



Grove School

# **Policy for Presentation, Marking and Assessment**

Mission statement:

**“Enjoy, learn, achieve”**

**February 2017.**

Dawson Road  
Handsworth  
Birmingham, B21 9HB  
Tel: 0121 464 4669  
Fax: 0121 464 0508  
E-mail:  
[enquiry@grove.bham.sch.uk](mailto:enquiry@grove.bham.sch.uk)

Headteacher: Mrs P Matty

**Policy on Presentation, Marking and Assessment.**

**Contents**

1. Aims of the policy for presentation, marking and assessment
2. Good practice in presentation – specific guidelines for presentation in children’s books
3. Strategies for marking and assessment of pupil work
  - Early Years Foundation Stage
  - Key Stage One
  - Key Stage Two
4. Quality assurance of marking and assessment
5. Specific codes for use when marking
6. Mark books
7. Assessment of progress and attainment

## 1 Aims of the policy for presentation, marking and assessment

At Grove School leaders have a clear vision for and ambition for learners from all groups. The policy supports leaders and staff in ensuring the culture of high expectations, aspirations and excellence is consistently maintained.

### **Early Years Foundation Stage.**

Our aim is that careful planning takes into account each child's individual needs, informed by sensitive listening, observations and reflection by skilled staff. Staff (teachers and teaching assistants) will support child-initiated and spontaneous play exceptionally well, and because they know children's needs they are able to ensure that all are challenged and helped to make outstanding progress.

### **Key Stage One and Key Stage Two.**

To ensure consistency of presentation and marking for and by children within each class, year group and key stage;

To ensure high standards of presentation in all children's books;

That assessment information is gathered from looking at what pupils already know, understand and can do;

That assessment information is used to plan appropriate teaching and learning strategies, including the identification of pupils who are falling behind in their learning or who need additional support;

To ensure children take a pride in their recorded work;

To ensure all staff understand and follow procedures for marking and assessment;

To ensure all children understand procedures in marking and presentation and understand how they are doing in relation to the standards expected and what they need to do to improve;

To ensure marking informs planning and provides pupils with constructive feedback on what they have achieved and what they need to focus on next in learning;

To develop positive attitudes to learning and achievement.

## 2 Good practice in presentation – specific guidelines for presentation in children's books

### Key Stage One and Key Stage Two

- Each child should be aware of the standards of presenting work and this should be on display in the classroom as a visual reminder and where children do not meet standards, a comment, verbal or written, should be made to address this;
- Children's books and folders should be free of graffiti. If children do scribe on their books, a meeting to discuss this should be requested with parents;
- Children should be rewarded for good presentation both verbally and in marking. Children can be awarded Star of the Week for presentation. A child from each class achieves an award for presentation and handwriting at the annual summer term awards evenings;
- In Key Stage Two children should underline the date and learning objective using a ruler;

- The date should be written in full in literacy and foundation subjects and in numerical form in mathematics.

### **The use of a pen and pencil**

Children should use pencil only in maths books.

Children in Year 6 who are studying for the GCSE maths foundation examination use pen in their GCSE maths books. The examination requires pupils to record in black pen.

Children can use pen if they are producing legible, joined up handwriting, otherwise they should use pencil in all other books.

School uses the Nelson handwriting scheme. The school font is the Nelson Precursive font. Children are taught how to form letters and join using this handwriting scheme.

Once a child can join letters and write in neatly using jointed font they are awarded a pen licence and a black handwriting pen.

If pen is used it should be a black school handwriting pen.

Children should not be underlining in different colours in books or folders.

Teachers should ensure a high standard of display work and labelling to set examples for children using the school Nelson Precursive handwriting font and a range of handwritten and computer generated text types.

## **3. Strategies used for marking children's work**

### **Early Years Foundation Stage**

#### **Specific guidance for staff on shorter observations (post-it notes)**

- Pupil's full name, spelt correctly
- Date of the observation
- Member of staffs initials
- Factual recording of what the child said and the skills demonstrated
- No recording what a key worker asked or said
- Use the specific language from Developmental Matters
- Record the area of learning e.g. CL (Communication and Language), LA (Listening and Attention) e.g. CL, LA 40-60m
- Developmental month e.g. 40-60 m (B) beginning, (D) developing (S) secure
- Record a target / next step for development, record as T from Developmental Matters
- Identify and record the Characteristics of Effective Learning (COEL) the child is demonstrating, pages 6-7 Developmental Matters

### **Longer observations**

Every target tiger child has at least one extended thirty-minute observation in the week they are a focus for formative assessment. A longer observation usually is more effective when the child has initiated learning. It is a highly effective way to capture a child's development across a range of areas and aspects over a longer period of time.

