ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

Presentation, Feedback and Marking Policy

Policy for the Attention of			
Audience	*Key Audience*	*Optional Audience*	*Additional/Notes*
Senior Leadership Team	✔		
Teachers & HLTAs	✔		
Teaching Assistants	✔		
Administrative Staff	✔		
Curriculum Support	✔		
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors	✔		
Parents	✔		
Website	✔		
Local Authority			

Policy Updated – Spring 2024 ~ Review Date – Spring 2027

Purpose:

The primary aim of Feedback at Alder Coppice Primary School, in any form, is to support learning and _drive pupil progress._

'The most powerful single moderator that enhances achievement is feedback. Hattie (1999)

'Marking should be **meaningful, manageable** and **motivating** … This can often be achieved without extensive written dialogue or comments'. Independent Teacher Workload Review Group (2016)

'Too many teachers focus on the purpose of feedback as changing or improving the work, whereas the major purpose of feedback should be to improve the student'. Wiliam in Hendrick & Macpherson (2017)

'If there is a single principle teachers need to digest about classroom feedback, it is this: The only thing that matters is what students do with it. No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it's a waste of time'. Wiliam (2017)

Rationale:

At Alder Coppice Primary School, we realise that throughout the teaching and learning process, effective feedback is key to ensuring pupils make progress. We are mindful of the workload implications for teachers of _written marking_ (highlighted as one of the key contributing factors by the DFE), and are aware that many schools across the country have become in favour of _strategic minimal marking_ approaches to ensure pupils are taking responsibility for their own learning. We have also taken into account research surrounding effective marking and feedback strategies which are efficient and most beneficial to the learner.

Our Policy is underpinned by the evidence of best practice from our research and by some of the findings from the Educational Endowment Foundation (EEF) Marking Review (2016), which recommends the following best practice:

- ❖ Careless mistakes should be addressed differently to errors resulting from misunderstanding. The latter can be best addressed by re-teaching with either a focus group or whole class. The former by simply indicating an error that needs to be identified and corrected by the child;
- ❖ Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to the marking;
- ❖ Some forms of marking, including acknowledgment marking, are unlikely to enhance pupil progress. Time is better spent using feedback to inform future planning;
- ❖ To address misconceptions;
- ❖ To put the onus on pupils to correct their own mistakes, rather than providing the correct answers for them.

This last point also takes account of a Dylan Wiliam's article on effective feedback (2016) that states, '*One way of making sure that students actively use feedback is to make responding to the feedback a task in itself. In other words, make feedback into detective work*'. As such, we have taken note of this advice, keeping written feedback to a minimum and use a combination of strategies to ensure we can provide the most effective feedback that enhances learning, whilst also emphasising the importance for it to be *meaningful, manageable and motivating*, as recommended by the DFE's expert group referred to earlier.

Key Principles and Aims

Our Policy on providing effective feedback aims to:

- ❖ Empower pupils to take responsibility for improving their own work; teachers scaffold and prompt pupils, but don't do the thinking for them;
- ❖ Further pupils' learning and deepen their understanding of key concepts;
- ❖ Celebrate pupils' work and effort and ensure appropriate challenge for all pupils;
- ❖ Create age-appropriate dialogue with pupils to aid progression;
- ❖ Embed feedback within the teaching and learning process across the curriculum;
- ❖ Ensure high standards and expectations are consistent, age-appropriate and children know what standards they are aiming for;
- ❖ Only use written comments as a last resort for those pupils who may be unable to locate their own errors, even after guided modelling and prompts from the teacher;
- ❖ Address misconceptions in the lesson whenever possible, or in the next appropriate lesson to ensure improvement in understanding;
- ❖ Provide feedback as part of Assessment for Learning (AFL) and the School's wider Assessment Policy and procedures;
- ❖ Engage pupils in self and peer assessment;
- ❖ Draw on research from cognitive science, including Rosenshine Principles to ensure that learning is revisited frequently and over time to ensure new learning is embedded; teachers should be aware that when assessing if learning is secure, assessment data needs to be gathered after some time has passed, and not from evidence gathered too close to the initial point of learning.

Using these principles, we aim to ensure feedback is an integral part of teaching and learning, evident across the curriculum, which helps provide a greater impact on learning.

Feedback and Marking Main Points:

- ❖ In Key Stages 1 and 2, traditional day-to-day written marking of books will no longer be required.

