

Marking and Presentation Policy



THE
SULLIVAN
CENTRE

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Claire Goodaire	Senior Leadership Team	23.09.20	1.1	As Necessary
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Marking and Presentation Policy

- Students learn from regular and comprehensive live marking and feedback
- Marked work and feedback is an essential part of assessment and integral to learning
- Marking and feedback helps students learn and does not find fault
- Students need to know how to improve their work
- Tell them if they have met their learning objective
- Promote peer and self-assessment
- Gauge understanding, identify misconceptions
- Provide summative and formative assessment
- Provide ongoing assessment to inform future learning

Our Principles;

- Follow the '3 Cs'; Corrections, Challenge and Consolidation
- Marking must relate to the learning objective
- Students must be able to read and respond to comments
- Students need time to respond
- Comments must be age and ability appropriate

We need to;

- Know what good and outstanding work looks like
- Refer to success criteria or marking checklists
- Mark in blue pen
- Ensure students write in black handwriting pens **in all books**
- Mathematical drawings must be in pencil
- Ensure all staff and pupils use an appropriate handwriting style

Presentation;

- All writing books must have a long date underlined with a ruler.
- All maths books must have a short date underlined with a ruler.
- All days of the week and months of the year to have upper case letter.
- Every piece of work to have the date with learning objective underlined underneath
- Students should have visual support to copy down the date and objective and not rely solely on using the board.
- The date and learning objective along with 'absent' should be noted in the books of absent students. This need not be handwritten.
- The Way Forward should ALWAYS be linked to the learning objective, either to reinforce or overlearn or to deepen understanding or apply knowledge.
- Where possible, live marking should be conducted during the lesson with the student present.
- Students should have time within every lesson to respond to their way forward if this has not been done during the previous lesson.
- All work should be marked prior to the next lesson.

- There should be a Way Forward and WWW for every piece of work.
- Students should have visual support to copy down the date and objective and not rely solely on using the board.
- The date and learning objective along with 'absent' should be noted in the books of absent students. This need not be handwritten. This work must then be completed on their return, please leave the required space for this.
- The Way Forward should ALWAYS be linked to the learning objective, either to reinforces overlearn or to deepen understanding or apply knowledge.
- Where possible, marking should be conducted during the lesson with the student present, we advocate 'live marking' to reduce the workload for staff and make feedback in the moment and impactful.
- Students should have time within every lesson to respond to their way forward if this has not been done during the previous lesson.

Annotations;

√ Correct work

_____ Error

Ⓢ Independent

Ⓢ Supported

UCL/lcl upper case letters/lower case letters

VF Verbal feedback

// Paragraph
Fluent writers to be taught indentations, non-fluent writers to leave a line in between paragraphs

P Punctuation
for fluent writers P written in the margin for students to identify the error, non fluent writers, P and incorrect word underlined

sp spelling
for fluent writers sp written in the margin for students to identify the error, non fluent writers, sp and incorrect word underlined

No more than three spelling corrections in any one piece of work. Depending on ability focus on common exception words/high frequency words and key vocabulary. Incorrect spellings to be written out three times depending on ability.

WWW positive comment

WF Way Forward

^ Add something in here

● Check this answer