### **Specific guidance for longer observations**

- a. Pupil's full name, spelt correctly
- b. Date and time of the observation
- c. Number of peers the child is working with
- d. Area of provision e.g. sand area
- e. Initials of the adult making the observation
- f. Indoor or outdoor
- g. Level of well-being and involvement
- h. Aspect of learning e.g. PSED, Making Relationships – key worker circles to record the areas of learning which are captured in the observation
- i. Developmental month e.g. 40-60 m (B) beginning, (D) developing (S) secure
- j. Characteristics of effective learning observed
- k. Evaluation- use the Developmental Matters to record what the child knows, can do or understands.
- l. Next steps in learning, using the language from Developmental Matters

### **Specific guidance for Tapestry online observations**

When using Tapestry staff

- a. select which developmental month the child is working within e.g. 40-60 m (B) beginning, (D) developing (S) secure.
- b. The statements linked to the EYFS Developmental Matters are selected individually.
- c. It is best practise to make cross circular links when adding developmental statements to observations e.g. more than one area of learning.
- d. Level of well-being and involvement (see appendix H)
- e. Characteristics of effective learning observed
- f. Next steps in learning, using the language from Developmental Matters

### **Specific guidance for staff marking pupils work- exceeding**

To support the transition of pupils into Year 1, pupils predicted to exceed the Early Learning Goals have a Writing and Mathematics book based on the Year 1 model and follow the Key Stage One marking policy.

- a. Focused feedback – children are only provided with feedback about the things the teacher has asked them to pay attention to.
- b. Staff highlight in pink where a learning objectives in a piece of work has been met and will highlight in green a mistake or misconception which then forms a target for learning in the next session.
- c. A target is indicated by a **T** in a circle.
- d. Stickers and stamps may be used but should not replace marking of pupil work.

### **Specific guidance for learning journey folders**

- a. Information sheet with child's details
- b. Child interest sheet- completed with parents during induction and consultation meetings
- c. Reports from previous settings / nursery report
- d. Assessments including post-it-notes, longer observations, pupil work and photographs
- e. Parental target tiger sheets
- f. Reception homework reports each half term
- g. Reception record of key words are filed in the back of children's folders

### **Key Stage One**

- a. **Focused feedback** – children are provided with feedback about progress towards the learning objective. The teacher/teaching assistant will highlight in pink where learning objectives in a piece of work have been met and will highlight in green a mistake or misconception which then forms a target for learning in the next session.
- b. **Self marking** – children are given the opportunity to self- evaluate. Children are encouraged to identify their own successes and look for improvement points. The plenary may be used to focus on this process as a way of analysing learning. It may be adult supported.
- c. **Peer marking** – children are encouraged to mark the work of a peer or mark with a partner. This is a skill which will need to be discretely taught in Key Stage One. Children may be able to suggest ways in which to improve the work.

Staff mark in purple pen.

## Key Stage Two.

- a. **Focused feedback** – children are only provided with feedback about progress towards the learning objective. A comment relating to the learning objective or success criteria will be given on the piece of work. The teacher/teaching assistant will provide feedback using the following code: WA = well achieved, PA= partially achieved and MP = more practice is needed.
- a. **Self- marking** – children are given the opportunity to self -evaluate. Children are encouraged to identify their own successes and look for improvement points. The plenary may be used to focus on this process as a way of analysing learning. It may be adult supported. All pupil marking will be done in green pen.
- b. **Peer- marking** – children are encouraged to mark the work of a peer or mark with a partner. This is a skill which will need to be discretely taught in year 3 and with SEND pupils. Children may be able to suggest ways in which to improve the work. All pupil marking will be done in green pen.
- c. **Shared marking** – this involves using pieces of children’s work from other classes/sets to mark as a group/class/set. This is useful as it models the marking and assessment process and teaches specific points. It can be used as a starting point for peer marking.
- d. **Gap tasks** – a gap task can be set in any subject. Gap tasks are not intended to be set at the end of every piece of work but are a way of deepening knowledge, checking understanding, checking learning, correcting misconceptions, providing a pupil with opportunities to try again, repeat a task or part of a task and allows teachers to assess at a deep level the understanding of a pupil. When planning teachers should allow time for pupils to complete gap tasks. Gap tasks are set in reading comprehension, mathematics and topic work.

Staff mark in purple pen.

## **4. Quality assurance of marking and assessment**

Marking and assessment is moderated through lesson observations, learning walks, induction for staff ( probationary period logs), year group and key stage moderation, training sessions, curriculum planning, team teaching programmes, curriculum planning sessions, the work of external consultants in school, performance management reviews, moderation of teacher assessment judgements and pupil conversations.

## 5. Specific codes for use when marking

GT in a circle = gap task (GT)

WA = well achieved against learning objective

PA = partially achieved against learning objective

MP = more practice needed against learning objective

Small tick = correct

Double tick = good evidence (could be in writing or mathematics)

Sp = spelling error ( written next to or above the word)

// = new paragraph needed

Circle around a missing or incorrect punctuation and/or capital letter

X or dot = incorrect

G = grammar error

^ = missing word

U = underline the date and/or objective

?

————— = this does not make sense

Where appropriate the above coding may be displayed for pupils.



## 6. Guidance for the completion of mark books

...

---

Electronic mark books are set up by the school resource manager on sharepoint. The mark books include information about each child on the following:

- Full name
- Key Stage One assessment result
- Attainment in tests
- End of term summative teacher assessment results
- Weekly spelling test scores
- Weekly arithmetic test scores
- Maths club badge scores
- A record of whether the child has completed weekly homework in literacy and mathematics
- A record of meetings parents attend e.g SEND review meetings, parents consultations