



GENESIS
EDUCATION TRUST

Marking and Presentation Policy

Ratified: LGB

Reviewed: Spring 2022

To be reviewed: Every 3 years

Next Review: Spring 2025

Marking and Presentation Policy

Aims

To ensure that all children's work is presented and marked in a way that is most likely to:

- Assist in the development of their learning
- Recognise and value their achievements against learning intentions
- Alert them to aspects of their work which need improvement and recognising that making mistakes are inevitable
- Each child is an individual and requires guidance and encouragement which is tailored to their needs, verbally or in writing
- Enable teachers to assess and evaluate children's learning in an effective and manageable way

Marking and feedback is an essential part of the teaching and learning process in order to encourage higher achievement, self-esteem and understanding of progression.

Marking should reflect the learning intention, success criteria and address misconceptions.

Effective marking improves pupils' outcomes, provides pupils and teachers with next steps of learning, as well as the opportunity for pupils to reflect, adapt and act on marking.

Presentation

High quality presentation is vital in order to instil a sense of pride and importance in the children's work. As in all areas of school life, we should always have high expectations so that children achieve their full potential.

Covers of books should be clearly labelled with the school stickers:

- Child's Name
- Class
- Subject
- Covers of books should be very neat with no graffiti or scribbling and have a plastic outer cover to support this

Children's work should be set out as follows:

- Date to be written on the left (Underlined in pencil) on the first line of the work.

- Learning Intentions of the work on the next line and underlined
- Rulers must be used for all underlining
- Black pens should be used in KS2.
- Pencils to be used in the rest of the school.
- Whole school to use pencil in maths books
- One digit in each square in maths books
- Handwriting should be joined up across both key stages and be clear, neat and well-formed
- Children should rule off in pencil after they have completed Green Pen Questions and before they write the date and LI
- Large areas of pages should not be wasted
- In Literacy, children are expected to complete at least half a page of work daily.

Key Codes:

All work in all subjects to be marked using LIA/LIPA

- ❖ **LIA** – Learning Intention Achieved
- ❖ **LIPA** – Learning Intention Partially Achieved
- ❖ **TI**- Teacher intervention
- ❖ **Pink/ Green highlights** – Used by teachers
- ❖ **Yellow highlights**- Used by pupils

Principles of marking

1. Children's work should be promptly and regularly marked.
2. Teacher's spelling, grammar and handwriting should be clear, well-formed and legible to the children.
3. Children should be familiar with and understand the marking code used to correct or comment on their work.
4. Marking should identify areas for development. The emphasis of marking should be to value the child's efforts and to give clear strategies for improvement.
5. Children must be given time to read and respond to marking and reflect on their own learning needs, at the beginning of the next lesson.
6. Evaluations that are made as a result of marking should be used to inform future planning and target setting.

7. Children are to have the opportunity to mark their own work or other pupils' work. It is important that teachers check this marking and, when it is necessary or beneficial to the child's learning, add comments of their own.
8. Parents should have the opportunity to understand the school's marking methods.
9. Methods and consistency of marking will be monitored regularly at Phase and Senior Management levels.
10. Marking should be seen as a way of assessing children's progress on a regular and frequent basis and should give children and teachers an opportunity to make comparisons with past work which illustrate the amount of progress being made.
11. It is important for children to receive regular verbal feedback to correct their understanding and to extend their learning.
12. Children should be given time to read teacher comments in order that they are able to understand how to develop their learning.
13. Half-termly targets to be assessed by child and teacher regularly.

Diagnostic Feedback

Marking should relate to the learning intentions, through the success criteria which have been shared with the children, unless there is a more significant or fundamental aspect of a child's understanding, knowledge or skills which needs addressing, then this misconception should be addressed to have the greatest impact on the progress of that child. Marking should be concise and clear. The next step linked to the piece of work will be based on a misconception that needs addressing in order to have the greatest impact on the progress of that child. Additionally, for pupils who achieve LIA within the lesson if there is no significant misconception that needs addressing a next step will be used to further challenge/embed newly taught skill

Writing- Twice a week

Maths- Twice a week

Reading- Where a child receives a LIPA

Afternoon Subjects- Twice every half term one of which has to be the integrated task

LIA

(!) (next step question OR an error, linked to pink highlighting, that needs to be addressed)

LIPA

(!) (Misconception, which has been highlighted in pink, unpicked, addressed and actioned. This may have supporting models, stickers or scaffolds.)

During independent work, the teacher may need to address an immediate misconception that needs support through explanation or scaffolds. The pupil will have the opportunity to address the misconception on the spot with a green pen. Where this has taken place the teacher will mark next steps and code (TI). This will count as one of the diagnostic marking during the week.

Self-marking/editing

Children should be given the opportunity to self-evaluate so they can identify their own successes and improvement points. This encourages children to become reflective learners and take ownership of their learning. When self-marking, children use green pens and yellow highlighters.

Editing should be a daily practice for all pupils in **all subjects**. Pupils will use their green pen during all lessons to make amendments, adaptations and revisions to their work. Correct punctuation, grammar and handwriting should be an aspiration in every piece of work. When work is finished, children should be asked to check the grammar and punctuation used even when this does not form part of the SC. If children are consistently missing elements of punctuation and grammar which they should be able to use correctly, this must be identified by the teacher and addressed. These may have to be dealt with specifically in grammar and handwriting lessons and additional support may be necessary for some children.

Self/Peer Assessment

Children should be given the opportunity to self-evaluate so they can identify their own successes and improvement points. This encourages children to become reflective learners and take ownership of their learning. This will be covered through peer and self-assessment opportunities within the lesson. This will also help children to reflect on their own work more effectively and encourage oracy skills. The following points are important:

- Children should be trained to do this through teacher modelling and explanation.
- Ground rules should be decided and adhered to.

Non-Diagnostic Mark (NDM)

(Occurs on the days where a diagnostic mark is not taking place.)

Literacy

3 incorrect spelling selected or 3 key vocabulary choices (KS2), 2 in Year 2, 1 in Year 1.

**LIA code at end of work*

Afternoon Subjects

2 incorrect spelling selected or 2 key vocabulary choices

**LIA code at end of work*

Maths

In numeracy, there are three activity levels: check it, think it, master it.

Check it:

After approximately three questions, the teacher quickly self-marks with the class. Those that have all correct answers will get on to think it. Those that have got any wrong, will have a re-teach with the teacher before moving on to think it (this will be marked as TI)

Think it:

After approximately five questions, the teacher quickly self-marks with the class. Those that have all correct answers will get on to master it. Those that have got any wrong, will have a re-teach with the teacher before moving on to master it (this will be marked as TI).

Master it:

Teachers will mark the 'Master It' questions.

Children's marking:

When children mark, each question is a one or two second activity not a teacher talk or deconstruction of an answer.

Yellow Highlighting

Children should identify, where directed, where they have achieved the Success Criteria or where learning has been achieved

***Where a child shows significant errors, the work should be marked as a LIPA along with a diagnostic mark**