



# St. Paulinus Catholic Primary School



"Inspiring all to live, learn and love in the light of Jesus."

(I am the light of the world; whoever follows me will never walk  
in darkness but will have the light of life." *cf* John 8:12)

## Marking & Presentation Policy

**Policy reviewed by Subject Managers :** Mrs. R. d’Arcy, Headteacher  
**Policy updated by :** Miss E. Sinclair, May 2018  
**Policy review date :** May 2021

Signed ..... Date .....  
Headteacher

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*'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.'* Ofsted 2017



# Marking & Presentation Policy

## Mission Statement

"Inspiring all to live, learn and love in the light of Jesus"

The Governors and Staff of St. Paulinus' School, Dewsbury, commit themselves to live as a community with Christ at its centre, characterised by living gospel values within the Catholic Church. They commit themselves to provide the best possible education for every child in the school according to their needs and affirming their achievements.

## Aims

This policy aims to give guidance on marking children's work to all teaching staff.

In marking children's work we aim:

- to benefit pupils, teachers and parents by checking in a diagnostic way to see whether concepts have been understood
- to focus on the child's achievements and demonstrate that the work a child has done is valued and appreciated
- to encourage and to praise
- to recognise previous learning
- to inform future planning
- to ensure that children are making progress
- when appropriate, to mark against learning outcomes/targets to gain information for assessment purposes

## The Marking Process

Success criteria should be set for each piece of work so that the children know what is expected of them in order to complete their work successfully.

Marking should then be linked to these success criteria/learning outcomes. Usually this will be the learning objective for the lesson, but may sometimes include the child's individual/group numeracy or literacy target. Marking should take place in the child's presence when possible and take place as soon as possible after the work is completed. (Boys in particular respond well to immediate feedback).

As a staff we believe that marking should contain two elements.

- ★ A star = identifying places or features that the child has succeeded against the shared criteria, ie. what they have done well. A star can also include praise for the child and their achievements.
- ➔ An arrow = identifies what has been less successful and an improvement point. This will be an action for the child to address, or an action to deepen the knowledge and understanding in order to extend a pupil's learning.



Agreed Symbols for Marking Pupils' Work

Early Years

# EYFS Marking

**I** – Independent Work

**S** – Adult Support

**OF** – Oral Feedback

 - Fully achieved

 - Partially achieved

Teacher comment – what the child said, what they have done well or how they can improve their work.



## Key Stage 1 and Key Stage 2 Marking symbols

Symbol	Meaning
OF	Oral Feedback
I	Independent work
S	Adult support
	Remember your finger spaces
<u>one day</u>	Capital letter missing
 or 	Missing punctuation / Punctuation used incorrectly
	Identifying places or features that the child has succeeded against the shared criteria, ie. what they have done well.
	Identifies what has been less successful and an improvement point. This will be an action for the child to address, or an action to deepen the knowledge and understanding in order to extend a pupil's learning. In KSI this may include spelling corrections.
	Does this make sense?
T	Look at your Target
Interventions eg. Numicon / Springboard	If child absent for part/ all of session to say what intervention they have been involved in at that time.
  	Pupil self-assessment faces appear on the key learning stickers at the beginning of their work. Children are encouraged to assess themselves. Green – I understood and have achieved learning outcome Orange – I understand some of what I have done but not all red – I don't understand and need help
	Dojo point
Supply	The work has been marked by a supply teacher.
	A dot with an orange highlight indicates a correction needs to be made.



^	You need to add in a missing word or words here
//	Beginning of new paragraph
	Spelling to be corrected
GG	Worked with teacher or an adult in guided group
Date / Absent	Dated then absent
	Shows the section of work that needs improving

