



# Notting Hill Preparatory School

## 3.8 Marking & Presentation Policy (EYFS & KS1-3)

Reviewer responsible: **Deputy Head (Academic)**

Date of last review: **09.20**

Reviewed by: **NS**

Date of next review: **07.21**

## Marking and Presentation Policy

### 1. Marking

#### 1.1 Who?

- This policy applies to all teachers and Teaching Assistants

#### 1.2 Why?

- To enable the children to make progress
- To enable the children to understand what they are doing well, and what they need to do to improve their learning
- To foster independent study habits in the children
- To ensure that children feel that the effort they put into their work is valued
- To reward excellence, while enabling children to understand that trying your best is important even when the outcomes are not always favourable
- To determine whether the children have mastered the Learning Objective/s behind a specific assessed task
- To enable teachers to know what they may need to teach again, better or differently
- To assess and track our children's overall progress
- To help parents understand how their children are doing, how they can support them if they wish
- To enable parents to feel confident their child's work programmes are well regulated and their progress monitored

#### 1.3 When?

- Work should be marked regularly. The school is not prescriptive about precisely how often work should be marked but teachers should use 'up to date and marked frequently' as a general guideline. In exercising any professional discretion, teachers should attend to the criteria listed above under 'Why?'

#### 1.4 How?

- Marking should be legible\*\*
- Feedback should be grammatically correct and spelt correctly
- Feedback should be appropriate to the age of the child and relevant/appropriate to the task (differentiation)
- Feedback should link explicitly to the Learning Objective/s behind a task
- Feedback should be evaluative; children should be told explicitly what they need to do to improve or where they have done well, how to replicate it
- Feedback should drive a child's learning forward, with target setting where appropriate
- Any targets set should be used as success criteria when marking subsequent pieces of work where the targets apply (see also **Policy for Assessment, Recording and Reporting**)
- Feedback should be descriptive, with encouraging words used wherever appropriate and effort praised when effort has been clearly made
- Self-assessment should be encouraged and time set aside in lessons for children to respond to feedback and comment on it, as required
- Peer marking may be used but it is important to assess whether the children have the expertise to do it effectively
- Teachers may reward work in a variety of ways. For instance, stickers, stamps, house points, certificates
- An individual child's work may also be shown to the Headmistress for her commendation, and/or Heads of Department
- Children should use red pen when peer or self-assessing
- Teachers should use any other colour

- When correcting SPAG, teachers are advised to use the following English code but teachers and departments have the flexibility to use their own systems according to the needs of the subject being taught.

#### NHP English Marking Code:

WW = wrong word  
Gr = Grammar (e.g. tense, word order, wrong preposition)  
P = punctuation (e.g. capital letter, full stop)  
Sp = Spelling (x3)  
V = vocabulary (dull word used)  
// = new paragraph  
? = can't tell what it is meant to be  
^ = something missing  
O = where the error is  
1= the number (if you are doing corrections)

\*\*Verbal feedback is perfectly acceptable and an important part of teaching. A good tactic for a teacher is to write 'Verbal Feedback' (or use a stamp) on a piece of work alongside the teacher's initials and the date. Verbal feedback should obey many of the criteria which apply to written feedback (above).

## **2. Target setting:**

Our attitude to target setting is: advised but not mandatory. Target setting is expected and extensively used in NHP's 'primary phase Maths and English', from Year 1-4, when the form teacher (and TA) spend much more time with the children. This means targets of appropriate difficulty, duration and generality can be set, worked on and reviewed.

In Year 5-8, when all lessons are taught by specialists, we recommend target setting but are happy to leave it to the discretion of the teacher, who knows the needs of their subject. In some subjects target setting which has impact is more achievable, such as writing targets in English. In other subjects, where the detail is more granular, such as languages, target setting can have less impact.

Our non-negotiable requirement, as stated in the **Teaching and Learning Policy**, is that feedback should make it clear to each child what they need to do to conquer misunderstandings, learn better and improve their work.

