



## Creating Learners Without Limits

<b>Title</b>	<b>Marking, Feedback and Presentation in Books</b>
<b>Reviewed</b>	<b>September 2020</b>
<b>Next Review</b>	<b>September 2021</b>
<b>Associated Policies</b>	<b>Teaching and Learning Classroom Essentials Assessment Home Learning</b>
<b>Originator</b>	<b>Ian Pearson</b>
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## Contents

One Page Marking .....	3
Outstanding marking is characterised by: .....	2
Marking_ Annotaions .....	4
Creating a dialogue between the pupil and the teacher.....	3
The Presentation of Learning in Books .....	5

**At Victoria we use the One Page Marking 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 marking sheet is completed for that lesson.
- ✓ The marking 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 marking 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 give 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 initialled 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

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

Expectations Mathematics	Expectations written work
Purple pen should be used when children respond to marking comments	
Self-marking/editing should be carried out in red pencil crayon	
<ol style="list-style-type: none"> <li>1. A question related to their work or a comment which requires a response fortnightly</li> <li>2. Children given time to respond to this question/comment                             <ul style="list-style-type: none"> <li>• KS2 (and some Yr 2) - children to record written response in their book and initial comments to</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. 2 stars and a wish twice per short term in written work and at the end of a language and literacy unit</li> <li>2. Children should have opportunity to read/share comments                             <ul style="list-style-type: none"> <li>• KS2 (and some Yr 2) – children add a comment about their work. Children should</li> </ul> </li> </ol>

<p>show they have read them</p> <ul style="list-style-type: none"><li>• R/KS1 - Comments shared with the children whilst working, marking annotated to show this. Pupils should respond in purple pen, as appropriate, during the learning</li></ul>	<p>initial comments to show they have read them</p> <ul style="list-style-type: none"><li>• KS1/R - Comments shared with the children whilst working, marking annotated to show this. Pupils should respond in purple pen, as appropriate, during the learning</li></ul>
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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 whole page or large section 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

***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, 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.
- 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 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 12<sup>th</sup> 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. Procedures for this will be discussed and trialled across the academy as appropriate.
  - 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.
  - 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 using 2simple.
  - 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:

# Victoria Primary Academy

A Member of Hatton Academies Trust

Mathematics\* - blue

English\* (Language and Literacy **or** Read Write Inc) - gold

Connected Curriculum\* - green

Discrete\* – red

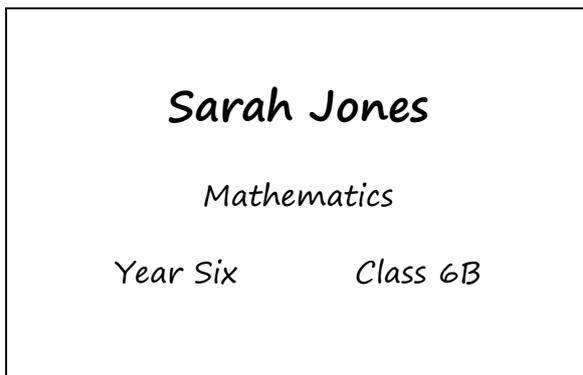
Sketch Book\*

Home Reading Diary\*

Handwriting\*^ – pale yellow (Reception and Year One only)

*^ these are to develop letter formation and orientation*

- 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 Marking 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.***