### **General guidelines for marking**

- Work is marked in blue ink.
- Teacher's use the agreed, and age appropriate, school cursive handwriting policy when marking.
- All work is acknowledged; using ticks throughout the piece of work and includes 1 or 2 stars and an arrow (a minimum of 1 in 3 pieces)
- An arrow is set and linked to the next step in learning addresses misconceptions or addressing consolidation. (This has an orange highlight through it.)
- C is used to indicate an answer that is incorrect and/or needs to be reconsidered
- OF indicates verbal feedback and is accompanied with a brief description of the feedback given.
- All marking is up to date (and completed before the next lesson for that subject).
- If photographs or lesson evidence sheets or group work is used – the marker needs to make clear that individual child's contributions and achievements to the lesson.
- Wherever possible, work is marked in the presence of the child.
- S (classteacher OR teaching assistant) or I (independent) indicates support given to specific questions as appropriate. If there is no letter it is assumed it was independent work.
- Where adult support is given for a task, or the children worked as a group – this will be indicated at the top of the work.
- There is evidence that the child has responded to the marking by them completing the marking task the adult has set – this maybe answer a question or redrafting a section of work.
- Feedback is always responded to by the child in either green pen (KSII) or green pencil (KSI).



## **Marking Strategies and giving Feedback**

Marking work away from the children is very time consuming. It is therefore imperative that the children can read and understand the teacher's comments.

For effective feedback to take place the child must first know the purpose of the task, then how far they have achieved this, and finally how to move closer to the desired goal. Specific Maths and personalised English writing targets will enable children to know how to achieve their learning goals and close learning gaps. Targets for both Maths and English are in the front of the children's books and are updated through marking and on a termly basis. Children also need to be given time in lessons to read marking comments and make small, focused improvements based on these comments (using a green coloured pencil or green pen).

We have adopted an approach to marking called 'Closing the Gap.'

This involves giving the children prompts for the child to help them understand how to improve their work. This means that they can improve their work to take it nearer to achieving the learning outcome – closing the gap between what they did initially and what they can do.

### **Closing the Gap Prompts**

#### **1. A Reminder Prompt**

**Most suitable for more able children, this simply reminds the child of what could be improved:**

**For example:**

*How could you make the description of the character more striking?*

*Improve the highlighted sentence by adding a subordinate clause OR Improve the highlighted sentence by adding more description.*

#### **2. A Scaffold Prompt**

**Providing more structure than a simple reminder prompt, giving some support.**

**For example:**

*Why don't you try using a simile to describe how he eats? (a question)*

*Use a simile to compare him with something (a directive)*

*He chewed his food like a .... (unfinished sentence)*

#### **3. An Example Prompt**

**This prompt gives the child actual words or phrases to choose from. Can be used with all children but particularly successful for less able children.**

**For example:**

*Why don't you write a simile to describe your character? Try 'He ate his food like a pig' or 'He gulped his food down like a greedy pelican.'*

***This Closing the Gap needs not be used with every child for every piece of work. Indeed if the child has fulfilled the learning outcome this can be recognised. We***



***expect at least 1 in 3 pieces to be quality marked, and improvement feedback to be given when appropriate.***

### **Presentation and Marking:**

Presentation is very important at St. Paulinus; we encourage each child to take pride in their work and their achievements.

- Work is well presented and shows that the child has taken pride in their learning.
- Every piece of work will start with the date and objective, which is underlined using a ruler- see DUMTUMS presentation (appropriate allowances are made for the age and ability of each individual child).

