



Marking, Target Setting and Presentation Policy

The purpose of marking is to move children's learning forward, showing individuals the strengths and weaknesses in their work. Marking also shows children how well they have met or are working towards the lesson objective for the session and their own personal targets. At Torre, we have put together a clear and simple approach to marking that can be understood by children, parents and staff members.

We have agreed that at the start of each session (where appropriate), children will look back at their work from the previous session to look at how well the written work showed progress towards the learning focus. Children also have time to think about what they have to do to move their learning forward.

Children will have the learning question displayed at the top of a piece of work, as they progress through the school. In KS1, this may be in the form of a title rather than a question – although the learning question will always be shared with the children. This can be written by the children where appropriate. Any marking will then refer to the learning question and success criteria. (EYFS have their learning question shared in an age appropriate way). The date is also recorded at the top of each new day's work the short date in maths and the long date at all other times.

When recorded work is marked across the curriculum, the learning question is 'spotted' using the following codes:

- Green – objective achieved
- Orange – objective partially achieved
- Pink – objective not achieved.

Writing (Key Stage 1)

N.B there are times throughout the year where the traditional storytelling sequence will not be adopted and other strategies – such as Bob Cox and Let's Think in English will be adopted.

Week 1 (imitation) – any recorded work in the children's books will have the learning question 'spotted'.

Week 2 (innovation) – a wish with a toolkit ticked by the teacher. The wish is expected to be applied during the invention. Green highlight in the piece of work and pink comment / stamp for their next steps to relate to the invention.

Week 3 (invention) / assessment pieces (during other sequences of work)– No two stars and a wish, green highlights and a pink growth comment / stamp which should relate to the wish from the previous innovation. This growth comment will be acted on during their next piece of writing.

Wish marking may relate to the child's current target and/or the wish on the previous innovation. Pupils are encouraged to remind themselves of their targets and previous 'wish' before beginning a new piece of writing.

In Year 1 and 2, stampers are used – see attached sheet for further details.

Writing (Key Stage 2)

N.B there are times throughout the year where the traditional storytelling sequence will not be adopted and other strategies – such as Bob Cox and Let's Think in English will be adopted.

Week 1 (imitation)/ assessment – any recorded work in the children's books will have the learning question 'spotted'.

Week 2 (innovation) – at the end of the innovation week, teachers will assess children using a grid grouping method to address successes in writing, next steps, target areas and misconceptions. Children will then see this grid and act upon this during DIRT time. A greater depth section titled '#4' will be used on this grid to address greater depth next steps. A section of their work will be underlined in green to celebrate successes and incorrect spellings will be identified in pink. Spellings identified as pink will either be corrected by the teacher or the children will be expected to self correct.

Week 3 (invention) – There will be a structured DIRT session at the beginning of this week which will relate to the grid assessment from the previous week's learning. This will be taught in a specific way according to the KS2 proforma for DIRT sessions. No two stars and a wish, green highlights and a pink growth comment which should relate to the wish from the previous innovation. This growth comment will be acted on during their next piece of writing.

Targets are identified as part of the assessment process (see assessment policy). A new area of focus will be identified to move a pupil on to the next 'Golden Code' displayed in the front cover of each child's storytelling book. Statements that have been achieved are high-lighted and the current target is circled and dated. Pupils are aware of their targets and they are also shared with parents at parent teacher consultation evenings and by sending home individual pupil assessment sheets termly.

Maths (Key Stage 1 and Key Stage 2)

In KS2; learning questions are stuck in pupils' books at the start of each block and spotted by the child for self-assessment as well as by the teacher. In KS1; teachers use learning questions throughout the unit and do not put these at the beginning.

At the end of a piece of work, if learning at greater depth has been seen, the letters GD will be written at the end of the piece of work and circled.

A short 'elicitation task' at the beginning of a block covering what is about to be taught is completed and stuck in the book. Year 1 will continue to use giggle sheets and year 2 upwards will provide elicitation questions / activities. This is differentiated for those with special educational needs. The outcome of this elicitation task then directly informs the block of teaching. In year 1; at the end of the block, the task is repeated to demonstrate progress.

