



# **Presentation and Marking Policy**

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## **1. Introduction**

All learners at Pierview Academy are taught how to set their work out to a high standard. This is to:

- a) Encourage pride in their work – this boosts their self-esteem.
- b) Improve their chances in assessments – learners may lose marks in exams if their work is not produced to a high standard

Staff at the school recognise their own part in encouraging high standards with the students and this is reflected in this policy

## **2. Presentation**

### **a) Staff**

- When writing on a board or in a learner's books staff should ensure their handwriting is neat and legible
- They should use a green pen when writing in learners' exercise books
- Care should be taken when marking work – see Marking Policy (3) below
- On the board staff should use a range of different coloured dry wipe markers – writing blocks of writing in different colours – as this helps learners with dyslexic difficulties read off the board
- The date should be written on the board – it does not matter which format is used for the date
- Titles should be underlined
- The learning objective(s) for the lesson should be on the board in full
- Key words should be written clearly on the board

### **b) Learners**

- All work should be neatly set out
- Headings and dates should be underlined
- The page should have a margin – if the exercise book or paper does not have one, one should be drawn in with a pencil and ruler
- Writing should start by the margin

- Writing should be in blue or black pen
- Drawings should be completed using a pencil and, if needed, a ruler
- Covers of exercise books should not be drawn on – it may be a good idea to cover book with brown paper or lining paper, this will protect the covers

### 3. Marking

In Pierview Academy, marking

- Is developmental – it indicates how a student has met the learning objective
- Rewards effort – praise is given when a student has worked well
- All staff comments should be neatly written in green ink
- All students work in blue or black ink and aim to respond in the opposite colour used for completing the work
- Correct answers can be ticked
- Incorrect answers should be left and suggestions made – either verbally or in writing – as to how these can be put right
- Comments do not need to be long, but there should be enough to enable the student to improve their work and to feel appropriately praised.

Marking indicates 2 things:

- What Went Well (WWW) - How the learners have met the learning objective(s) set at the start of the lesson
- Even Better If (EBI) - What the learner needs to do next to improve their work

If there is time, marking should be done alongside the learners so that they can ask questions.

If this is not possible, the learners should be allowed some time to discuss their work with staff.

If students use a black pen to complete set work, they should use a blue pen for self assessment/markings.

#### 4. Written Feedback

- (i) Staff must use green pen to mark learners' work and give written feedback
- (ii) Students should show evidence of responding to written feedback – whether completing additional work; completing 'stretch and challenge' activities or writing a written response to the staff feedback (the EBI - see below)
- (iii) All written feedback to learners' work should include:
  - **WWW** – what went well (linked to learning objective)
  - **EBI** – even better if (linked to learning objective and future actions needed to support and improve learning)Remember – WWW and EBI should only be related to the lesson objective(s)
- (iv) **ICE** – in class effort should be recorded on the class Daily Checklist;
  - A = Outstanding
  - B = Good
  - C = Satisfactory
  - D = Requires Improvement

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