### **2.1 Scrutiny**

Scrutiny of individual teacher's marking takes place via 'Book Looks' conducted by Heads of Department and Subject Co-ordinators. Evidence from these Book Looks may be used by a member of SMT when conducting a teacher's review.

## **3. Presentation**

Children are expected to work to a high standard and emphasis is placed on setting out work neatly and correctly. Each key stage agrees the strategies they will use. However, basic requirements are listed below.

### **3.1 Expectations of teachers**

- To write legibly and appropriately for particular year group
- To ensure that children maintain standards of presentation set out below and if they do not implement the consequences detailed below. Exercise books should be something that a child can take to a future school to discuss work or take home at the end of the school year and feel proud of what they share with their family.
- All work to be dated and titled
- If worksheets are to be used, to trim them or reduce them in size, so that they will fit neatly in exercise books without hanging messily over edge of book

- To ensure photocopied sheets are legible and are few in number
- To ensure all worksheets are stuck in exercise books in correct chronological order
- To ensure all children have homework assignments clearly and correctly written or stapled into their NHP Planners [From Year 5 Homework tasks should also be posted on Firefly]
- If a child is absent, to make a note of this in the child's book next to any work missed (i.e. missed worksheets should be glued in to indicate missed work)

### **3.2 Expectations of children**

#### **Key expectations for all subjects**

- Handwriting:
  - Use either pencil or blue ink pen
  - Editing should be done in red pen
  - Writing should be as clear and legible as possible
  - Mistakes should be crossed out with a single line
- Layout:
  - Work should be appropriately spaced and laid out on the page, according to a teacher's specific instructions
  - Dates and titles underlined with a ruler in either pencil or blue ink
  - Dates and titles should start by the left hand margin
  - Sheets should be trimmed and glued in straight
  - No doodling should be done on the front or inside of an exercise book
- Drawing:
  - Done in pencil
  - Colouring should be in colouring pencils or felt tips and done neatly
  - Labels should be written in pencil or blue ink

**N.B:** If work is not presented to a suitable standard, a child should be asked to re-do / copy out the piece of work in their own time. This should be done on the next available page in their exercise book. From Year 4 upwards, a Portanda may also be issued (see **Middle and Upper School Handbooks**).

#### **3.2.1 Maths presentation**

- All written work is always in pencil
- Children work on plain paper, on worksheets, in workbooks and in squared books
- There is no margin but questions should be laid out in uniform columns – more than one column per page is suitable to avoid wasting space
- From the end of Year 1 children are encouraged to put each digit in a sum in its own square and a line of squares is left between each row of workings/operations
- Answers are numbered by a digit followed by a single bracket for example 1) 2) 3) 4)
- Titles and sentence answers are written in usual handwriting style, not one letter per square
- The teacher or child dates work in the short date format, for example 11.05.07 or uses a date stamp. From Year 2, children are encouraged to underline dates and titles with a ruler
- In the Early Years children are taught how and when to use rubbers; mistakes may be crossed out with a single line
- In the Middle and Upper school, informal work is to be done at the back of the book
- Staff must refer to the Calculations Policies for guidance on the correct mental and written strategies to teach in each Year group.

#### **3.2.2 English and Humanities presentation**

- Children use lined books. The distance between the lines decreases as the child's handwriting is scaled down
- Work is always in pencil up to, and including, Year 2. Year 3 & 4 is transitional. Children work in pencil until they are awarded their Penmanship Certificate (at their English teacher's discretion); with this they will receive a pilot blue ink pen. From then on (until Year 8) blue ink cartridge pens are used.

- Any mistakes are crossed out by a single line. Rubbers are not encouraged, except under teacher supervision
- The long date is used, for example Wednesday 3<sup>rd</sup> January 2017, and underlined with a ruler. The children in Reception and Year 1 may use the short date
- The title is written below the date and underlined, using a ruler
- Numbers for answers are written in the margin with a bracket after the digit, for example, 1)

### **3.3 Laptop presentation & usage**

- Children who use a laptop, should use the NHP Template (see template that Head of English and SENCO has)
- Homework should be printed out before the lesson but can be stuck in during class
- Work produced in class can be printed during the lesson or emailed to the appropriate teacher.