



Kings Avenue Marking and Presentation Policy

Introduction

At Kings Avenue we strongly believe that consistent high quality marking and constructive feedback from both our Teachers and Teaching Assistants ensures that pupils make significant gains in their learning. Marking should provoke thinking and a learning conversation between the teacher and child.

Immediate Feedback

The most effective marking is done with the child, allowing time for quality feedback. Where possible the feedback should be immediate and whilst the child is present. Where 'Verbal Feedback' has been given **VF** can be written at the bottom of the piece of work.

All the adults in a class should be involved in the marking of children's work.

Intervention marking

The teacher can intervene during the lesson and mark or highlight as the need arises. This will give children the opportunity to respond to their work or correct and improve their work immediately.

Note:

1. Children write with a pencil until they are fluent and confident to use a pen (**blue**). In some instances teachers may issue a 'pen licence' to those children who may have earned it (possibly years 3/4)
2. Teachers mark with a **green** pen.
3. Children respond with a **red** pen in years 1-6
4. All Maths work should be done in pencil

PRESENTATION

- Use the letter-join scheme for handwriting
- The learning objective must be clear: What the children are learning, for example: *To be able to use tension in my story to grip the reader* or *To be able to identify acute angles in shapes*. Remember to ensure the LO is an objective and not just the task EG diary writing.
- The date and objective must be written neatly and underlined using a ruler or stuck in at the top left hand side of the page
- All worksheets must be neatly trimmed and stuck into the books
- Children should not doodle, make dog ears, draw on covers, etc
- All errors must be struck off once neatly
- Ensure that margins are ruled in books that don't have any
- Children must rule off after they have finished their work or before any new work
- Avoid wasting space and pages
- Erasers can be used in Maths when studying shapes or drawing graphs. Wrong working out should be struck off once only so the adult can follow children's thinking and methods used.

The marking process and next steps

1. At least 3 out of 5 pieces of work must be marked in all subject areas
2. Some short pieces of work, or work in foundation subjects could have comments / questions like:

How do you know that?

Why would you have liked to live in the Victorian times?

What are some of the main differences between Hinduism and Christianity?

What would you have done if you were ...

ENGLISH

- After children have written, they must edit their work by correcting basic errors (*punctuation and spelling*)
- All children must be encouraged to edit their work
- The teacher underlines all spelling errors to indicate that the words are spelt incorrectly.
- Write **sp** above 2-3 words that you want the children to correct. Children could use word banks, dictionaries or the working wall to correct spelling
- In KS1 the teacher will write the word out for children to re-write.

ENGLISH, MATHS and FOUNDATION SUBJECTS

- Scaffold when necessary
- Ask a question – for example; What have you learnt today? How could you have changed....?
- Give direction for next steps. See Appendix 1 for examples of next steps
- Monitor the response and correct as necessary to ensure that children are making progress
- Children must be given time to respond to the marking

GUIDED READING

- Mark work at least once a week
- This can take the form of a question;

What did you like/dislike about the character?

How is this book different/ similar to...

What did you like about the author's style?

- All adults working with a group/ child are expected to mark
- Children in Yr5/6 could review responses a few weeks later to see if they have improved

HANDWRITING

Teachers are to ensure that cursive handwriting is promoted in classrooms by modelling on flipcharts, whiteboards etc. Where possible written displays should also use cursive font. The 'letter-join' scheme is used by children in school and at home, to practise their handwriting.

MARKING

EYFS - Early Years use the following words, letters and symbols:



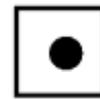
Sounding out



Capital letters



Finger spacing



Full stops

Next Steps, **VF** [*Verbal Feedback*], **I** [*Independent*], **TS** [*Total Support*] and **SS** [*Some Support*]

Comments should be given by the teacher and even a question to move them on / Next Steps

Stamps used in EYFS



KS1 – Year 1 initially follow the EYFS marking codes and symbols before moving onto KS1 symbols and marking.