- ❖ Responsive feedback and marking of pupil's work will replace formal written marking. This will happen at the point of teaching, i.e. after retrieval practice or after a written activity has been carried out, in order for both the teacher and pupil to check for understanding and redraft or amend work, as required. This may be at any point during the lesson.

- ❖ Teachers may tick or dot work, or highlight areas where pupils need to look for an error or spelling mistake, as they are tracking work carried out *throughout* a lesson, so the child is the one actively finding and thinking about why something needs improving. (See feedback codes and guidance section).

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- ❖ At the end of a lesson, or a piece of written work or maths problems, teachers will need to assess how well a child has understood the learning, they should:

  - ▪ Review exit tickets in Resource Booklets and books, evaluate any Maths learning or written work and fill in the 'Whole Class Feedback Sheet' (appendix 1, also see example of a completed Feedback Sheet below) noting down areas for improvement, areas to praise, spelling errors, misconceptions and points to discuss in the next lesson.
  - ▪ Use the notes made as teaching points for the next lesson, as appropriate.
  - ▪ As they evaluate the work, they may dot areas for improvement or underline/circle etc… sentences or paragraphs in the pupils' work, to help point out where the developmental areas are for individuals or younger children, where required. (See feedback codes and guidance section).
  - ▪ As they evaluate work, place books/resource booklets into 3 piles – Working Towards, Meeting and Greater Depth to support any verbal feedback you want to give to groups of children.
  - ▪ They may respond to a child's green response by ticking the improvements.

Any Feedback Sheets should then be kept as part of formal teacher assessments and can be used to inform future planning and/or progress of individuals to feedback to Subject Leaders, Phase Leaders, Senior Leadership Team and parents, as required.

Feedback and Marking in Practice

It is essential that teachers appraise the work that pupils are undertaking in lessons throughout the lesson; this information should then be used to address understanding and/or misconceptions or provide appropriate challenge where necessary, as near to the point of teaching as possible.

Feedback may occur at any one of five stages in the learning process:

- ❖ At the start of a lesson – Retrieval Practice/Do Now Activities (DNAs) or enabling pupils to identify and improve areas for development identified by the teacher after a previous lesson, using AFL notes and points noted on the *Whole Class Feedback Sheet* (see Appendix 1);
- ❖ At the point of teaching – immediate feedback;
- ❖ At the end of a task or lesson (exit ticket) – summary feedback;
- ❖ At the end of a lesson/Unit of work (exit ticket/quiz questions/tests) – summative feedback enables teachers to check if the learning has been understood or mastered and clarify what may need reteaching or the need to address misconceptions for individuals/groups of pupils;
- ❖ Recapping learning after a longer period – Retrieval Practice – quiz questions on a previous Unit of work to embed learning in long term memory.

Examples of how feedback may be seen in practice:

Type of feedback:	What it may look like:	Evidence (for observers):
Retrieval Practice/DNAs or identifying areas for development at the start of a lesson – AFL. Whole Class Feedback	Quiz questions or some form of retrieval practice such as Check It or challenge grids etc. DNAs. Pupils getting instant feedback on which questions were correct/incorrect or misspelled – tick and fix. Whole Class Feedback – teacher modelling exemplifiers/ discussing misconceptions. Task specific feedback, displaying work with visualiser or typed examples or photos of work. Pupils commenting/making suggestions for improvement. Pupils editing and improving work. For writing in particular, often a large part of the next lesson will be spent giving feedback to the class, discussing strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. Do Now Activities are analysed daily and errors and misconceptions addressed with immediate feedback or in subsequent lessons, or in Maths/English CPD meetings.	Lesson observations/learning walks Evidence of self and peer assessment Pupils annotating work Teachers noting down which areas/which/groups or individual pupils need reteaching or further development. Pupils editing and redrafting work in green response or pencil highlighting their own strengths and weaknesses.

Type of feedback:	What it may look like:	Evidence (for observers):
Immediate Feedback	Takes place within the lesson as part of teaching. Teacher gathering feedback from verbal responses, mini-whiteboards, book work etc. Can be with individuals, small groups or whole class. Often given verbally so that the impact can be immediate. Can be given by any adult in the room or peers. May involve further support, challenge or a change of task. May re-direct the focus of teaching or the task. May see some markings such as dot, tick, circled as specified on Appendix 2	Lesson observations/Learning Walks Possible annotations made in green and blue pencils to show strengths and areas for development. Pupils using green response pencils or pencils to improve work.
Summary Feedback	Takes place at the end of an activity or lesson. Provides an opportunity for evaluation of learning in the lesson. May take the form of self or peer assessment against the agreed criteria. May involve strategies such as *exit tickets* or *diagnostic questioning.* May take the form of a quiz, test or score on a game. In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	Classroom observations and learning walks. Evidence of editing and improving with green response pencils/ green and blue annotations/pencil annotations. Pupils annotating work. Quiz and test results may be recorded in books or logged separately by the teacher May also be evidenced in adaptations to planning, or on *Whole Class Feedback Sheets.*

