



## Creating Learners Without Limits

<b>Title</b>	<b>Marking, Feedback and Presentation in Books</b>
<b>Reviewed</b>	<b>September 2022</b>
<b>Next Review</b>	<b>September 2023</b>
<b>Associated Policies</b>	<b>Teaching and Learning Classroom Essentials Assessment Home Learning</b>
<b>Originator</b>	<b>Ian Pearson</b>
<b>Approved</b>	

**The VPA assessment system has been created with just two clear considerations:**

- Impact of assessment upon children's learning
- Impact on teacher workload

**At Victoria we use a One Page Marking system. This follows the following procedures:**

- ✓ We adopt a policy of minimal teacher written marking in books. While this can have impact the most effective feedback is verbal feedback given at the point of teaching
- ✓ All work is marked on the day of teaching
- ✓ All work is annotated with our marking codes, context is added if required e.g. if it is partner work
- ✓ For every piece of written work a one page marking sheet is completed for that lesson. This is done after every lesson for Maths, English and Science and we use the adapted 'CUSP' assessment sheets for all other subject. These pro-formas are clear, simple and quick to complete.
- ✓ The marking sheet records any misconceptions for the class, groups of children or for specific individuals. Actions are then recorded for the next lesson where appropriate. 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 where appropriate.
- ✓ Praise may be give verbally, with stickers or by the use of our Academy reward systems
- ✓ Teaching Assistants and other adults contribute to the One Page Marking via a post it note system which are completed and given to the teacher, these can be put on the OPF/assessment grid

**All marking at VPA has these features:**

- ✓ Feedback that both celebrates success and gives clear next steps
- ✓ Children feel their work is valued and misconceptions can be addressed straight away.
- ✓ All calculations in Maths should be marked with a tick to show it is correct or a dot to denote a mistake
- ✓ Neat legible adult handwriting.
- ✓ Marking against the learning intention.
- ✓ Key spellings and grammar should be corrected. Underline and write S in margin (or just write S in margin depending on age and stage)

- ✓ Comments from Y1 and YR (and other children with recording issues if needed) are recorded on speech bubble sticky notes added into their book to show voice of the child
- ✓ 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 with the adults initials who is completing the marking

## Marking Annotations

- (A) the child has fully *achieved* their learning intention
- (PA) the child has *partly achieved* their learning intention
- (NS) The child need some further support
- (VF) the child has been given verbal feedback
- (I) independent learning
- (TG) teacher guided learning

## Creating a dialogue between the pupil and the teacher

Any self-marking/editing should be carried out in pencil crayon

1. Next steps should be added in books for any children annotated as NS
2. Children should then be given time and/or support to respond to these next steps questions/comments

3. KS2 (and Yr 2) - children to record written response in their book
4. R/KS1 - Comments shared with the children whilst working, marking annotated to show this. Pupils should respond in pencil crayon, as appropriate, during the learning

When marking Mathematics work:

- ◆ Isolated incorrect answers should be dotted, circling the mistake where appropriate. 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).

***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.***

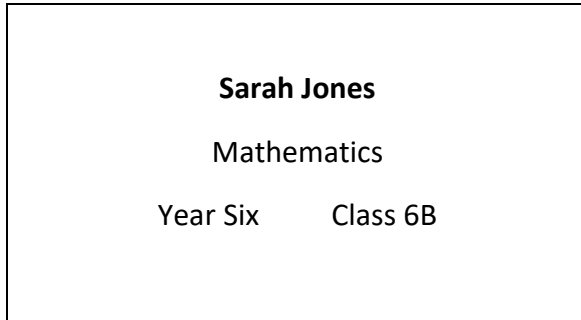
- Teachers explain the expectation of presentation to children and then continue to reiterate this as needed.
- Teachers model high standards of presentation in marking, display/learning environment and when using white boards.
- All work will be completed in pencil. A pen licence can be earned in year 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:
  - In CUSP subject the question acts as the learning intention and does not need to be recorded
  - In non-CUSP subjects we record 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.
  
- 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.

# Victoria Primary Academy

A Member of Hatton Academies Trust

- 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

Books should be labelled as in the example below:



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