



WHOLE SCHOOL MARKING PRESENTATION POLICY



WHOLE SCHOOL MARKING AND PRESENTATION POLICY 2025

Aim

To establish a broad, consistent approach to the way learner's work is marked, so that pupils feel valued and have a clear understanding of how well they are doing. Marking will help pupils to improve their work and will inform teacher planning and monitoring.

Principles

"Assessment for learning (AFL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there." J. Rowe, 2007.

Marking and feedback at our school will be consistent with the principles of

Assessment for Learning (AFL), being:

- ✓ Focused on pupil learning
- ✓ Based on shared learning objectives
- ✓ Periodically and selectively given
- ✓ Positive in tone and accessible by all pupils
- ✓ Supportive of achievement in all its forms
- ✓ Helping pupils to improve their work
- ✓ Promoting learner confidence
- ✓ Including opportunities to develop peer and self-assessment skills
- ✓ Informing future planning and thereby support individual 'target getting'

Strategies

To plan for good learning teachers, need to be aware of areas of weakness in pupil learning, as well as what pupils already know and understand. The identification of curricular targets and base lining supports this.

• **Curricular targets** – identified from a range of sources, curriculum targets identify typical areas of weakness in pupils' learning and become a focus for improvement.

• **Base lining** – at the start of a new unit of work teachers should ascertain what pupils specifically already know and understand.

Together this knowledge it will inform the identification of curricular targets objectives for whole year groups, classes, sets or even individuals, and more specifically the planning of learning objectives and learning outcomes by teachers.

To support learning pupils, need to know in advance what they are learning, what they will be expected to do and how their work will be marked. The use of learning objectives/outcomes and the sharing of success criteria support this.

- **Learning objectives** – broad learning objectives will be shared with pupils. These will focus on the learning e.g., on what pupils "**will know**" and "**be able to do ...**" by the end of the learning process. They will be expressed in such a way that they are accessible to all.
- **Learning outcomes** – will also be shared. These will focus on what the pupils will be doing, making or producing. Objectives and outcomes may also be combined e.g. "**We are learning to..... by.....**"



- **Success criteria** – the marking criteria against which different pieces of work will be marked should be shared e.g. in support of peer/self-assessment, milestone pieces of work and end of unit assessment.

These criteria may be generated in conjunction with the pupils or by the teacher as appropriate.

Modelling – before starting a task, pupils find it helpful to see what a finished product/piece of work might look like. It can generate discussion about what makes a good piece of work and how examples might be improved.

Learning milestones – not all marking can or should be marked in detail. Within each unit of work the school will identify a finite number of key pieces of work for more in depth, quality marking.

- A number of pieces will be identified by foundation subjects over the course of a year, though core subjects would probably need to identify additional opportunities for quality marking to take place.
- These pieces of work will focus on the assessment of progress in relation to specific learning objectives or if required curricular target/s. This can be done using Appendix 1 template or Knowledge organisers.
- Targets will be shared with pupils prior to the unit beginning and pupils will assess their own knowledge prior to beginning.
- Success criteria will be shared with pupils and at the end of the marking process it should be clear to the pupil “what they have done well” and “what they need to do to improve”.
- Comments will be positive and subject specific. Linking words such as BUT are best avoided. “Even better if...” (EBI), may be a more helpful way of focusing teacher and pupil feedback as well as the use of “What Went Well...” (WWW) to ensure pupils know where they have succeeded.
- An interim KS level or grade will be awarded if appropriate and pupils will be given the opportunity to improve their work.

Example of success criteria for unit of work: (covers six lessons)

You should be able to	Do I know this? Red/Amber/Green Start of module	Do I <u>now</u> know this? Red/Amber/Green End of module
Understand what ideas people in Britain c1700-1900 had about the causes of disease and illness and how these changed from previous periods		
List & describe the four basic principles of Germ Theory		
Understand & describe the Enlightenment movement		
Describe the development & impact of Germ Theory		
Describe who Florence Nightingale was & her influence		
Discuss and describe the changing role of hospitals from the 15 th to the 19 th Century		
ASSESSMENT 1		

The above template can be replaced with knowledge organisers but must be consistent throughout the subject taught.



Light touch/“tick and flick” marking – in order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self-assessment and will stand along-side whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through oral feedback as well as the use of an effort grade, ticks, simple marks (10/10), stickers, initials, and/or brief attainment-based comments. Formative marking – both the marking of milestone pieces and light touch marking are examples of formative marking. They inform the teacher and pupil of learning progress, identify the next steps and how they can best be taken. It informs teacher planning. This type of work/marking is distinct from end of unit assessments which are summative, judging pupil attainment and therefore progress made at a given point in time.

Attainment – Grades aren’t always necessary. They can for example be meaningless given the size/nature of the task and distract from improvement comments. Grades can undermine confidence in some pupils and result in complacency for others.

