

## Brandesburton Marking and Presentation Policy



### Introduction

This reflects the marking techniques and working practice in our school. It reflects the consensus of opinion of the whole staff and has been approved by the Governing body.

This policy outlines the purpose, nature and management of marking in our school.

The implementation of this policy is the responsibility of the head teacher and all teaching staff.

### Purpose

All children are entitled to have their work marked. The purpose of marking children's work at Brandesburton Primary school is to provide an assessment record and to provide regular and where possible immediate feedback to the child, highlighting successes and tips for improvement.

### Effective written feedback

- Is accessible to the age and stage of the child.
- Should be focused on the learning objectives.
- Confirms that pupils are on the right track.
- Identifies what pupils do well.
- Stimulates the correction of errors or improvement to a piece of work.
- Scaffolds or supports next steps.
- Provides opportunities for pupils to think things through for themselves.
- May make comments linked to progress.
- Avoids comparisons with other pupils.
- Provides pupils the opportunity to respond to comments and improve sections of their work where needed.

### Marking and feedback at Brandesburton

- Live marking is used by all staff to give immediate feedback
- Marking will be positive in order to encourage and motivate the children
- Marking will identify what pupils have done well and what they need to do next
- Marking will be done using a blue pen
- Self and peer feedback is regularly used
- If no comment is made, it will be assumed that the work has taken place independently
- Children need to have the opportunity to read any written comments and need to be given time to do any corrections and to respond to feedback using green pen. Corrections and improvements to work should always be checked by the class teacher.

### Marking of Extended Writing

In order to provide clear feedback to pupils to inform them of what they have done well and to enable them to make their next steps the following systems are used.

There is a **Brandesburton Marking Key**. These are displayed in every classroom:

Sp – check spelling

P – punctuation

\_\_\_\_\_ - check

S – supported

? / sense – needs re-looking at / edit to ensure it makes sense

// - new paragraph

V – verbal feedback

✓✓ - superb effort

Incorrect spellings, will be indicated by writing “sp” in the margin. Children are to find the word they misspelt on the line and then correct three times at the end of their work. They will do this by using a dictionary where appropriate. Some children may be given the spelling to correct. Younger children’s spelling errors should centre on Common Exception Words from the appropriate year group, which should be visible within classrooms to support the children in their corrections, or from key spellings for that child. Staff must acknowledge corrections using a tick. All corrections will be carried out in **green** pen.

Sufficient time must be allowed for the children to read and respond to feedback. This should be built into lessons and corrected work should always be neat.

## **Marking of Maths**

Only where it has been supported this will be shown by an adult writing so otherwise it will be deemed as independent work.

Children may also self-assess their own **fluency** work. If correct, children will tick the question using a green pen. If incorrect, children are to re-do the question. Children must not be allowed to simply alter the answer. This must be monitored by staff.

Corrections in Maths will be indicated by a dot. Teachers will use “Live Marking” within the lesson as much as possible, thus reducing the opportunity for continual errors, and the child should correct most errors within the lesson. However, if they need to correct errors after the lesson is complete, sufficient time must be given to complete them.

All corrections should be acknowledged by the teacher using a tick.

## **Corrections**

All staff will use a common method of correcting errors in subject areas.

<b>Maths</b>	<b>Spelling, grammar and punctuation</b>
<ul style="list-style-type: none"> <li>• A tick is used for correct answers.</li> <li>• A dot is used if a correction is needed</li> <li>• Corrections are done in green pen.</li> <li>• A tick is used when a correction has been marked.</li> <li>• If self-assessing, children use a green pen to tick question neatly.</li> <li>• Crosses are <b>not</b> used.</li> </ul>	<ul style="list-style-type: none"> <li>• Key grammatical errors are highlighted in the margin and discussed with the child wherever possible to allow the child to amend their work.</li> <li>• For spelling mistakes, these will be indicated using sp in the margin. Children will be asked to correct using a <b>green pen three times</b>. Where the child is unable to identify the misspelt word, a dot may be written in green next to the word or in some cases the word may be written, if appropriate.</li> <li>• <b>All corrections need to be checked by the teacher.</b></li> <li>• It is not necessary to correct every single spelling error a child makes, staff must set their own limits and give age appropriate spelling errors, which can be complete using the resources within the classroom.</li> </ul>

## **Marking in other subjects**

Every piece of work that a child completes needs to be marked. It is not expected for staff to mark every single piece of work a child does in depth, but a detailed mark should be undertaken in foundation subjects and Science at least once a half term.

## **Presentation in books**

- Names should be a printed label.
- High expectations are expected at all times. This means that:  
In F2 children will learn correct letter formations  
From Y1 children will learn to use the cursive script.  
It is hoped by the end of Y2 that all children can join using a semi-cursive script.  
Where children can join, they will be expected to do so in every piece of writing.
- Children need constant reminders to ensure their handwriting is neat and where appropriate they will be asked to repeat work if it has fallen below their expected standard.
- From Y2 upwards, all pieces of work need the date and a learning objective which should be underlined.
- From Y2 upwards all writing books should have a margin.
- In KS2 Worksheets are to be used only when necessary and must be trimmed before they are stuck in a book.
- The use of pens is at the class teacher's discretion but should only be permitted once a child has consistently demonstrated that they can write using a joined and legible script.
- In maths children should write one number in each square and always use a pencil.
- Children will not be allowed to deface their exercise books.

## **Policy Review**

This policy was reviewed by the English and Maths leads. It will be reviewed every two years.

June 23

Date of next review: June 2025