Sounding out



Capital letters



Finger spacing



Full stops

Next Steps, **VF** [*Verbal Feedback*], **I** [*Independent*], **TS** [*Total Support*] and **SS** [*Some Support*]

In addition, **SP** can be used for spelling errors, **P** for punctuation and a double tick when something is excellent [✓✓✓]

Comments should be given by the teacher and even a question to move them on / Next Steps. If possible, get the child to respond to your marking / next steps.

Stamps used in KS1



Lower KS2 [Years 3 & 4] – Year 3 initially follow the KS1 marking codes and symbols before moving onto KS2 symbols and marking.

Next Steps, VF [Verbal Feedback], I [Independent], TS [Total Support] and SS [Some Support]

SP is used for spelling errors, **P** for punctuation and a double tick when something is excellent
[✓✓]

Comments should be given by the teacher and even a question to move them on / Next Steps

Where possible, the child should be given time to respond to your marking and do their next steps

Stamps used in Lower and Upper KS2



Upper KS2 [Years 5 & 6]

Next Steps, VF [Verbal Feedback], I [Independent], TS [Total Support] and SS [Some Support]

SP is used for spelling errors, **P** for punctuation and a double tick when something is excellent
[✓✓]

Comments should be given by the teacher and even a question to move them on / Next Steps

The child should be given time at the next opportunity to respond to your marking and do their next steps

Stamps used are the same as in lower KS2 [above]

APPENDIX 1

Examples of appreciative marking, with next steps

1. This is fantastic writing, well done! To make your work even better can you look at the second paragraph and change the tense so that it sounds better. Can you also add dialogue between your characters in the 3rd paragraph?
2. You have used great adjectives in your writing. Can you now change 2 verbs (action words) into 2 fantastic verbs?
3. (36+15)You have tried really hard. Remember to first jump to 10 or first add 10 or add the tens.... Then add the units. Look at the 100 square to help you.
Or model how to do the sum
4. I loved your story. It was very exciting. You've started most sentences with the word '**then**'. Can you change some to an even better sentence starter? Use the Working Wall to help you.
5. You have tried really hard with your sums. Can you now try to set them out correctly so you can add / subtract them carefully. (*show example*)
6. You have written some interesting sentences. Now what have you forgotten at the beginning and the end? Read and check all your sentences.
7. You have collected some interesting data. What interval could you have used in the Y-axis to ensure that your bars are not so long?
8. What an interesting diary entry. Remember the incident has already happened. Use the *past tense*- walked, saw, bought, ran, felt
9. You have tried hard with your writing. Now try practising these joins or letters
10. You have great ideas. Now try and add more detail to some of your ideas to make it even more interesting
E.g. After a long day *we decided to go back home. We did look for Joshua everywhere. It was becoming late and we needed to be safe. The rescue team was alerted. We'll just have to wait and see.*

Examples of questions that could be asked

1. What detail could you have added to paragraph 1 to make it more interesting?
2. What would the perimeter be, if one side of the triangle is 6 cm?
3. What is the difference between Victorian schools and schools today?
4. Can you add more details in paragraph 2.
5. How do you know that?
6. What would happen if I decrease one side / or one number by 10?
7. How are the mosque and the church similar? Different?
8. What do you now know about the functions of the teeth/ roots/ leaves/etc
9. Can you explain the difference between condensation and evaporation?
10. Write 1 reason why mountainous regions are not suitable for habitation.
11. How can you make your character look evil / kind/ brave?
12. If $3+7 = 10$, then what is $30+70$ and $300+700$?

Examples of Appreciative marking

1. This is fantastic work
2. Well done. You can add ...
3. You have used great adjectives...
4. Excellent writing
5. I love your beautiful handwriting
6. What a brilliant story, I loved reading it.
7. You have definitely been able to...
8. Wow, how hard you worked on...