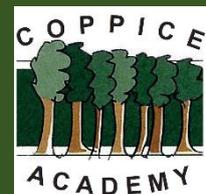


# THE COPPICE ACADEMY

## Marking & Presentation Policy

Revised:  
September 2021

Review Date:  
September 2022



## MARKING & PRESENTATION POLICY

### Our Policy aims to:

- a) Ensure consistency, continuity and progression throughout the school, linked to National Curriculum requirements.
- b) Help teachers and pupils in the process of continual assessment.
- c) Utilise marking and continual assessment to inform future curriculum planning.
- d) Utilise marking and continual assessment to set future targets for pupils.
- e) Encourage pupils to develop their own assessment skills by promoting both self and peer marking.
- f) Help pupils to recognise that errors *can* provide teachers with information to improve learning.

**Pupils will be positively encouraged to leave their mistakes** as a record of what they have done and show how they *can* improve their understanding and learning.

- g) Utilise marking and continual assessment to provide feedback of specific diagnostic comment and positive encouragement.
- h) Recognise and value pupils' work by the use of suitable comments.
- i) Recognise and *reward* excellent work and excellent effort, measured against the learning objective. (Credit system detailed in the school **Assessment Policy**)

NB: The neatness and presentation of teachers' writing should serve as an example to the pupils.

## **Presentation of Work**

Students should start each piece of written work with the date, underlined, in the top right hand corner of the page. The only exception to this is in mathematics where students should write the numerical date. They should then miss a line and write the title of the piece of work in the middle of the page; this should also be underlined. The learning outcome sticker should then be stuck underneath the title. (see Appendix I)

## **The Marking Procedure**

To ensure appropriate assessment and record keeping, *all* marking should be against the identified outcomes for the lesson as identified by the Learning Outcome (LO) evident at the start of the piece of work.

- It is important that all pupil work is marked and assessed on an on-going basis to ensure accurate record keeping and appropriate future planning.
- Marking should give opportunities for the pupils to be involved in the assessment of their work, to explain their thinking and for the teachers to identify the pupil's next learning target.

## **Assessment for Learning – Providing the next steps for the pupil**

### **Student Feedback**

For each piece of work, students will rate their confidence at the start and end of the task. They self-assess against the learning outcome and rate their confidence on a scale of 1-10. Teachers will also feedback to students regarding the next steps in their learning.

Teachers will use the information that is gathered from marking to build a picture of a pupil's progress and achievement. It will form the basis of future planning to ensure a balanced delivery of the curriculum.

### **Positive Corrections**

Teachers will follow the **Coppice Academy Marking Scheme** to ensure that *all* work is consistently and positively marked (see Appendix II)

## Displaying pupils' work

All work should be positively marked *before* it is mounted onto a classroom display board. This allows pupils to share skills and opportunities, celebrate, identify and learn from the successes of their peers.

## Staff Roles

**All** members of staff are empowered to mark pupils work.

Since marking helps provide educational indicators by which pupil progress can be monitored and improved, it is particularly **important that *all* staff adhere to this Marking Policy** and follow the guidelines set out in the **Coppice Academy Marking Scheme**, Appendix II, below.

# Presentation of Work

## DUMTUM:

1. Date written in top right hand corner of page and Underlined.
2. Miss a line
3. Title written in the middle of the page and Underlined.
4. Miss a line.
5. Learning outcome sticker with LO typed and printed by teacher/TA who is leading the lesson. Students should stick this into their book neatly and rate their confidence by writing a number in the box.

<b>Learning outcome:</b>	
 <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> <p>How confident are you?</p> <p>0</p> <p>👎</p> </div> <div style="text-align: center;"> <p>5</p> <p>👉</p> </div> <div style="text-align: center;"> <p>10</p> <p>👍</p> </div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: 20px;"></div> </div>	

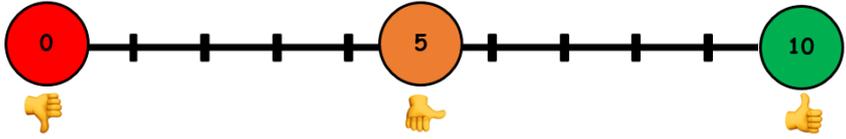
The page should look like this:

	<u>1<sup>st</sup> September 2021</u>				
	<u>Page Layout</u>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;"><b>Learning outcome:</b></td> <td style="padding: 5px;">To lay out work in line with the academy's presentation policy</td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 10px;">  <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> <p>How confident are you?</p> <p>0</p> <p>👎</p> </div> <div style="text-align: center;"> <p>5</p> <p>👉</p> </div> <div style="text-align: center;"> <p>10</p> <p>👍</p> </div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: 20px;"></div> </div> </td> </tr> </table>	<b>Learning outcome:</b>	To lay out work in line with the academy's presentation policy	 <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> <p>How confident are you?</p> <p>0</p> <p>👎</p> </div> <div style="text-align: center;"> <p>5</p> <p>👉</p> </div> <div style="text-align: center;"> <p>10</p> <p>👍</p> </div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: 20px;"></div> </div>	
<b>Learning outcome:</b>	To lay out work in line with the academy's presentation policy				
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(This template slide will be available on the VLE)

Students are to be encouraged to present their work as neatly as they can. This means neat handwriting, underlining with a ruler and, where appropriate, careful sticking. Students should write in pen.

At the end of the piece of work (or pieces of work, depending on the learning outcome), the student should glue an assessment slip into their books:

<b>Assessment</b>					
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: left;">  </div> <div style="text-align: center;"> <p>How confident are you now?</p>  </div> <div style="border: 1px solid black; width: 60px; height: 40px; margin-left: 20px;"></div> </div>					
For staff: Learning outcome achieved?	<b>No</b>	<b>Partly</b>	<b>Yes</b>	Bonus Points for effort:	
<b>Next steps/teacher comment:</b>					

- The student only completes the top section of the assessment slip, rating their confidence at the end of the piece(s) of work. Hopefully they will score themselves higher than at the start of the work, indicating that they feel that they have made progress.
- Staff should tick whether the learning outcome has, has not, or has been partly achieved. Students should be awarded bonus points for the effort that they have put into their work, regardless of whether or not the learning outcome has been achieved.
- Staff comments should be as positive as possible, indicating what has been done particularly well, and should include next steps where appropriate. Try to avoid simply repeating the LO in your comment.

# Coppice Academy Marking Scheme

1. 'Live' marking during the lesson, by teacher or TA, is to be done in **purple** pen. This includes any spellings, corrections or advice given to students while they are working.
2. At the end of the piece of work, the student will have stuck in an assessment sticker.
3. The assessment sticker and any other marking done after the work is completed is to be done in **green** pen.
4. Mark *all* work against the Learning Outcome that is stated at the start of the piece of work.
5. Write a **Positive Comment** and **next steps** in the correct section on the assessment sticker.
6. Tick the correct section to indicate whether the learning outcome has been achieved:

For staff: Learning outcome achieved?	No	Partly	Yes

7. If necessary, use the following codes to identify who has marked the work:
  - **SM** = Self Marked
  - **PM** = Peer Marked
  - **Initial in green pen** if marked by someone other than class teacher.
8. Tick correct answers ✓ and highlight incorrect answers with a dot ●
9. Verbal feedback given - **VF**

## Marking for Literacy in all subject areas

### Layout:

- Ensure that layout of date, title and learning outcome is correct. Write a brief comment in the margin if not.
- If incorrect layout is a recurring feature for a number of students in the class, think about whether you have specifically shown the class how you would like the work to be set out - perhaps use a template on the board.

### Spelling:

- Do not ignore spelling mistakes, but there is no need to correct every single word that is incorrect.
- Underline 2 or 3 in one piece of work - especially common words that are repeatedly incorrect, or if there was a keyword for that lesson that has been spelt incorrectly.
- Write the correct version in the margin or above the incorrect word.

### Punctuation:

- As with spellings, you do not need to correct every single punctuation mistake.
- If the student has forgotten some (or completely omitted any!) full stops, put a few in, with the accompanying capital letter. Then make a comment at the end of the piece of work, probably as a 'next step'.
- Forgotten or omitted capital letters can be highlighted in the same way.
- Sometimes it is useful to ask the student to read their work aloud and get them to put their own full stops in, or to read it to them, pausing where the full stop should go.

Remember: marking during the lesson ('live' marking with the student) is to be completed in **purple** pen, marking after the lesson is to be completed in **green** pen.