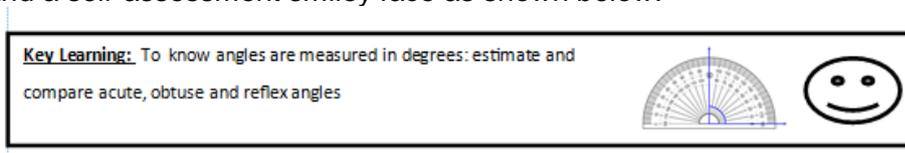


- Key learning stickers are used in English and Maths – these are stuck in under the date.
- All subjects will use the long date, apart from Maths which will use the short date. e.g. Monday 25th January 2016 OR 25.1.16
- All work will be completed in pencil or pen if the child has a pen license.
- All KS1 written work to be in cursive and KS2 to progress on to joined handwriting.
- All drawings will be completed in pencil, including drawing tables, mind maps etc.
- Work is complete, with no half-finished problems or sentences.
- When a child makes a mistake, they will use a ruler to put 1 line through it then continue their work or they will use a rubber (appropriate allowances are made for the age and ability of each individual child).
- The use of worksheets in books is limited, and these are only stuck in books when necessary to the completion of the task.
- When a worksheet is stuck in a book it should not hang over the edges, and as far as possible be trimmed so it does not need to be folded.
- Any colouring in completed (not felt tips) should be neat, within the lines and using the correct colours (appropriate allowances are made for the age and ability of each individual child).
- Pupils should complete an appropriate amount of work during the lesson according to their age and amount of time given to complete a task.
- At the end most lessons, the children should be encouraged to self-assess and decide how well they think they have achieved the learning objective. They can show this through smiley faces.



**Whole school Maths Presentation and Marking**

- Two square wide margins down the left hand side of the page.
- Short date (not squashed into the margin)
- A key learning sticker is stuck underneath the date, which outlines the purpose of the lesson and a self-assessment smiley face as shown below:



The K of the “Key learning” is highlighted by the teacher when marking – green symbolises that the child has “got it”, orange – symbolises that the child is nearly there but would benefit from a bit more practise or need further support in achieving the key learning.

- At the end of the work, a marking sticker will be stuck in books. Teachers will highlight the section the child is to respond to using the arrow and an orange highlight. Before the next lesson begins, every child will answer their next step question and get it marked by an adult. See marking sticker example below:

Practise	Going Deeper	Support
<p>Can you reflect this shape in <math>x=2</math>?</p>	<p>Show me</p> <p>Convince me: When a square is reflected in the x axis. The coordinates will stay the same but the x value will have a - in front of it. Is this true?</p>	<p>Misconception/ notes</p> <p>Intervention notes:</p>

The “**practise**” section will be highlighted for children who need a bit more practise to achieve the key learning. It may be that they need to develop confidence or that they got it by the end of the lesson but the teacher wants to check they are secure in their understanding.

The “**Going Deeper**” section will be highlighted for children who have demonstrated that they are confident with the key learning for the day and that they are ready to show deeper understanding. The type of activity will be chosen from one of the prescribed list. (See Appendix 1 and 2)

The support section will be highlighted when a child needs further support to achieve the key learning for the day. In maths, St Paulinus is developing a culture of same day intervention, where no child is left behind. If this section is highlighted, the teacher writes a brief note as to why the child needs more support and, at some point before the next lesson, they receive intervention from an adult who will recap the learning of the day. The child completes a couple of questions below the marking sticker which are marked and the adult supporting them writes a brief description of what they did or how the child fared in the intervention notes section. The purpose of this is so that all children are ready for the next day’s learning before it begins.

Next step clipart is always used in the going deeper section to show which skill the child is practising.

- The children will start a new page for every new day of learning.
- Work should be spread out, working only down the left-hand side of the page. Room is then available for the teacher to write or for the child to carry out a correction.



- One digit per square.
- Work is marked with a tick if correct or a c (highlighted orange) if a correction is needed.
- Where possible work should be marked with the child during the lesson.
- Targets/ I can statements are stuck inside the front cover of each book and highlighted as achieved.
- Every new topic of learning starts with a pre-learning assessment and ends with a post assessment to show progress. These are stuck side by side in books (preferably on the same page).
- At the end of the lesson, children choose a colour for their self-assessment smiley face.
- Presentation is also important in maths, children are encouraged to lay their work out neatly and clearly, using a ruler to draw any straight lines needed.
- Mistakes are either rubbed out or have one straight line through them.
- Teachers (especially in EYFS and KS1) support children in forming their numbers correctly throughout their work.



## **English Work Presentation and Marking**

### **EYU**

- Use books with pages that are half wide lines and half blank.
- Initially writing over teacher's writing.
- Moving on to writing under teacher's writing.
- Finally writing own letters/words on the lines.
- Children are encouraged to use their phonics for spelling and develop their independent writing over the year.
- OF is often used in EYU and the adults can scribe answers to orange arrows for the children, where appropriate.