Type of feedback:	What it may look like:	Evidence (for observers):
Summative	May see *Check It/assessment* activities/end of Unit or term tests or quizzes *Quizzes/Check It* activities in books/resource booklets/ quiz and test results	Check it activities/assessments/ end of unit or term tests or quizzes Quiz questions/Check it activities in books or resource booklets Quiz and test results recorded. Science AFL Sheets completed AFL Sheets Art & Design and Design Technology - Evidence slides – skills may also be recorded via pictures/notes.
Distance Retrieval Quizzes – embedding long term learning	Quizzes recapped from a previous Unit of work. Feedback on questions answered both correctly and incorrectly.	Quiz results logged by teacher. Pupils annotating answers.

Verbal Feedback

It is not necessary to record where verbal feedback has been given.

Guidance for Teachers

To ensure the responsibility that pupils take for self-checking, correcting, editing and redrafting work is maximised, feedback should be given in *task form* whenever possible, so that pupils have to do the 'detective work' themselves. This may be done by:

❖ Asking the pupils to compare two or more answers to discuss which is better and why;
❖ Give examples of incorrect answers and one correct answer and ask pupils to find out which ones are wrong and why;
❖ Modelling how to improve work and then asking pupils to improve a specific line/word or section of their work;
❖ Give prompts and set criteria for pupils to check their work against, either independently or with a partner;
❖ Ask students to provide evidence for their answers, (how do they know?);
❖ Ensure pupils check their answers against their knowledge organisers/texts where appropriate, pupils may annotate why answers are wrong.

For younger pupils or pupils who may have additional needs or lack confidence, dotting, circling or specifying a line or section can help scaffold the feedback for the pupil and still enable them to find their own errors. The teacher may also need to do some direct work modelling on how to overcome common mistakes; give the group/individual a piece of work with lots of a particular error, reteach the concept needed then ask pupils to find where else in the work they can see the error. To support common misconceptions in writing, refer children to the 'Crimes against Wrightin?' prompt sheets (see further on). In this way the pupils are still responsible for finding the mistakes.

By making feedback into 'detective work', it will encourage pupils to think more deeply about their work and lead them to become more analytical and independent.

Proof reading and editing in Writing Lessons

During writing lessons, work may be chosen to highlight strengths and weaknesses that pupils need to address, at different points in the lesson. For longer pieces of writing, most writing lessons will be followed up with an editing lesson, where pupils receive *activity based* whole class feedback about strengths and areas for development. These may need some direct teaching, scaffolding or prompts such as, 'we are looking for full stops' or 'figurative language' etc, to help the pupils identify and address their own weaknesses.

The editing lesson will be divided into two sections:

- Proofreading - Changing punctuation, spelling, handwriting and grammar mistakes;
- Editing - Improving work to develop the composition/upscale the vocabulary/sentence structures etc.

The proofreading section will usually be short: 5 to 10 minutes, whereas the editing element may take the rest of the lesson.

To encourage all pupils to challenge themselves to improve their writing through editing, specific clues and prompts can support pupils with this process. Depending on the age and ability of the child, you may also need to set group or individual challenges. For example, give pupils some high level or key vocabulary to include, or specific sentence types you expect them to use.

Key Stage 1 pupils will need more of these prompts and highlighting areas or dotting specific lines of the work will support younger pupils to learn how to edit and proofread, whilst all the time ensuring the pupils are the ones doing the *thinking*. (See Feedback Codes guidance in Appendix).

To support pupils with finding errors, **pupils should use a ruler and go line by line** to help them focus on their work more closely.

WRITING

Start with the assumption that no pupil actually needs much help to edit their work, aside from the scaffolding and modelling you've already done in the lesson.

> After a lesson (but may also be during a lesson) look through the class's work and note down any common mistakes or misunderstandings on the Whole Class Feedback Sheet/AFL notes.

> At the start of the next lesson (or may be during the same lesson) show an example of a piece of work showing specific strengths that has been completed by a pupil, this may be using a visualiser or using typed examples or photographs of the work.

