

# Bedales Prep Marking and Presentation Policy

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## Marking and Assessing Work at Bedales Prep

At Bedales Prep marking is a constructive and informative process that should encourage improvement, promote challenge and recognise effort. A child's work should be acknowledged and appropriately assessed at regular weekly intervals in order to maintain a complete picture of understanding and effort. Marking at Bedales Prep is an open process that should allow the child to reflect upon their learning and address misconceptions.

### When responding to pupils' work teachers should:

- Make comments which are positive and supportive.
- Target specific areas for improvement (a selective and focused identification of errors).
- Give guidance on how to achieve the short-term targets set. For example, whilst "improve your spelling" is unhelpful and vague, the identification of a particular spelling error e.g. doubling of letters before adding -ing is specific and presents the student with a target which can be addressed.
- Depending on the learning objective, give priority to content, ideas, organisation and meaning above secretarial features.
- Create opportunities for students to reflect on the quality of their own work and for peer assessment.

## I. Marking Work

Marking should be done by the teacher to enhance or check the progress of a pupil. All work and prep completed by pupils should be marked. Not all marking needs to include target setting, though pupils should receive specific guidance on how they can improve regularly.

### a) Marking can be done by the teacher in one of the following ways by:

- Verbal/live feedback- this is acknowledged in the book by a teacher tick and use of marking code providing formative feedback. Summative feedback should be dated and initialled by the marking teacher.
  - Teachers can use a stamp to fulfil this function to indicate the work has been seen and validated in the lesson
  - Teachers should use the marking code below to acknowledge specific guidance or target, for example 'VA – discussed use of metaphor' 'VA – use a ruler to redraw diagram'
- Indicating effort in line with the School's effort criteria
- Target Setting: showing pupils how to improve their work
- Enhancing the child's self-esteem – this should be specifically linked to what was done well ('*excellent use of vocabulary*', '*great accuracy with your multiplications*', '*your presentation has improved*') and not generic comments ('*great work*' or '*good*')
- The teacher can choose the colour of pen, but it should be different to that of the pupil, so that the comments and spelling corrections can be easily seen.
- Teacher comments should be written on the lines of the page (if a lined page) and should be a role model of expectations for children's presentation (legible handwriting, writing next to margin and on lines etc)

### b) Marking can be done by the children:

- To encourage independent learning through self-assessment

- To encourage pupils to be more critical in their approach to their work
- To aid teacher assessment (teachers evaluate pupil self-assessment)
- To help pupils evaluate their own progress
- Teachers should still validate this for accuracy with a tick/date/initial or stamp

**Feedback should be administered in two ways:**

**I Verbal:** Two-way discussion of work with the child, in line with (a) and (b) above.

**II Written:** In line with the guidelines below

### **Effort**

As stated in the Curriculum Policy, maximum effort by pupils, regardless of achievement should be emphasized. Teachers use effort grades or encourage children to use effort grades in review of the lesson. This can be at the end of a lesson or as part of their prep. The grade allocated can then form part of a teacher's feedback or dialogue with children about their learning. (see appendix for grade descriptions)

### **Presentation**

It is expected that all pupils will take pride in their work. Consequently, their work should be produced with care, and to the best of their ability. When marking work, it is reasonable to comment on areas where children need to improve. In addition, care should be exercised that the point is not reached where an inflexible insistence on presentation suffocates creativity and content- the needs and ability of the pupil should always be considered, and reasonable accommodations allowed.

All guidelines are expectation unless stated otherwise by the teacher (for example longer projects)

- Date every piece of work
- Include a title
- Use a ruler when drawing lines (unless otherwise instructed)
- If it is produced on a loose sheet of paper, it should also carry the pupil's name
- Glue in work properly so that it will not fall out
- Cross out errors with a neat line and write out the correction
- Mistakes should be either crossed out with a single stroke (preferable, as it shows thought processes) or erased with an ink eradicator. Tippex is not to be used.
- Paper used should be A4 in size and have margins and wide lines. Nothing should be written in the top or bottom spaces. Work to be glued in books should be trimmed.
- Handwriting pens should be used for neat copies for Blocks, unless otherwise directed by a teacher for a particular lesson or subject
- Pencils may be used for Groups where appropriate, but all pupils should be confident with a pen by the end of Year 4.
- Use an appropriate handwriting pen (not biro) that ensures high standards of handwriting and presentation
- Write in black or blue pen which is legible (unless specifically given other instruction by teacher in lesson for presentation reasons)
- When responding to feedback pupils should use a different colour pen to highlight the edit or improvement.

