



Motivational, Marking and Presentation Policy

Rationale

Motivational Marking is integral to effective teaching and learning and must focus on helping children to learn. Its purpose is to inform children, parents and teachers about progress. Effective assessment must strike at the heart of raising achievement and is a key factor in challenging underachievement. Children must also be taught the importance of presentation. There needs to be elements of uniformity so there are fewer problems during transition to year groups.

KS1 and Foundation Stage will mark in **Blue**.
KS2 will mark in **Black**.

Literacy and all Foundation Subjects

- As the lesson begins clarify the success criteria through discussion with the children (What I'm looking for WILF).

Through the piece of work:

- Overwrite emergent writing.
- Correct key words as appropriate according to individual children's targets and needs.
- Correct punctuation according to child's individual targets and needs, this should be identified with a circle with any consistent errors commented on after the piece of work.
- Identify persistent reversals.
- Highlight extract of work which contain multiple grammatical errors and add a short appropriate comment in the margin.

After the piece of work :

- A positive written comment relating to the learning objectives will be added to pieces of work, this will be preceded by a ✓ or a *

In addition to this, according to task, a teacher then may :

- Add a target that identifies persistent errors or signposts the child towards an objective that will help to improve their level of attainment. This will be preceded by a T in a circle.

And/Or

- Identify a next step that signposts the child towards how this learning can be taken forward, improved upon or used in future tasks or learning. This will be preceded by NS in a circle

Year 2 – Year 6 Marking of Writing (Literacy)

A slightly different approach is taken with the marking of extended written pieces:

Modelled Write – signed by teacher

Shared Writing – a marking ladder (identified as SHARED) is placed in after the work. Any objective met is ✓ additional comments can be made. Any objective that needs to be developed is highlighted with a T or a NS in a circle and appropriate comments made to guide the child.

Independent Writing – if a 1st draft is completed, this is noted with a sticker or a written comment to say so. The final draft is either:

1. Levelled using appropriate sheets – highlighting objectives met and any significant targets identified with a T in a circle, again with any additional comments to guide the child.

OR

2. As Shared Writing using a Marking Ladder (identified as INDEPENDENT)

Numeracy

- As the lesson begins clarify the success criteria through discussion with the children (What I'm looking for WILF).

Through the piece of work:

Tick for correct ✓
'C' for incorrect

- Comment about presentation of work in squares (link with place value)
- Where children have made errors, an analysis of the mistake should be made and identified on the work. Circle the error made. An example can be shown.
- On occasions children can mark their own, or other's, work – the teacher should always look at this and make a comment at the end of the piece of work.
- All number reversals should be identified and corrected.

In addition to this, according to task, a teacher then may :

- Add a target that identifies persistent errors or signposts the child towards an objective that will help to improve their level of attainment. This will be preceded by a T in a circle.

And/Or

- Identify a next step that signposts the child towards how this learning can be taken forward, improved upon or used in future tasks or learning. This will be preceded by NS in a circle

Presentation

- Every piece of work will include a title/WALT and a date. In Numeracy books the shortened form (numerical) date can be used.
- Children should put a single line through any of their errors.
- Write in pencil in all subjects. From Year 3 upwards a child may write in blue ink pen, when they have proved that their presentation is of a consistently high standard.
- Any drawing will be completed in pencil.
- No felt tip pens allowed directly in books, although they may be used on sheets that are subsequently glued in.

Signed

Melanie Ravenscroft
Head teacher

Reviewed by Stephen Moore Nov 2013