



Creating Learners Without Limits

Title	Marking, Feedback and Presentation in Books
Reviewed	September 2019
Next Review	September 2020
Associated Policies	Teaching and Learning Learning Essentials Assessment Home Learning
Originator	Ian Pearson
Approved	

Contents

One Page Feedback.....	2
Outstanding marking is characterised by:.....	2
Marking Annotations and telling the story of the lesson	3
Creating a dialogue between the pupil and the teacher.....	3
My Learning Prompts	4
The Presentation of Learning in Books	5

One Page Feedback

At Victoria we use the One Page Feedback system. This follows the following procedures:

- ✓ All work is marked on the day of teaching
- ✓ All work is annotated with our marking codes
- ✓ For every piece of work in English, Maths and Connected Curriculum a one page feedback sheet is completed for that lesson.
- ✓ The feedback sheet records any misconceptions for the class, groups of children or for specific individuals. Actions are then recorded for the next lesson. These may be adjustments to planning, changes to levels of support for identified pupils or other changes deemed needs to address misconceptions.
- ✓ The feedback sheet also records children who have been successful in the learning in that lesson, including those achieving greater depth. Actions for these children are also recorded.
- ✓ Prompts for response marking are also recorded on the sheet, these are then written up on the board and shared with the children in the next lesson. Their responses are written in purple pen.
- ✓ Praise may be given verbally, with stickers or by the use of our Academy reward systems

Outstanding marking is characterised by:

- ✓ Completion on the day of teaching and at the latest before the child next sees the book. Children feel their work is valued and misconceptions can be addressed straight away.
- ✓ Neat legible adult handwriting.
- ✓ Marking against the learning intention.
- ✓ Teacher annotations completed in green to stand out from children's work.
- ✓ Opportunities for pupils to self-assess their learning completed in pencil crayon (when it is appropriate and using a specific technique).
- ✓ Recorded learning initialised by the adult who led the learning.
- ✓ Marking completed wherever possible by the adult who led the learning. (The class teacher should review all learning marked by additional adults).
- ✓ Phonetically plausible spellings are encouraged and should not be corrected. Where pupils continue to make errors in common words these should be recorded by the adult in the margin.
- ✓ Marking codes at the top of the learning next to the learning intention.
- ✓ Pupil responses to *My Learning* prompts on sticky notes.

Marking Annotations and telling the story of the lesson

The main marking annotation for the learning should be placed against the learning intention at the top of the piece of work.

At Victoria Primary we do not write long individual comments in pupil books. We know that pupils respond best to feedback given verbally during the course of the lesson and to feedback given for improvement following the lesson (see creating a dialogue and purple pen below). Teachers complete one page feedback sheets in order to plan for the next steps for pupils.

During the lesson adults intervene with the learning of the pupils to move the learning on, give additional challenge or support when needed. When this happens the marking code should be added to the margin of the pupil book to tell the story of the lesson. For example, during a maths lesson the teacher intervenes and gives additional support with a calculation strategy – TG should be added to the margin to show this, and then I added once the child is working independently again.

When an adult gives additional verbal feedback to a pupil during learning VF should be added to the margin.

This method demonstrates how adult intervention is used to support and challenge pupils at the point of learning.

A	the child has fully <i>achieved</i> their learning intention
PA	the child has <i>partly achieved</i> their learning intention
✓	the child needs more support in achieving their learning intention
VF	the child has been given verbal feedback
I	independent learning
TG	teacher guided learning
TAG	teaching assistant guided learning
S	supported learning
GL	group learning
PL	paired learning

Creating a dialogue between the pupil and the teacher

- Children should write in purple pen when they are responding directly to marking comments from the teacher. These comments may be given verbally, recorded

Victoria Primary Academy

A Member of Hatton Academies Trust

on the board or recorded in the child's book. They can be given to a group of pupils or an individual. They should link to the comments made on the one page feedback sheet for the previous lesson

- Self-marking/editing should be carried out in red pencil crayon

Suggestions for creating a dialogue and the use of purple pen:

In maths this could be:

- A question related to their work which requires an answer
- Another example of a calculation which may be more complex
- A request for a verbal explanation

In written work this could be:

- A request to add particular grammar etc into the child's own sentence
- A question related to their work which requires an answer
- A request to correct key spellings

Key Stage Two children should respond directly to the adult prompt for a purple pen response. Key Stage One and Reception pupils should have comments shared with them verbally by the adult during the learning, they should then respond directly to this in purple pen and the marking annotations should be used to show this has happened.