## *MFL*

*Marking work for MFL is different in nature to subjects in the child's own language. For example, much of the marking code is not relevant or applied differently, therefore the marking codes are not used in their entirety.*

- Emphasis on 'live' marking, where the teacher and TA are marking the pupils' work by going around the classroom as they are doing it.
- Exercise books should still be marked and up to date, but this can be just a tick, a word of encouragement in the target language or a sticker.
- Accuracy is ideal, but efforts to use language and structure should be equally rewarded.
- Target setting will still be used

## *Maths*

*In Maths the emphasis is on 'live' marking to ensure understanding in the lesson. This allows for more responsive and adaptive teaching, identifying those who are working under misconceptions. Similarly, it helps to identify pupils who have excellent understanding and should be working at a more challenging level. Target setting is more likely to be verbal and child self-marking is much more predominate, though teachers should be regularly checking/validating this. Marking codes are not relevant for Maths.*

*Specific presentation guidelines:*

- Write one digit per square
- Shorthand date
- When drawing graphs adhere to specific guidelines set by teacher
- Write in pencil
- Work should be marked 'live' in lessons by either teacher, TA or pupil. This will ensure that pupils understanding is good, and they are accurate and not working under misconceptions.

## *Music*

- Write in pencil for music notation

## *English*

Spellings: Incorrect spellings will be identified by the teacher. The number of spellings identified, and the support offered for their correction will depend upon the child. This is not age dependent but will be at the discretion of the teacher based upon a combination of factors e.g., Resilience/morale of child; current targets and topic words; frequency of word used.

Spellings are commonly identified by the marking code Sp. in the margin, the mistake may be underlined or highlighted. Correct spellings may be written in the margin or below the piece of work (space dependent) and corrections are expected. Corrections can take place in a variety of forms e.g., re-writing in the work (single line strike and writing the correct spelling above), writing the word out at the bottom of the work, using it again within writing soon, or in another appropriate form.

## Word-processed Work

A single space should follow other punctuation marks.

Paragraphs can be indented, or, if they are not indented, a line should be missed between paragraphs. The paragraphing convention chosen should be followed consistently throughout the piece of work.

In the Blocks, work should be produced in 12pt, in an appropriate font, with 1.5 line spacing as standard unless directed by a teacher.

*The above should not be regarded as binding, but, rather, as a set of guidelines. There will obviously be occasions when the above guidelines cannot and should not apply perhaps, for instance, because the very format of the piece requires a different approach. In addition, care should be exercised that the point is not reached where an inflexible insistence on presentation suffocates creativity and content.*

## Spelling

Spelling and secretarial skills in English of subject specific vocabulary or 'topic words' should be acknowledged and corrected by teachers. Teachers will use their discretion as to the volume of spellings that should be corrected in one piece of work and the nature that those corrections take (i.e. highlighted for child to self-correct, highlighted and corrected for child etc). Where appropriate ILP targets may also be acknowledged in spellings – these will be shared or known by teachers who the ILP affects. In the case of children with EAL, consultation should be made with AS for the volume of spellings to be supported

## 2. Marking Codes

Aspects of the 'Marking Codes' document should be used by staff where appropriate. The following codes can be applied when marking a child's work.

- √ = good point or well written
- √√ □ = excellent point / writing
- p = punctuation error. Error/omission may be circled
- S = spelling error. Error may be underlined.
- ^ = word/phrase missed out
- ? = this does not make sense
- C = capital letter error
- g = error in grammar – Error could be underlined with a wavy line.
- v = vocabulary: a better word could have been used or slang has been used.
- rep = word or phrase is repeated
- // or [ = indent, new paragraph
- + = add this

SA	Self-Assessed	I have reflected upon my work. I have set my own target for further improvement.
PA	Peer Assessed	My peer has offered advice and set a target for further improvement (PEN) (Praise, Error, Next).

