topic work and photographs).

Note that the line spacing (literacy) and squared paper (maths) is differently sized appropriate for both FS2, Y1 and Y2. All books are printed with the school logo, year group and a space for the teacher to write the child's full name and teacher's name.

Special Books: Should have a standard front cover, EYFS framework checklist (A3) on the front inside cover and copies of awards/certificates (e.g. happy and proud) can be copied into special books throughout the year.

These guidelines reflect current practice and will be monitored and reviewed regularly.

Examples of Marking and Presentation

T = check division calculations

$5 \div 5 = 1$  ✓✓



$15 \div 5 = 6 \cdot 3$  ✓



$14 \div 2 = 6 \cdot 7$  ✓



$30 \div 10 = 3$  ✓✓



$20 \div 10 = 4 \cdot 2$  ✓



$10 \div 2 = 3 \cdot 5$  ✓



$12 \div 2 = 6$  ✓✓ (VF) → challenge.

Can you explain your answer?

The answer is six because there are six groups of two in twelve.

✓ You checked the division calculations using arrays.





(I) (VF)

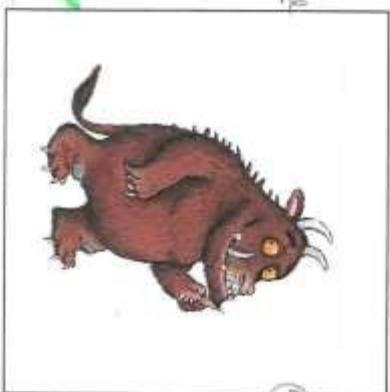
To describe a character's personality

③  If the Gruggale saw the mouse again he would be fatigued.

②  When the Gruggale saw the animals running away from the mouse, he got congested and scared.

① The Gruggale is mean because he scared the mouse.

Ⓜ → Challenge: exclamation sentence  
How Scary the Gruggale is!



④ Everyone is scared of the Gruggale but the Gruggale is scared of the mouse.

✓ You used a range of conjunctions. 😊

Ⓡ Ⓜ

⑤ He is powersfull, scary and so spare that when every character sees him they run away.

⑥ The Gruggale is a dangerous character. He eats mice or he other animals depending on what he gancies.

Use of short observations:

These are used in both EYFS and throughout KS1 to evidence practical activities and are accompanied by a photograph which must only capture the child mentioned in the observation. Each snapshot is ticked in reference to an area of learning and, in EYFS, coded with the relevant development matters age/stage. The observation will include a specific comment about the child's achievements, referring to the learning objective, and a direct quote or comment recorded from the child. The snapshot will also be marked in line with the code above (indicating verbal feedback, an indication if work was completed independently or supported, and the initials of the staff member who completed the observation).

Child: [REDACTED] Date: [REDACTED]

Teacher Supported Activity  
 Can you move like an animal? Create a sequence of dance moves to show how animals move.  
 LO: Physical Dev: Experiments with different ways of moving. 40-60 months (1)  
 Com. and Lang: Uses talk to organise, sequence and clarify thoughts. 40-60 months (10)

[REDACTED] jumped up and down + moved his arms up and down. "Are you a butterfly?" asked his friend. "No I've got feathers!" said [REDACTED] "I'm a parrot!"

PSED	40-60 C&L / Lit 10	Maths	UW	40-60 PD 1	EAD
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Child: [REDACTED] Date: [REDACTED]

CP - Sand Area.

[REDACTED] worked as part of a team to build a volcano. "This bits where the fire comes out and its so hot you can't touch it. Lava come out you know. It can make you die!"

SED	CLD	MD	UTW	PD	LD	EAD
	40-60 7		40-60 2			

of L Showing particular interests.