> Ask the class to find what is good about the work, after discussion, highlight the good aspects of the work to the whole class.

> Next, show an (anonymised) piece of work that needs some improvement.

> Ask pupils to find what they can see that needs improving, correct mistakes and make changes in front of the class.

> Instruct the class to spend 10 minutes working individually or in mixed-ability pairs to proofread their work and make edits as necessary. **Children should use a ruler and go line by line to check for errors.** Proofreading should focus on spelling, punctuation and grammar.

> Then, instruct the class to work on editing or redrafting their work. This focuses more on the content and style of the piece.

For younger pupils and individuals who need more help:

> Use prompts, so that the pupil knows to focus on a specific area or common misconception.

> If they need even more help, circle or underline the area or dot a specific section to help them find the error.

> Pointing out errors should be a last resort and only done when a pupil is really struggling.

Ideas for changing and adapting the approach:

> Instead of working individually, pupils may work with a partner to proofread a typed-up piece of work.

> For younger pupils or those who need more help, provide a piece of work (which isn't the pupil's own) with one type of error for them to fix.

> For more able pupils, provide an additional pointer during the editing stage, such as 'think about which other words could be used to describe X', for example.

Whole Class Feedback Sheet Example (shared by Michaela Community School):

Whole Class Feedback Sheet   Date: 4th Sept '17   Lesson: English

Work to Praise and Share	Need Further Support
Saba – excellent vocabulary choices Anees – description in opening (show under visualiser) Sophie – great dialogue (show under visualiser)	Hayden, Tanima, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson. Selena, Tom - Not finished. Josie – Absent

Presentation	Basic Skills Errors
Great Show Sophie's book – good e.g. of setting out speech and correct punctuation placement Reagan, Lena – errors not corrected with a single ruler line	Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie's book Spellings – • *extraordinary* • *unconscious* • *symbol* Teach and check with mini-whiteboards

Misconceptions and Next Lesson Notes

Problems with tense - Swapping from past at start to present later on. E.g. Jack's work. Need to reteach key points from previous lesson.

Next lesson - show these sentences and identify the error. 'The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.'

Rewrite on whiteboards then check own work for errors with tense.

Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.

Maths Guidance

Most marking will take place in the lesson when pupils will mark their own answers as the teacher shares these with the class. The teacher may focus in more detail on some questions and an approach into how to solve these questions will be discussed and modelled, either by a teach or by a pupil.

Activities in fluency lessons should inform teachers of what learning has been retained by individuals. This information can then inform planning or recapping of previous areas taught. 'Check Its' should be given at the end of a Unit and will provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

As with writing, the onus should always be on the learner checking their own work and trying to identify their own errors. Pupils should be taught how to do this purposely; otherwise they never really think deeply about where they have gone wrong or about the important steps to follow. This falls in line with the NCETM, who recommend that regular opportunities for discussion of answers and strategies and interaction about key ideas and concepts helps to support pupils' reasoning skills and deepen learning. Our aim at all times should be to ensure the learning is stored in the pupils' long term memory. To further support this, teachers could:

❖ Use a visualiser to model ways of checking and expect children to do the same;
❖ Allow time for pupils to repeat a calculation in a different coloured pen and check they've got the same answer or check answers using the inverse for example.
❖ With 2 or 3 step word problems, a classic error is to only answer the first part of the problem - Teachers should model how to check each step, returning to the question and ticking off each line completed – writing each answer alongside until all steps have been completed.

Mara is in a bookshop.
She buys ✓one book for £6.99 and another that costs £3.40 more than the first book.(=£17.38)
✓She pays using a £20 note. (= £2.62)
? What change does Mara get? (= £2.62)

> one book for £6.99 and another that costs £3.40 more than the first book.
> 1) £6.99 + (£6.99 + £3.40 = 10.39) = 10.39
> $$\begin{array}{r} 10.39 \\ +\ 6.99 \\ \hline £17.38 \end{array}$$
>
> 2) She pays using a £20 note.
> $$\begin{array}{r} 20.00 \\ -\ 17.38 \\ \hline \end{array}$$
> CHANGE= £ **2.62**

Giving children work to 'mark' from fictitious children or from errors made in class, which include common misconceptions or basic errors, is also a really good way of embedding understanding.

