



St Mark's West Essex Catholic School

Presentation and Marking Code of Practice

Date Reviewed: June 2019

Next Review Date: June 2021

Committee: Curriculum, Pupils and Admissions

Presentation of Work

The care given to work, exercise books and folders is a clear indication of how pupils value and take pride in their achievements. Every book/folder is expected to observe the following:

- Every piece of work has a date and heading which is underlined – unless typed, in which case it should be in bold type.
- Homework should be differentiated by use of H/W in the left-hand margin.
- Pupils should complete **all** work in black pen, unless using pencil or different colours as directed by the teacher.
- Doodling, graffiti, mutilation of books/folders are unacceptable and should be addressed by the teacher.

The standard format for setting out work is:

<u>(H/W)</u>	<u>Monday 3 September 2017</u> (day/month written in full to promote literacy)
	<u>Title</u>

(In Maths, the date will be written numerically; in MFL, in the language being studied.)

- All headings must be underlined with a ruler. Typed titles should be in **BOLD** and **not** underlined.
- Block paragraphing is expected, meaning there is no indentation and a line is left between each paragraph.

Equipment

The **basic** equipment needed by all students is:

- Black pens, pencils, a ruler, a rubber, a small set of coloured pencils or felt tip pens.
- Some subjects require specific equipment; students should be informed of other requirements.
- Equipment should be checked by Form Tutors, with subject teachers flagging up via a green slip any persistent failure to have correct equipment.

Marking for Literacy

It is the responsibility of all teachers, and support staff, to promote literacy skills. However, marking every error can detract from the assessment of the subject-related content of the work and, for some students, undermine confidence. Teachers should use discretion in determining an appropriate balance, as this will vary by pupil, but there must be evidence of marking for literacy, and common errors must be addressed. As a minimum, subject-specific words must be marked for spelling. Poor written expression, which results in failure to communicate meaning clearly, also must be addressed.

Formative feedback should refer to the development of literacy skills that are relevant.

To promote consistency a common approach to the marking of secretarial errors is to be used. Spelling, punctuation and grammar mistakes will be highlighted or underlined, and it will be up to pupils to correct them. In addition, teachers may use these symbols to draw attention to these specific mistakes:

New paragraph: // inserted where new paragraph should begin

Omission: ^

Meaning unclear: ?

Formative Feedback

It is a basic expectation that students receive written feedback that helps them progress. We expect staff to use the principle of What Went Well / Even Better If / My Response Is. Using the stickers is a visible way to direct pupils to the marking.

Research shows that high-quality, formative feedback has an enormous impact on progress. Feedback should be specific, accurate and clear. It should encourage further effort and provide specific guidance on how to improve and not just tell students when they are wrong.

Teachers should set aside time to allow pupils to consider and respond to marking. This may take the form of pupils redrafting their work or tackling another problem to better tease out their understanding.

All marking should be developmental rather than for acknowledgement. The key question is: will the marking and feedback help the pupils progress?

We do not want to prescribe a frequency of marking, given the different requirements of departments. It is up to Heads of Department to determine an appropriate balance of teacher and peer-marked work that spurs progress and shows pupils responding to feedback.

A consistent approach by all staff will support students in understanding the expectations we have, as a school. It will both promote pride in pupils' work and foster greater independence when it comes to corrections and improvements. It is against these published standards that SLT and Middle Management will monitor students' work via book checks, with every Key Stage being checked once per half term by Heads of Departments and Postholders.

The Presentation and Marking Code of Practice will be shared with all students.