

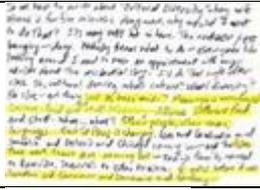


**PRIDE,  
PASSION,  
PARTNERSHIP,  
PERSEVERANCE,  
PARTICIPATION.**

### Marking, feedback and presentation policy 2018

- *Teachers mark in green. TAs use blue*
- ***Priority marking for disadvantaged pupils (PP)- mark first and feedback daily***
- *Pupils will have evidence of learning (this can include -photos, post its, quick writes, teacher or TA scribe or reference to learning every day)*
- *In maths books, pupils will write 1 digit in one box*
- *Pupils will respond to marking in purple at least twice per week*
- *Peer assessment is a powerful tool when used correctly. In maths and English it should be used a maximum of twice per week to ensure the teacher has professional responsibility for the feedback being received.*
- *Children will use pen to write in topic and English books in years 5 and 6*
- *In year 3 and 4 children will work towards their pen licence. Pupils in 5 and 6 should use pen*
- *English and maths books will have Target Tracker curriculum statements in the back to refer to by teacher and pupil*
- *Every piece of work needs to be dated to show learning over time. This includes Singapore maths books and RWI materials.*
- *Differentiated Success criteria or differentiated task will be provided for every English and Maths lesson unless the lesson is being used to assess independent learning or there is open ended activity (low threshold high ceiling task). HA pupils should start at the more complex- not work through each*
- *Success/Learning ladders may be used in place of this or alongside if appropriate depending on guidance needed with children in particular lesson. Steps to success (STS) or visual success criteria can add specific instruction*
- *Teachers initial to assess against learning objectives -teachers have judged the progress of the pupil that lesson. Pupils will self-assess with a sad/happy/medium face*

Marking codes will be at the front of maths and English books.

<p><b>CT</b></p>	<p>When I work with a teacher, they write a <b>CT in green</b> in my book and initial the bottom of my work. I get feedback during the lesson.</p>
<p><b>TA</b></p>	<p>When I work with another adult, they write a <b>blue TA</b> in my book and initial the bottom. I get feedback during the lesson.</p>
<p><b>IND</b></p>	<p>When I work in a group or pair without an adult, I write IND in my book in purple or pencil. <b>Purple is the colour I use to mark or edit my work.</b></p>
	<p>My teacher always checks against the WALT and stamps my work when I have worked without an adult.</p>
	<p>When I see a <b><u>PURPLE stamp</u></b> my book, my teacher is still pleased with me, but they want to talk to me about my work. <b>I might have to correct something, look or have a challenge!</b></p>
	<p>When I see that my teacher has highlighted some of my work, I know that my work is super amazing.</p>
	<p>When I have really, really impressed my teacher with my efforts, my teacher puts a STAR stamp in my book and I can go and show Ms Simmonds or Mrs Webber</p>

## Books and Evidence

In EYFS work is presented in 'Learning Journals'. Feedback is immediate and verbal. Observations and work are referenced with the appropriate ELG, date, and staff initial. It is also recorded whether the learning was 'adult led' (AL) or 'child led' (CL).

## Literacy Green Progress Books

Cold tasks remain unmarked as pupil conferencing takes place after the cold task and before the hot task. This is recorded, using the conferencing sheet, in the green book.

Hot tasks are marked with green. A copy of the marking ladder should also be included with the hot task. Teacher feedback should refer to the targets set during pupil conferencing.

## Maths

All work will be marked by the teachers to show if it is correct or not or if there is a misconception. Children will be given and opportunities for further challenge. KS1 have Singapore Maths books and a blue maths book to support learning and encourage informal 'jottings'. All work should dated.

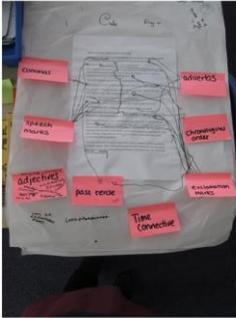
Work in all books should be marked as IND (independent) TA (ww TA) or CT -worked with Class teacher. KS2 children can easily be taught to recognise and write this in themselves. KS1 pupils may need stampers or support with this. Marking and feedback remains the responsibility of the teacher and not support staff. If TAs are marking ensure you have given them correct answers or materials to mark from, for example with spellings. Please oversee this as your professional responsibility.

## Types of Evidence:

Learning should provide a range of evidence including photos and feedback can be given to this evidence in pink and green using your computer if appropriate EG:

Can I respond to a text? 7.1.14

We responded with our likes, dislikes, questions and what the text reminded us of.



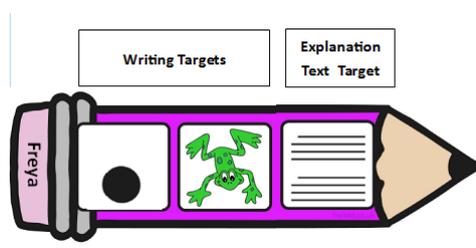
\*You formed your own opinion about the text and you were able to discuss this in partnership.

What does this text remind you of? Tell me in your purple pen

## SEN Children

SEN pupils will be provided with differentiation by task, objective or resources- sometimes all three. This will be evidenced in books or learning episodes. A good example of this is RS book in year 6.

SEN pupils should be provided with visual success ladders/targets in literacy as in KS1- Jo Allen has put excellent examples and templates on the one drive for us all to use.



General Presentation.

PRIDE is one of our 5Ps. Teachers, pupils and parents should take pride in their books. Lead by example with your own handwriting ensuring it is legible and clear. One neat line for mistakes only. Rubbers should not be used. All work should fit neatly onto the page of the larger books we have provided so there is no need for trimming. Any sheets should be stuck in neatly and should not be hanging out of the book.

Homework should be marked but this can be a broad feedback. Dojo messages home are a great way of thanking families for getting involved!

Spot Checks:

Alongside regular timetabled monitoring, leaders and subject leaders will carry out regular spot *checks to ensure this policy is being adhered to.*