Spot the mistake

MATHS
❯ Use a visualiser to model ways of checking that lesson's problems; for example, show pupils to add numbers in a different order to check their addition.
❯ As with writing, look through the class's work after the lesson and note down any common mistakes or misunderstandings on AFL notes or on a Whole Class Feedback Sheet.
❯ Go through good and (anonymised) bad examples in front of the class – let them identify errors and parts that are correct.
❯ Redrafting in maths looks different from redrafting in writing. You will still correct mistakes, but also ask pupils to do the same problem again in a different way, or to try the steps in a different order.

cRimE's aGainst! Wrightin?

**It is a crime to forget basic punctuation in your writing.
Proof read your work carefully and fix any crimes against writing.
What writing crimes are you guilty of?**

- ❖ Every sentence starts with a capital letter.

- ❖ Every proper noun starts with a capital letter i.e. **T**uesday, **L**ondon, **M**r **S**mith

- ❖ We do not need random capital letters in the middle of words.

- ❖ All sentences must end with punctuation. **. ! ? …**

- ❖ **I** is always a capital letter when alone or in a contraction as a pronoun. **I**'d/**I**'ll

- ❖ Questions always end with a **?**

- ❖ Contractions always need an apostrophe to replace a missing letter or letters

   i.e. **don't   wouldn't   can't   I'll**

- ❖ You only need an apostrophe before a 's' if you are showing that something belongs to someone or something i.e.

   the boy's coat,   the horse's leg,   the School's badge

cRimE's aGainst! Wrightin?

It is a crime to forget basic spelling rules in your writing. Proof read your work carefully and fix any crimes against spelling.

❖ Past tense verbs must be spelt correctly. Remember it sometimes sounds like 'id', 't' or 'd', but should be spelt **ed.** i.e. skipp**ed** dropp**ed**

❖ We use **an** before words beginning with a vowel, and **a** before words beginning with a consonant i.e.
I saw **an** elephant and **a** giraffe

❖ We use **was** when the subject is singular (one person or thing) and **were** when you are writing about more than one person or thing. i.e.
Today **I** was going to go shopping.
We **were** going to buy some new shoes.

❖ Should is a verb and needs the help of another verb, so we should write should **have** and not should *of*.

❖ Homophones are words which sound the same but they are spelled differently and have a different meaning. Have you used the correct homophones? Here are some that we often get confused…

- **There** (place) – Put your coat over there.
- **Their** (person) – It is their coat.
- **They're** (they are) – They are/(They're) wearing a coat.

- **To** (shows movement) – I am going to the shop.
- **Too** (extremely) – I would like to come, but I am too tired.
- **Two** (number) – I would like two ice-creams, please.

- **Bought** (past tense of buy) – I bought you a cake from the bakers.
- **Brought** (past tense of bring) – I brought my friend along with me.

- **Were** (is a past plural word) – We were going to the shops.
- **Where** (question word) – Where are the shops?

- **Which** (question word) – Which one shall I choose?
- **Witch** (a noun) - The witch rode on her broomstick across the sky.

Feedback Guide

❖ Children may write on the left and right pages of their books, unless the teacher has asked that only the left hand page is used if they wish the right-hand page to be used for feedback and response by a pupil, e.g in their writing books for a longer piece of writing.

❖ LL will be written/stuck in books/Resource Booklets

❖ When written prompting is necessary, teachers use *Brilliant **Blue*** and ***Green** for Growth*.

  o Brilliant Blue – Indicating areas where children have responded to verbal feedback through underlining parts of written work **in pen** or ticking whilst checking work in class. This however may not always be seen.

  o **Green** for Growth – Indicating areas for development, either through underlining parts of written work **in pen or pencil**, dotting or circling areas as a prompt and guide for children to find their own errors.

❖ Pupils will respond to feedback either above their sentence or on the right-hand feedback page of their book where appropriate, or by redrafting in their Maths books and Resource Booklets. This can be in their normal pen/pencil, or, if they are amending work within their original writing, they should use a *Green Response* pencil or normal pencil if it makes it easier to read.

❖ Pupils may underline or annotate work in *Brilliant **Blue*** and ***Green** for Growth*. This can be a useful form of self-assessment and develop pupils' ability to embed understanding of why something is right or wrong. Pupils can also be asked to underline **in pencil**, the areas for development and of strength, as part of a planned activity within a lesson. Children should be clear on what they are marking against following modelling, prompts and scaffolding by the teacher.

❖ Handwriting expectations should be high, and where appropriate this should be noted as a strength or area for development. All children in Years 1 - 6 will use cursive script, leading into joined script when appropriate, following the *Letterjoin* Handwriting Scheme.

Teachers need to model age appropriate handwriting at all times.