Diagnostic Feedback to pupils’ example

However, it is still important for teachers, parents and pupils to know periodically how well the learning is going and what still need to be done. Pupils need to be clear about what they need to do to progress from one level/grade to the next, and equally should be clear about the expected progress they should be making through the key stage.

In order to support this process:

- levels and grades should be ‘translated’ into pupil speak and shared with pupils.
- key pieces of work or learning milestones, will be awarded an attainment grade expressed in terms of an interim KS level or grade.
- at the end of a unit a formal assessment will take place and a KS level or grade will be awarded.



Diagnostic Feedback		Brearley Hall School
<u>What Went Well</u> Teacher's summary comment on meeting the criteria and skills progression.		
Teacher's Assessment Grade/Level/Mark		
<u>Even Better If</u> Areas to improve	<i>To improve your work, you must now...</i>	
Student response to teacher feedback to improve the work	Now write with purple pen 	

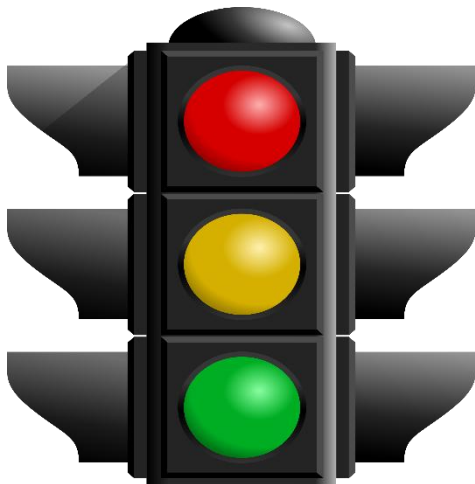
Whole School Marking Symbols and Colour Coding System



Light touch/“tick and flick” marking in order to support the giving of quality feedback at key points in the learning process, some work (such as starter activities) should be marked in less detail.

Self-Assessment and Peer Assessment marking allows students to engage in the analysis and evaluation stages of Bloom's Taxonomy, contributing towards their critical awareness of how he has met learning targets.





Colour Coding (traffic light marking) will be used to help students differentiate between skills they have met and skills they have yet to achieve. Green stickers designates the student has achieved all their learning objectives, the yellow designates that the student has yet to achieve in some areas in regard to their specific learning objectives and red signifies that the student has not met the learning objectives within that particular lesson. For instance, if the student uses a skill taught within a lesson and provides evidence for it, the evidence will be highlighted in green.

Headteachers expectations for the teachers.

- When modelling work to pupils ensure there is no errors, including use of correct punctuation and grammar.
- Ensure correct punctuation, grammar and spelling is used in all display work and written feedback to pupils, at all times.
- At our primary schools teachers to use cursive handwriting when writing feedback. This models the importance of handwriting.

Pens and Pencil use in all schools including primary.

- Black ball-point pens to be used by children who have earned a pen licence.
- Pencils will be used by all children until at least the end of Year 4 moving to black ball-point pens by December of Year 6.
- In Year 5/6 the class teacher will use their discretion to award a pen licence to individual students based on effort and/or accuracy of handwriting.
- Felt tip pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion

This policy is reviewed every 3 years as a minimum. However, where there are changes to legislation/guidance or in response to recommendation from any significant incident, review of the policy will take place immediately.



Approved by:	Dani Worthington - Director of Education	Date:	01/09/25
Last Reviewed on:	01/09/25		
Next Review due by:	01/09/26		

Appendix 1

You should be able to	Do I know this? Red/Amber/Green Start of module	Do I <u>now</u> know this? Red/Amber/Green End of module
ASSESSMENT 1		

Target Grade	
Assessment Grade Achieved	

MY REFLECTION AT THE END OF THE MODULE

My views on this topic: WHAT WENT WELL 	My views on this topic: EVEN BETTER IF
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Diagnostic Feedback		School name
<u>What Went Well</u> Teacher's summary comment on meeting the criteria and skills progression.		
Teacher's Assessment Grade/Level/Mark		
<u>Even Better If</u> Areas to improve	<i>To improve your work, you must now...</i>	
Student response to teacher feedback to improve the work	Now write with purple pen	



Appendix 2 – Feedback

Diagnostic Feedback		School name
<u>What Went Well</u> Teacher's summary comment on meeting the criteria and skills progression.		
Teacher's Assessment Grade/Level/Mark		
<u>Even Better If</u> Areas to improve	<i>To improve your work, you must now...</i>	
Student response to teacher feedback to improve the work	Now write with purple pen	





Appendix 3: Exercise Book Layout Expectations

<u>Classwork</u>	<u>Date</u>
<u>Title</u>	
<u>Learning objectives</u>	
• 1 • 2 • 3	
<u>Key words</u>	
• Word – Meaning • Word – Meaning	
<i>The following will depend upon the teachers learning goals and activities</i>	
<u>Task 1</u>	
<u>Task 2</u>	
<u>What I have learned</u>	
<u>What I will do to improve</u>	

