

Actions Required:

1. Presentation

The presentation of work, and the books it is in, are an important part of establishing and maintaining high expectations. We want children to have real pride in everything they do.

- a. Make sure that **each set of books has a clear home** where they are not likely to get damaged.
- b. Any **work stuck in books** must be sized appropriately or neatly folded.
- c. Pieces of work must have a **clear and consistent format** with an underlined date, missed line, an underlined title [normally the LO/WALT], missed line.
- d. **Handwriting and overall presentation** of work must be highlighted and valued. Sharp pencils, decent pens etc are very important and it is the teacher's responsibility to provide these, insist on their use and make children accountable for the presentation of their work.
- e. **Work which meets or exceeds the expected standards** should be highlighted – children need clear models to exemplify our expectations.

2. Marking and feedback

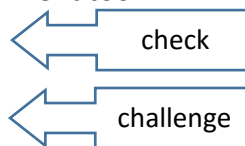
Marking done and feedback given must have a demonstrable impact on learning.

It must be 'Active' – requiring a response from the child which develops the learning and develops a dialogue between child and teacher about their learning.

A time needs to be identified to allow children to review marking from the previous session. It is part of the learning process and holding children to account, not a barrier to getting on to the next lesson.

- a. **Maths – there is essentially a choice of 4 comments** and almost every day's work needs to be marked with one of these, plus a positive comment too.

- i. Work with me tomorrow
- ii. Go back and correct.....
- iii. Look at this model, now do this one.....
- iv. Write a problem yourself.



- b. **Writing – essentially a choice of 4 comment types.** All significant pieces of work need to be marked and feedback given as a positive comment plus one or two of:
 - i. Correctly spell..... x5
 - ii. Go back and edit the marked sentence / section – insert the word.... / add adverbs, punctuation etc
 - iii. Rewrite this section using.....
 - iv. Look at this.....and expand it using.... Or imitate it by writing another yourself.

3. Quantity

- a. There must be **maths work for every, or almost every, day**. Dated and organised to show progression.
- b. There should be a clear **daily, or almost daily, progression of work in English books**.
- c. There must be **regular sustained writing with complete WALT WILF feedback and response**.

EXPECTATIONS FOR MARKING AND FEEDBACK

ALL teachers and children are expected to use correct letter formation and use the agreed style consistently.

The process for marking writing:

Teachers must write *in green*

Children must frequently be required to respond to marking *in red*

WALT/LO must always be written at the start

WILF/Success criteria must be clearly stated relating to the activity / genre – what will a good outcome be like?

When marking:

Highlight or tick **LO/WALT** if the child has achieved it against success criteria

Highlight **LO/WALT** yellow if not fully achieved

This makes **WILF/success criteria** critical **so if it is some independent writing** – stick success criteria at the end of the writing. **Tick or highlight** the one[s] which the writing shows and highlight examples in the work.

In green – Teacher makes a positive comment – what is good/successful?

Teacher also makes a developmental comment, often demanding a response from the child – this must normally be 1 of the 4 comment types.

In red – child writes a response – this could even elicit another teacher response so there is a dialogue between adult and child

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Teacher also makes a developmental comment, often demanding a response from the child – this must normally be 1 of the 4 options above

Child writes a response – this could even elicit another teacher response so there is a dialogue between adult and child

Your approach must be consistently applied across all children in your class and the actions above must be consistently applied across classes.

MARKING AND FEEDBACK

Further guidance – September 2015

It is important to remember that all work must be marked – but not all work will need to be marked in depth.

This may mean that some activities only require quick marking, peer or self marking.

Whatever is done, **marking must be visible, precise and correct.**

Teachers in green, children in red.

For short literacy tasks, there is still a need to **highlight LO and pick up significant errors or work which needs improvement**. In that case, it is important to avoid ‘littering’ the work with marking. Rather, make a clear response at the end, phrased as an imperative – or yellow box the section for review.

Writing **MUST** be of a similar standard across the curriculum – you need to have the same expectations in science books as you do in other writing.

Children **MUST** write regularly – this means daily in some shape or form. Most of this writing must be in books so that there is a chronological trail.

For maths tasks, the same applies. **All work must be marked & LO highlighted.**

Use the comment styles identified for maths to respond – regularly **BUT** as with writing, use your judgement to decide whether follow up is helpful or whether to move on. Every child’s work must demonstrate that the teacher marks and that this leads to improvement – by often showing that children respond to imperative feedback.

Children respond in red – unless drawing which should be in pencil.

Writing Portfolios – KS2

These replace the writing sample books.

The portfolio must contain regular [half termly minimum] pieces of extended independent writing which reflect the work done.

Writing in the portfolio is to be done on paper – if you can create a fancy border / format etc that would be great. Either include faint lines or use guidelines underneath.

Handwriting expectations must be high.

Writing is then marked on a feedback sheet specific to that task. There are some sample sheets in a folder on the curriculum site. As you make new ones, please save a copy in that folder to share in the future.

1. Child gives feedback to teacher against success criteria.
2. Writing must then be marked in detail by the teacher against success criteria.
3. Marking leads to child response which might be re-writing a section, substituting words etc.
4. Teacher then responds again to child response etc.

The portfolio will be important in identifying whether children are meeting age expectations.