Marking and Feedback in Early Years

It is important to provide constructive feedback to children, focusing on success and next steps needed to move children's learning forward. Through this we are able to acknowledge successes, promote pride in personal achievement and improve standards of teaching and learning.

Praise:

Praise is an essential element of Early Years feedback. Practitioners praise children explaining what the praise is for, sometimes using stickers and certificates to reward effort. Work is displayed and celebrated in classrooms and children's achievements are shared with parents in Learning Journeys.

Verbal Feedback:

The majority of feedback given in the EYFS is verbal.

The use of immediate positive and specific verbal feedback is particularly important when working with the youngest children in school. It provides opportunities for two-way discussions where learning can be redirected or moved on immediately with appropriate support and guidance.

This feedback is always given using language appropriate to the age and stage of the child and may be done on a 1 to 1 basis, in pairs or in a small group.

Verbal feedback is part of our ongoing practice and it is not necessary to record when or where it has been given.

Written Feedback:

Within the Early Years setting we observe our children in all areas of their development. These observations take the form of written snap shots, photographs, child-initiated activities and adult led tasks. This feedback, mainly used by practitioners and parents, provides valuable information that feeds into planning and assessment.

In order to move learning on written feedback is given as:

Reflection – When relevant, practitioners will celebrate success or acknowledge when an assessment point has been achieved. (Written in blue)

Next step – Practitioners will identify the next developmental step in order to move children's learning forward. (Written in green)

During the Summer Term in Reception when Big Book and Number Time become more formal feedback will follow the whole school feedback strategies used in Key Stages 1 and 2.

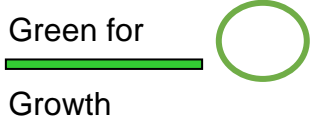# ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

Whole Class Feedback Sheet

Date: Lesson:

Work to Praise and Share	Need Further Support

Presentation	Basic Skills Errors

Misconceptions and Next Lesson Notes

Feedback Codes

Brilliant Blue ▬▬▬▬	Blue pen underline to indicate positive areas where the objective is met
Green for ▬▬▬▬ ⬭ Growth	Green underline or mark around an area of work to indicate areas for development or improvement
▪	Green dot to indicate a word or specific aspect for development
(S) (JL)	Supported Work, from additional adult or teacher's initials may be used
(C) (•)	To support use of a capital letter and/or full stop
(P) (Sp)	P for punctuation or Sp for spelling may also be used to indicate areas that need editing
I	To indicate where work that was being supported by a teacher, has now been completed independently.
👆	For younger children a finger space symbol may be used to remind them about spaces between words.
✔	Correct answer

Pupils Can:

Brilliant Blue ▬▬▬▬	You can tick, underline, dot, or annotate in blue pencil, to show where you have met lesson objective/criteria, or note down why your answer is correct. A highlighter may also be used.
Green Response & Green for Growth ▬▬▬▬	You can respond to feedback from your teacher in **Green** pencil or on your feedback page in black pen or a pencil if you are working in your book. You may use an * or numbers to show your response, that can be matched to any alterations on the marking page. You can indicate a response which needs development or improvement with a green line or highlighter.

Presentation Guidance for Work in Books

Writing

Start a new page for a new piece of work.
Write on both the left and right pages, unless you have been asked to use the right page for improvements or for responding to feedback only.

Write the date on the second line.
Write the LL on the line underneath.
<u>Monday 1st September</u>
<u>LL – Use adverbs</u>

Underline neatly with a pencil and ruler. Check you have copied them correctly.

Write on the line to the end of the line.

Write any question numbers neatly in the margin.

Leave a line between each paragraph.

DO NOT RUB OUT or **OVERWRITE**.

Use a single pencil line to cross out any mistakes in your writing.

Use your best handwriting at all times.

Take care to make sure that your letters are formed correctly and that you can read your own writing.

Maths

You may use left and right pages in your book.
Use a sensible space at the side or beneath your work for responding to feedback or making improvements.

Draw lines for your date and LL neatly with a pencil and ruler.
Then copy the date and LL
<u>01.09.20</u>
<u>LL – Place value to thousands</u>

Check that you have copied them correctly.

Use the space in your book thoughtfully. Do not waste space.

Leave a sensible space between questions for marking or improving.

DO NOT RUB OUT or **OVERWRITE**

Use a single pencil line to cross out any mistakes or calculations.

You may use a rubber carefully to erase mistakes in diagrams or charts.

Think about your presentation at all times.
Make sure that your digits are formed correctly and that your answers are clear.