



TWO RIVERS
HIGH SCHOOL



WHOLE SCHOOL MARKING & PRESENTATION POLICY

Cherry Trees School

RATIONALE

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

Our Marking and Presentation Policy is embedded within the Assessment for Learning process throughout the school.

Marking and feedback at Cherry Trees School will be consistent with the principles of Assessment for Learning (AfL), being:

- Focused on pupil learning
- Based on shared learning intents
- Periodically and selectively given
- Positive in tone and accessible by all pupils
- Supportive of achievement in all its forms
- Helping pupils to improve their work
- Promoting learner confidence
- Including opportunities to develop peer and self assessment skills
- Informing future planning and thereby support individual 'target getting'.

PRINCIPLES

Marking of pupils' work can have different roles and purposes at different times and can involve both written and verbal feedback.

- Whenever appropriate/possible, teachers should provide individual verbal feedback to pupils.
- The marking of pupils' work, either written or verbal, should be regular and frequent.
- Teachers should look for strengths before identifying improvements when marking work.
- Marking should be linked to learning intentions/success criteria/targets.
- If appropriate, pupils should be encouraged to evaluate their own progress and that of their peers, to make improvement suggestions and to act upon the suggestions made.

STRATEGIES

The following procedures for correcting and improving pupils' work should be implemented by all staff.

- Feedback and marking needs to be oral and/or written according to the ability of the pupil.

- Within the school there are a number of pupils for which written feedback will have no impact upon their learning. For these pupils marking will be used to impact upon teacher planning; and progress will be recorded in the pupil progress file using the grading criterion outlined in Appendix 1.
- Where appropriate work should be corrected according to the curriculum focusing at the teacher's discretion e.g. in a piece of Science work, correct the Science, not the English content.
- If pupils make first draft copies of their work after it has been corrected, originals may be kept to show to parents as an indication of the child's true progress. Comments should be informative and linked to the learning intention.
- Oral feedback is given to pupils throughout lessons.
- Opportunity for self-assessment will be given.
- Teachers will mark in green pen; all other staff will use blue or black.

MONITORING AND EVALUATION

The Senior Management Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in pupils' learning and greater clarity amongst pupils and parents concerning achievement and progress.

The performance indicators will be:

- An improvement in pupils' attainment.
- Consistency in teachers' marking

APPENDIX 1

Grading Criteria/ Marking symbols – Used to record the progress of all pupils on their target sheets

E – Engagement monitoring (offered the opportunity to engage in the session but may be struggling to engage).

PP – Physical prompting given (children have had any sort of physical and verbal prompting to complete the task).

VP – Verbal prompt given (children have needed only a verbal prompt to complete a task).

I – Independent completion of task following teaching in this area (Children have completed the work independently).