### **Year 1**

- Using books with wide lines and no margins.
- Writing date on the top line and then leaving a line between that and their work (Initially this may be printed on the key learning sticker increasing the child's independence as they go through the year – all children should be able to copy the long date by the end of the year).

### **Year 2 – Year 6**

- Using books with 8mm lines and pre-drawn margins.
- Long date on the top line, underlined
- Key learning sticker stuck underneath
- Children begin their work next to the margin
- Question numbers are written in the margin
- A new line is started when answering a new question for comprehension or sentence level style questions.
- When writing in paragraphs, the child will miss a line between paragraphs.
- Each new piece of work starts on a new page.
- Children remember to use DUMTUMs (see above for description).

### **Whole school:**

- Books show plenty of opportunities for extended writing, from year 2 spring term onwards we expect most children to be able to write a full side of A4 or equivalent when given enough time.
- Extended pieces of writing start with the long date, miss a line, then the success criteria grid is stuck in below. Children then miss a line, write their title, miss a line, then begin their work. (see success grid below)



Year 5 Story retelling- Oranges in No Man's Land		
Pupil	Objective	Teacher
	I have written about events in a chronological order, according to the text.	
	I have used first person pronouns (I)	
	I have used paragraphs correctly to separate events.	
	I have included my feelings, reactions and opinions and events.	
	I have used conjunctions and fronted adverbials to indicate when and how things happened.	
	I have used a range of sentence structures such as short sentences to show panic and suspense and long detailed sentences to describe settings.	
	I have used relative clauses to add further detail within sentences	
	I have used direct speech to show character talking to each other.	
	I have used inverted commas correctly around what is being said.	
	I have used stylistic devices to create effects in writing e.g. personification, similes and adventurous vocabulary.	
	EXT: I have appropriately used a range of punctuation such as colons (:), ellipses (...) and brackets ( ).	
	What have done well in my story that I will do next time?	
★		
★		
	What could I do to improve my story next time?	
→		

- At the end of the piece of work the child highlights their grid using the colours green, orange and red according to how well they think they have done. They then choose two features that they have done well and one area they think they should improve on. This can also be done as a peer review activity. The teacher also highlights the grid showing elements the child has got in their work and elements they need to improve using the same colour system (Green, orange).
- Teachers mark the extended writing using the symbols – see above.
- After marking extended writing, the teacher will award two green stars to show what the children have done well according to the criteria and then they will highlight a section/ paragraph (Y2 – Y6), or a sentence (Y1) or a word (EYU) for the child to improve. They will give advice on how to improve it using the “Closing the Gap” method above. The section to improve will be highlighted by an orange arrow and bracket. The child will re-write this section below the orange arrow marking or as the activity for the next lesson, improving it in the way suggested by the teacher. The child will write in green.
- All extended writing will be quality marked in the above manner.
- All assessed pieces of extended writing have a context slip.
- Targets/ I cans are displayed inside the front cover.
- For everyday English work, every piece of work starts with the date underlined, then a key learning and top tips sticker is stuck in at the start of each lesson, it includes a smiley face for self-assessment and a picture of the book studying during that topic and whether the class is looking at a reading or writing objective that lesson. e.g.

**Key Learning:** To use the text to support our ideas when answering questions. (Reading)

Context- 'The Arrival' reading comprehension.

**Top tips:**

I can summarise events within the text.

I can infer meaning using evidence from the text.

I can comment upon the author's use of language and sentence structure for effect.

EXT: I can explain my thoughts and opinions using direct evidence from the text. |



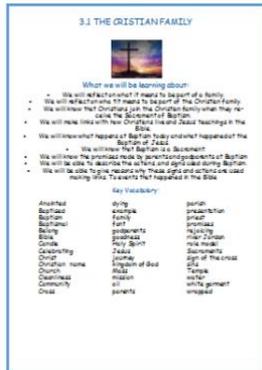

- The top tips are things the teacher will be looking for in that lesson (maximum of 4) they are progressive, with the final item having EXT in front of the I can – this is to show the children how they can extend their learning.
- At the end of the literacy lesson the K is highlighted for an overall summary (green or orange). And the “I” of the I can is highlighted in the same way. If an “I” is blank, it means that the child was not expected to show that skill or they did not get to that stage of work.