VA	Verbally Assessed	I have spoken to the teacher about my work, ways of improving and making progress and advice has been given. A brief note may accompany this code describing what we discussed
CD	Class Discussion	The class as a whole, led by the teacher, has discussed a piece of work with contributions from students, looking at how successful work was.
TA	Teaching Assistant	I was assisted by a TA. They may have also scribed for me.
I	Independent Work	My work was undertaken independently. It may have been under timed conditions.

### 3. Timing, Recording and Assessment

Prompt feedback to pupils on prep and classwork is essential. Teachers should try to mark and return work within one week if it is not marked live.

Marking is designed to encourage pupils and to give them focus points so that they may improve their knowledge and skills. Targets should be used to allow pupils further 'thinking' as well as praise and should be judged appropriate to each pupil by the teacher. Time should be allowed for feedback to be acted upon or reflection to be acknowledged.

Marking should focus on the skills and knowledge assessed for the particular piece of work. Comments and targets should therefore be focused on this too.

The teaching and learning at Bedales Prep reflect our Ethos and uniqueness as a school. Any assessments are done at the advisement of the department heads who set the criteria for attainment and process' for recording assessments. These departmental criteria inform the grade reviews which allow school wide tracking of pupils' progress.

Staff are responsible for maintaining their own records for pupil achievement, effort and any appropriate assessment data in line with department expectations to inform their grade review assessments.

Appendix:

a) Attainment grade descriptors

Attainment Grade Descriptors	
A*	Work that clearly demonstrates personal flair and exceptional understanding; a pro-active and inquisitive approach is evident with a thirst for knowledge and an extensive and in-depth application of skills and knowledge. Working significantly above age-expected level.
A	Work that demonstrates a thorough grasp of all the materials and comprehensive understanding; application of skills and knowledge shows initiative and independence and is applied to different situations with much success. Working above age-expected level.
B	Work that demonstrates a sound grasp of the materials and evidences understanding; taught skills and knowledge are evident within context and with some evidence of individual application. Working in line with age-expected level.
C	Work that shows a grasp of essentials but demonstrates some lack of understanding; there may be some areas that show weaknesses; a lack of individual application of skills and knowledge; not quite in line with age-expected level; monitor continued performance.
D	Work that shows a clear lack of understanding of the essential materials and demonstrates major weaknesses; working some way below age-expected level and of concern.
E	Work that demonstrates no evidence of understanding; working dramatically below age-expected level and of significant and immediate concern.

b) Effort grade descriptors

	Class Effort	Marked Work / Prep Effort
1	<p><b>Outstanding effort in every way</b></p> <p>You have:</p> <ul style="list-style-type: none"> <li>• arrived punctually</li> <li>• the right equipment with you</li> <li>• been fully focused, on task and ready to learn</li> <li>• shown excellent attitude to work</li> <li>• participated fully</li> <li>• worked with others well when you were supposed to</li> </ul>	<p><b>Outstanding effort in every way</b></p> <p>You did everything you could and maybe even thought of extra things you could do. You did everything I was expecting of you in class and got onto the extension task that was right for you.</p>
2	<p><b>Very good effort</b></p> <p>Mostly you were:</p> <ul style="list-style-type: none"> <li>• attentive</li> <li>• punctual</li> <li>• engaged</li> <li>• co-operative</li> <li>• positively worked with others</li> <li>• participated effectively in discussion</li> </ul>	<p><b>Very good effort</b></p> <p>You did everything expected of you to your best standard.</p>
3	<p><b>Satisfactory effort generally</b></p> <p>You did most of the things for '2' but fell a little short more than once; some room for improved effort.</p>	<p><b>Satisfactory effort generally</b></p> <p>Most of your work was good or ok, but you didn't do your best for everything. Perhaps your work was good, but you did not use your time well and have not produced enough.</p>
4	<p><b>Fallen short of the required approach to work</b></p> <p>In a few ways and on multiple occasions you did not meet the criteria for box 2. You need to adjust your approach before the next lesson.</p>	<p><b>Fallen short of the required approach to work</b></p> <p>Your work was poor and not at the standard expected for you. Your work may also have been handed in after the deadline. You need to adjust your approach.</p>
5	<p><b>Significantly fallen short of required approach – cause for concern</b></p> <p>Concern over your attitude towards learning. A significant change in attitude is required.</p>	<p><b>Significantly fallen short of required approach – cause for concern</b></p> <p>Concern over your attitude towards our work, or you did nothing/failed to and in work. A significant change in attitude is required.</p>