



*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School
Subsidiaries of JWA Holdings Limited*

Marking and Presentation Guidelines

Through publishing this document we hope to ensure consistency in marking across the setting. We aim to use consistent symbols to allow children to recognise any errors and, as they move through the setting, to become increasingly involved in checking their work as they go, showing an awareness of their strengths and weaknesses.

Marked work should act as an assessment to show a child's level of understanding. It can be used by teachers and children in consultation, to set individual learning targets and to inform planning and reporting. Marking should make reference to the Learning Objective and personal targets where appropriate, this will more regularly be within the end-of-week report.

The marking of children's work should also, where appropriate, include comments and scaffolding at the end. These comments should be positive and developmental, initially commenting on an aspect of the work and a teaching point should be added. If this is not appropriate, VF (verbal feedback) must be circled on the piece of work to show that verbal feedback was given. This feedback can then be referred to within the end-of-week report.

Work will be marked in **purple pen only**. There are times when marking discreetly in pencil may be more appropriate for example, work in the final/ best presentation or for display.

Child and Teacher Assessment

Every child should be encouraged to self mark / assess any completed piece of work. This should be done by the child in **yellow highlighter and pencil**. The child should be encouraged to re-read their own work and address any errors by highlighting the error and correcting nearby with a pencil.

The teacher should then complete their own marking of work, using a **green highlighter and purple pen**.

When books are scrutinised, leaders will be looking for how often child and teacher assessment is used, and would expect to see it on the majority of written work unless in case of extenuating circumstances.

In some instances children may be asked to mark their own or each other's work. These may include; paired writing, spelling, and mental arithmetic.

Emotional Triangle

All work should be marked with part of a triangle to reflect the child's emotional presentation on that day, as this can impact on the quality or quantity of work produced. The 'emotional triangle' should be placed next to the date.

One line of the triangle- child in a distressed emotional state for most of the lesson

—

Two lines of the triangle- child engaged in some parts of the lesson, but there was an emotional impact on ability to access learning

/_

Full triangle- child engaged fully in lesson

/_\

This will triangulate with weekly reports, where further information on the emotional presentation can be given.

Marking Writing

Extended writing should be marked with reference to the Learning Objective.

Extended writing will be marked by the teacher using positive comments and phrasing, and feedback will be directly discussed with the child where possible. Verbal feedback should be given as priority to written comments.

Discussion on how the child could improve their work will be given during verbal feedback, where appropriate, with reference to the Learning Objective.

Positive comments should outweigh comments identifying improvements to be made.

Marking Mathematics

When marking maths work, a **tick** is used to indicate correct answers and a **small dash** for incorrect answers. Children should not be encouraged to rub out answers that have been marked as wrong, as incorrect answers are useful as a diagnostic tool.

Children are expected to correct errors next to their original answer or below the teachers' feedback as appropriate.

Engaging teacher and child through marking

In response to teacher's feedback, a child should answer questions that are quantifiable e.g. Can you correct three missing capital letters? Amendments, corrections and editing are completed using pencil.

Handwriting and Spelling

Children are encouraged, from the beginning, to put a line under any words they themselves found hard. The teacher may then use these words to provide suggestions for the child's 1:1 sessions and English planning.

Presentation Guidelines

Date:

Write the date and underline at the top of the page. This should be the short date in maths and the long date in English and topic.

Emotional Triangle:

This should be clear next to the date, in the margin wherever possible.

Learning Objective:

This should be noted next to the date.

Pen:

Children with a pen licence from school can use pen for all written work except maths and scientific diagrams and charts. We will support the use of pen where possible.

Policy:

Jennifer Wood, Centre Director

Updated December 2018.

Reviewed: August 2019 & August 2020, Total Tuition Alternative Provision / Rosewood Independent School

Reviewed: July 2021

Reviewed: 31st August 2022, Jennifer Abraham

Reviewed: 31st August 2023, Jennifer Abraham

Appendix



ROSEWOOD
INDEPENDENT SCHOOL

MARKING SCHEME

- Teachers are to mark work using **green highlighter** and **purple pen** only.
- Children must be encouraged to self mark / assess their own work using **yellow highlighter** and **pencil** only.
- Mark correct answers with a tick
- Mark incorrect answers with a dash
- All work must be labelled with the following upon completion:

S = Completed with support

I = Completed independently (without support)

- Verbal or written feedback must be given for every piece of work.

VF = Verbal feedback was given

- Written feedback must include the progress made and a next step. This is not always necessary if you have discussed fully and directly with the student- in this case, give the verbal feedback symbol. Verbal feedback given will be referred to on weekly reports.