- Ticks and marking symbols are used throughout the work.
- 1 in 3 pieces of English work is quality marked with 2 stars and an arrow, the other pieces are marked and may include 1 star or just an arrow etc according to what will help the child.
- Children are given the time to respond to their orange arrows before the next lesson begins.

**RE Presentation and Marking**

- Topic overviews are stuck in at the beginning of each new topic. They detail what the children will be learning that half term, and list the key vocabulary they might use.



- Assessment “I can statements” are stuck in on the next page, these are highlighted as the topic progresses.

3.1 FAMILY AND CELEBRATIONS	
Level 1	
AT 1 (G)	I can recognise the story of the Presentation in the Temple as a religious story.
AT 1 (G)	I can tell you that light is a religious symbol.
AT 1 (G)	I can recognise some of the signs and symbols of Baptism.
AT 1 (G)	I can recognise that Christians go to Church.
AT 1 (G)	I can recognise some Church celebrations.
AT 2 (G)	I can talk about my feelings about my family.
AT 2 (G)	I can talk about my experience and feelings about celebrations in Church.
AT 2 (G)	I can say what I wonder about God and creation.
Level 2	
AT 1 (G)	I can recall the story of the Presentation in the Temple.
AT 1 (G)	I can describe some of the signs of Baptism.
AT 1 (G)	I can describe the some ways in which Catholics act.
AT 2 (G)	I can ask and answer questions family life.
AT 2 (G)	I can ask and answer questions about the story of the Presentation.
AT 2 (G)	I can ask questions about what my friends wonder about God.
AT 2 (G)	I know which questions are difficult to answer.
Level 3	
AT 1 (G)	I can make links between the story of the Presentation in the Temple and beliefs about Jesus.
AT 1 (G)	I can give reasons for the signs of Baptism and the Jesus the light of the world.
AT 1 (G)	I can give some reasons why Catholics celebrate in Church.

- Green stars highlight where learning has been met.
- Orange arrows should provide children with the opportunity to deepen their understanding or address misconceptions/ missing knowledge. (At least 1 in 3 pieces of RE work has a next step arrow)
- Each new day will start on a new page and start with the long date underlined, miss a line then the children will stick in the key learning sticker or write and underline the objective.



## **Science Work**

### **EYU and Year 1**

Much of the science work done at this stage will be on individual sheets of paper rather than in a book.

This should be dated and collected together in folders or stuck into a book, keeping all work for that unit of study together.

### **Year 2**

Books should be one page plain and next side lined to allow for both written work and diagrams.

Written work in books should be set out as for literacy work but with learning objective as title. Any related worksheets can be either stuck into books or kept in an organised file- these should be dated.

### **Years 3 and 4**

As for Year 2, but also:

- Tables, graphs and charts should be clearly labelled and have a title.
- Diagrams should include labelling lines, which should be drawn with a ruler.
- All diagrams should be done using pencil.
- Margins should be drawn in pencil on lined page using a ruler.

### **By Years 5 and 6**

As for Years 3 and 4 but also:

- All straight lines should be drawn using a ruler, including diagrams of apparatus.
- Diagrams of apparatus should be shown in cross section.
- Labelling lines should be parallel when possible.
- All drawing should be done in pencil.

In KS2 children may use a pen for written work only if they have gained a pen license.

### **Other subjects, including topic**

Written work should follow the format for English work when appropriate.

Pictorial and graphical representations of information should be done in pencil.

In exercise books,pp any colouring should be done using pencil crayon, not felt pen or wax crayons.

All pieces of work are acknowledged and a brief comment should be added (at least 1 in 3 should include a star and an arrow)



### **Policy Monitoring and Review**

This policy will be reviewed following the 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.



**D**

**DATE**

**U**

**UNDERLINE**

**M**

**MISS A LINE**

**T**

**TITLE**

**U**

**UNDERLINE**

**M**

**MISS A LINE**

**S**

**START YOUR WORK**