When marking Mathematics work:

- ◆ Isolated incorrect answers should be circled, the incorrect answer is to remain and the correct answer written to the side
- ◆ If a whole page or large section is incorrect, please write a constructive comment and speak to child (e.g. we will look at this again tomorrow or let's look at this together etc).
- ◆ A dot may also be used to denote an incorrect response where a circle is not appropriate

My Learning Prompts

We use a structured approach to support pupils to discuss their learning:

- All the class work on the same question.
- Ask pupils to find a piece of work that fits that criteria, support them with offering suggestions of the types of pieces they may look for.
- Use TTYP techniques to enable pupils to articulate their ideas.
- Record the best vocabulary suggestions on the board, direct teach some ideas for phrases that pupils could use.
- Record all these ideas on the board.
- Allow children to orally rehearse their sentences again.
- Record on the sticky notes.
- Remember to include the number of the prompt from the sticker.

- The prompts are on a sticker in the front of pupil books.

KS1/R children's ideas are captured as a group on large paper and kept to view later.
Year two begin to record their own ideas on sticky notes towards the summer term.
(English, maths and CC – once every short term)

Adults should remember that children take pride in their work and we should not annotate over it.

The Presentation of Learning in Books

At Victoria Primary Academy we aim for the highest quality presentation in everything we do. We foster a sense of pride in our environment and learning.

- Teachers explain the expectation of presentation to children.
- Teachers model high standards of presentation in marking, the display/learning environment and when using white boards.
- All work will be completed in pencil. A pen licence can be earned in year 5/6 and children with a licence may then write – using the pen provided by the school – in pen in all subjects except mathematics.
- Academy handwriting style MUST be adhered to at all times for all children
- The same high quality work and presentation is expected in all books.
- Children may use rubbers to erase individual words or mistakes, but not whole sections of work. ~~A single ruled line can be used to cross out larger sections of work.~~
- Felt tips should not be used in books.
- If there is less than half a page left, start a new page.
- Leave 2 lines before starting a new piece of work if it is not a clean page.
- Each piece of work must be dated:
 - Date: written on the left hand side, but not in the margin
 - Long date: Monday 12th January 2015
 - Short date: 12.1.15
 - KS1: short date
 - End of year 2 begin to write the long date, except for mathematics
 - KS2: short date for mathematics
 - long date for everything except mathematics
 - No underlining.
 - *NB: exceptions for key children should be considered.*
- Recording the learning intention:
 - Immediately below the date on the left hand side, either written in full or a number referencing learning intentions recorded on a sticker at the beginning of the week or term.
 - A line must be left underneath the learning intention before the child begins to record.
- All evidence of children's learning is valued and should be recorded in their books:
 - Any planning or jottings should be completed in books and not on white boards or pieces of paper.

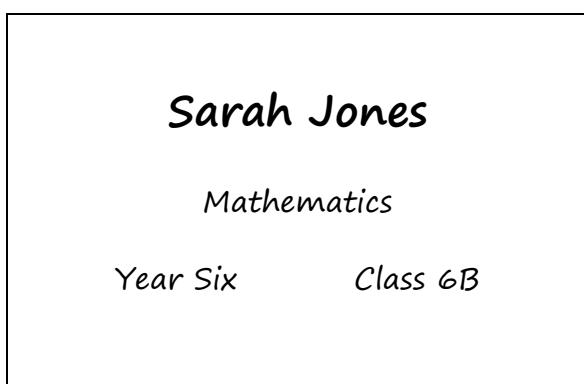
Victoria Primary Academy

A Member of Hatton Academies Trust

- If editing is done independently by the children, it should be done in red coloured pencil crayon.
 - Photographs should be annotated to show the learning and the context: a label on a whiteboard or on a piece of paper could be placed in the photograph.
 - Diagrams and pictures can be glued into books as scaffolds to learning, these should be trimmed and stuck in straight.
 - **Worksheets should not be used.**
 - In Reception evidence of children's learning will often be recorded in their "Special books".
 - Teacher modelled/guided work and pupil group work should be recorded on large sheets of paper, neatly presented, and added to the working wall.
- Only the following pupil books are used at Victoria Primary Academy:

Mathematics* - blue
English* (Language and Literacy **or** Read Write Inc) - gold
Connected Curriculum* - green
Discrete* – red
Sketch Book*
Home Reading Diary*
RWInc* – pale yellow (Reception only)

- Labels on books should be the same across the school. Books are labelled electronically with their name, the subject*, their year group and class number. No additional icons/pictures to be included on the stickers as they do not print well.
- We do not work from the back of our books.
- All books should have the following stickers inside the front cover, one underneath each other, straight and equally spaced.
 - I. One Page feedback explanation
 - II. Marking annotations
 - III. Verbal feedback explanation (R and KS1 only)
 - IV. My learning question prompts



Please ensure supply teacher notes are left available in your room to support cover teachers.

Victoria Primary Academy
A Member of Hatton Academies Trust