Correct answers in maths will be ticked and errors will be marked by a pink dot. DIRT time will be used to re-visit errors.

Across all subjects

Dedicated improvement and reflection time (DIRT) or conferencing takes place as required. DIRT time / conferencing is to be evidenced in the children's books by using the 'conference' stamper. Children are given the chance to consolidate their knowledge, prove their understanding and given an opportunity to extend their understanding, as well as rectifying any mistakes. In Key Stage 1, a conference may take place that does not directly relate to work in the pupils' books, but this will be noted on the planning.

Reasoning will be evidenced using speech bubbles; when able, children will be given a speech bubble to explain their reasoning for a task. In KS1; children have the opportunity to identify their successes on a green outlined bubble or next steps in a pink outlined bubble to enable them to reflect on their work.

- A range of stampers are used across the school. For example:
 - Innovation
 - Invention
 - Supported
 - Guided
 - See your teacher
 - Conference
 - Verbal feedback
 - Pedagogos stampers KS1 and EYFS

Self Organised Learning Environment (SOLE) Pupil Books (Key Stage 1 and Key Stage 2)

Children are provided with an exercise book and will be personalised with their north star journey. The books will be protected with a plastic cover.

Regular 1:1 conferencing takes place in SOLE. Teachers record pupil comments directly into the children's SOLE books inside inverted commas.

It is expected that in one three week block of SOLE, that an adult writes one written comment for science and also for either geography, history or other focus SOLE subject. In KS1, this will happen during guided group work.

In KS1; teachers marking and assessment will be on an assessment grid (as KS2 writing marking).

In KS2; science will have a specific science book.

Spelling – the following applies across the curriculum in all subject areas.

Not all errors will be marked. Words the child should know how to spell will be underlined in pink highlighter. Time will be provided for the child to re-visit his/her errors in order to self-correct the word. Words which the child is not expected to be able to spell that have been spelled incorrectly will be underlined in pink and the correct spelling will be written above the child's attempt. These words are then transferred into a personal spelling log.

Marking symbols used in Key Stage 1 and Key Stage 2:

- Pink – not achieved / errors
- Orange – partially achieved
- Green – achieved

(In the EYFS these colours are not used on the children's creations, instead they are used on teacher assessment and tracking documents.)

- Symbols – to be used throughout a piece of work:
 - √ Correct answer
 - An error will be underlined
 - . Look again
 - // New paragraph (Key Stage 2)
 - Punctuation error
Drawn around a misplaced capital or lower case letter
 - ? Shows if something does not make sense (Key Stage 2)
 - ^ Omission (Key Stage 2)
 - T Incorrect use of tense

Writing implements

Pupils are expected to record all maths work in pencil.

In all other subjects, pupils write in pencil until they achieve their 'Pen License' in the latter parts of year 2. The Pen License is awarded when pupils can demonstrate that they take pride in the presentation of their work.

Pens should be black in colour and fibre tipped. **Biros may not be used.**

Purple pens are used for editing and DIRT sessions.

EYFS (Nursery)

Although the children's work is not officially marked in the Nursery, there is an open dialogue between children and adults about how they have achieved the outcome and targets for the future. This information informs future activities, resources, teaching and planning.

EYFS (Reception)

The following prompt sheet is used by adults when marking writing in Reception...

Marking writing in the EYFS

(All feedback is initially given verbally to the child)

When marking writing with children, think about and talk about the following...

- Can they verbally create a sentence?
- Can they segment and spell CVC words?
- Are they using their fingers to segment words?
- Have they used any full stops or capital letters?
- Can they write some of our star words?
- Can they hear initial/final sounds of words?
- What is their letter to sound correspondence like?
- Are they forming letters correctly?
- Are they adding detail into their writing? (Adjectives/connectives etc)
- Can they read what they have written?
- Do they notice when something they have written does not make sense?

Below are some of the stampers we will use to create a wish (individual target for next piece of writing)...



Hear all the sounds, use your fingers to chop up the word.



Finger Spaces



Can you read your writing?/Does it make sense?



Full stops

For full range of stampers see individual teacher sets.

As children progress through Reception, and it becomes appropriate, some good aspects of the writing will be underlined in green.