



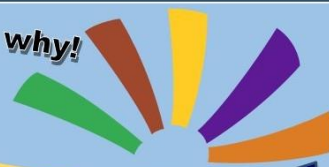
Mayfield Primary School

23. Presentation & Marking



our Vision. Our intention. Always start with why!

Valuing



Every Achievement

Social - Academic - Moral - Personal

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

we know our children must be the busiest people in any room. Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

We are proud to accept and respect everyone.

Enabling

Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ***



PRESENTATION & MARKING

- * Marking to be done in green pen by all staff.
- * New page for every new piece of work.
- * Date written on top line – left hand side.
- * Long date for all subjects except **mathematics**.
- * The date should be underlined in red using a ruler.
- * Learning objectives and titles are not to be written in books.
 - Learning objectives should be shared, introduced and described to the children at the outset of all lessons.
 - Learning objectives should be visible during the session i.e. written on boards/screens/island laminates.
 - **Learning objectives are written on the relevant curriculum mat and 'stuck' into the children's books at the beginning of that theme/unit. A number should then be used to match the piece of work to the objective. This number will be written at the top of that relevant piece of work.**
 - The self-assessment book positions will, where appropriate, be used by children at the end of a session to judge their own success in relation to the learning objective.
- * **All new units and themes are preceded by the placing of the relevant curriculum mat into the children's book.**
- * Blue pen should be used by all children in KS2. (*Red Berol Fibre Tip* – purple handwriting pens are available for left-handed children who have trouble with smudging their work.)
- * **Mathematics** should use a six figure date e.g. 03/02/21.
- * One number for one box in **mathematics** books.
- * Guided Learning in **mathematics** should be denoted by adding **GL1, GL2, GL3, GL4** on the left hand side and underlined in red before the work itself.
- * Independent work in **mathematics** should be denoted by adding **Purple 1, Purple 2, Green, Gold** on the left hand side and underlined in red before the work itself.
- * Final answers in **mathematics** should be underlined in red.
- * Handwriting in **mathematics** books should be 'as normal' and not be one letter per box.
- * **Self-marking in mathematics should be via highlighter lines only.**
- * **Highlighter pen marking should be a short line only – not 'ticks'.**
- * Pencil should be used for all drawings, lines in work and in **mathematics** books.
- * Capital letters should not be 'oversized' in relation to the child's handwriting.
- * Pen Licences can be awarded to children in KSI at teacher request. They are used in almost all cases across KS2.
- * All lines must be drawn using a ruler.
- * Red pen to be used to denote refine and polish work.
- * **Punctuation should be corrected at the correct point in the text.**
- * **Individual words should be corrected in the margin (with a number placed to show where the change/addition goes).**
- * **Phrases and sentences should be added at the end of the piece using a number system to denote position in the original text.**
- * If spellings are given by an adult they should be placed in the margin.
- * Refine and Polish red pens should retain the same expectation of handwriting and presentation as all other work.
- * All books must have a cover sticker with each child's forename and surname and the subject.
- * Children must not write on the cover pages of any book.
- * Corrections should not be rubbed out. A ruler line should be placed through the middle of refined work to be removed. It is often good to see the journey and thought processes with revision and mistakes being key to this.
- * Children should not self-mark in any books, other than mathematics, at this stage.
- * Teaching Assistants may mark work – however it is expected that the teacher will check every piece to ensure accuracy and standards.
- * Purple pens are no longer in use.
- * **When I Grow Up Subject Books** should often include action marking which will check for the grammar/punctuation/sentence structure elements in addition to subject specific marking.
- * **MARK AT THE POINT OF LEARNING 'LIVE MARKING' AS MUCH AS POSSIBLE.**
- * **Pink Writing Portfolios** should be **bronze no frills** marked only – there is no role for **Gold** marking as these are final, or stand alone, pieces not a stage in the process.

NAME:

CLASS:.....

SUBJECT:.....

KS1/EYFS ADAPTED MARKING NOTES

- * Pink highlighters to indicate that there is a mistake in spelling, punctuation, capital letters or letter formation.
- * If a word is spelt incorrectly then the incorrect grapheme will be highlighted so children can use their phonics mats to find the alternate grapheme for the word e.g. **bowt**
- * Coding to be written above the mistake so children learn how to identify the error and understand what each symbol means. This will be when relevant to the year group - all of Y2 but when appropriate with Y1. EYFS will use just colour coding.
- * Any feedback given by the teacher on how to edit to improve their work, or to make changes due to the sentence not being coherent, then the 'ch' coding will be used and the error will be pink highlighted. The children will then edit their work, if possible, in red pen.

BOOK LIST

English Books – Green	Mathematics Books – Red	When I Grow Up – Yellow
Writing Portfolio – Pink	Enquiry Folder – KS1 Only	Art Sketchbooks
Handwriting – Purple (Spellings included in KS2)	Phonics/Spelling Book – KS1	Reading Records
Homework Books	Let's Talk Class Big Books	



BRONZE: NO FRILLS MARKING

(If aspects or all of this can be done during monitoring in teaching time then please do so.)

- Marking for compliance, learning objective achievement & rewards.
- Acknowledge the work with a tick.
- A very short positive, encouraging comment e.g. *Great work! I am really impressed! Outstanding effort!*
- Team point rewards.
- If you wish to use a stamp to reward presentation compliance then please do.
- Bronze marking does not require a response from the children. It is not the purpose of bronze marking.



SILVER: VERBAL MARKING



- Generally this will be work that is not recorded in individual books. If marking is recorded in books then it should either be designated in planning as bronze or gold.
- The only form of silver marking that may link to work in books would be Art Sketchbooks.



GOLD: ACTION MARKING

(If aspects or all of this can be done during monitoring in teaching time then please do so.)

- Team point rewards.
- If you wish to use a stamp to reward presentation compliance then please do.
- Gold marking always requires a 'refine and polish red pen' response from the children.
- **MATHS MARKING IS ALWAYS 'LIVE' ACTION MARKING USING THE FEATURES OUTLINED IN THE STANDARD PRESENTATION EXPECTATIONS.**





GOLD ACTION MARKING IN WRITING



sp

Check a spelling.

cl

Check for a capital letter.

fs

Check for a full stop.

p

Check for ! ? , " ...

ch

Check it makes sense.

//

New paragraph.

Codes will be written in the margin!

Also in KSI/EYFS



Shows children where they've been successful with the learning objective.



Mistakes in spelling – incorrect grapheme highlighted, punctuation, capital letters or letter formation highlighted in pink.



GOLD ACTION MARKING IN MATHS



Yellow highlighter. The answer is correct



Pink highlighter. You need to look at this again.