



## Expectation for Books Including Presentation and Marking & Feedback October 2022

### Books

#### Date

Long date [Monday 10<sup>th</sup> October 2022] to be written and underlined on top line of each new piece of work in English and Topic Books.  
Short date 10.10.22 to be written and underlined on top line of each new piece of work in Maths books.

EYFS and KS1 can have labels stuck in with labels with Y2 working towards writing their own from January.

If a lesson is carrying on from a previous one, then the new short date can be written and underlined in the margin before the new work is started.

If a child has more than half a page once it has been marked and responded to then for the next lesson they can miss two lines then write and underline their date starting from the margin.

#### LI

We are now going to use LI [learning intention] for the work in books with the Learning Outcome [LO] only being used for the outcome of a sequence of lessons.

The LO is the overarching outcome of a unit and the LI's are the steps we are taking to get there.

eg a writing sequence may have the

LO: To create 'an egg spotters' guide to convey information.

LI: To write a note to Duck, using contractions, giving him advice.

LIs should be written under the date, on the next line and underlined, at the beginning of each lesson. This is on the left-hand side of the page starting at the margin.

This should also be displayed on the whiteboard/Flipchart/Screen and referred to at the beginning and during the lesson.

If dates/Lis are not underlined you should green pen these to be corrected in response to marking time.[see note below]

LI labels can be used for EYFS/KS1 with Y2's beginning to write these independently from January.

If you are continuing with learning from a previous lesson, there is no need to write the LI again and the short date can be written in the margin rather than the long one again.

<p>Writing in pen or pencil?</p>	<p>I am not a huge fan of pen licenses as I think once children have them, they get sloppy and those with SEN or poor motor skills never get them so become demotivated. However, I'm not going to take them away from children who've got them already and we can have a further discussion about this. However, we do need to tighten up on presentation and handwriting immediately.</p> <p>If children are not writing neatly then they should be asked to rewrite a paragraph of their work in better handwriting as part of response to marking time [see marking and feedback notes below]</p> <p>All children need the opportunity to write in pen especially in KS2 so you need to build in redrafting time where they can use pens to do 'best work' at some point in every unit. Rewriting to improve presentation can also be used as a response to marking activity. [see marking and feedback notes below.</p> <p>Pupils should not use pens in Maths books.</p>
<p>Corrections</p>	<p>We need to develop a culture where it's OK to make mistakes and to use these to improve. To this end I'd like to take rubbers away from children. Teachers/LSA's can have a stash and pupils can ask for these for specific reasons.</p> <p>If children make a mistake [in pen or pencil] they should be trained to put one clear line through their work and then rewrite to correct.</p> <p>During 'live' marking, response time or when proof reading and drafting pupils should use purple pens so that we and they can clearly see their response and involvement in their own learning.</p>
<p>Absence</p> <p>PPA</p> <p>Supply Teachers</p>	<p>If a child is absent can you or your LSA please write the date and the learning intention in the book and then have an <b>A</b> next to it.</p> <p>If you are doing PPA or covering the class can you put a <b>LSA</b> or <b>HLTA</b> in the margin next to the date/LI.</p> <p>If the class is covered or has been covered by a supply teacher please make sure there is an <b>S</b> in the margin next to the date/LI.</p>
<p>Learning Labels</p> <p>These need to be in books at the beginning and of each learning sequence and then again at the end of an English writing sequence. They can be done at the same time as the planning of a unit of work and once you've done your elicitation task [writing] or initial assessment [maths/science/topic] or observations from previous units, you can write in the personal target. See examples below. You need to go through these at the end of the unit with the children [individually or in groups]. Children can use Purple Pen when self assessing. [we will concentrate on Writing and Maths in Aut 2 then look at Science and Topic for Spring.]</p>	

## Beginning of Writing Unit

Text: The Odd Egg by Emily Gravett

**Key Learning Outcome:**

To write or own 'Egg Spotter's Guide'



Elicitation task: Write a 'How To Spot a Fanimal Guide'

My Learning Intentions for this sequence:

My Teacher thinks

Y1 ✓ To plan sentences by saying out loud what I want to write.

Y2 ✓ To rehearse sentences orally before writing.

Y1 ✓ Use the conjunction **because** to join clauses and justify opinions.

Y2 ✓ Use the conjunction **because** to explain reasons for opinions and extend sentences.

Y1 ✓ Punctuate sentences with a capital letter at the start, spaces between words and full stops at the end.

Y2 ✓ Punctuate expanded noun phrases and extended sentences using commas, between adjectives.

My Personal Learning Goal:

*Form my letters correctly starting from the top.*

## End of Writing Unit

Text: The Odd Egg by Emily Gravett

**Key Learning Outcome:**

To write or own 'Egg Spotter's Guide'.



My Learning Intentions for this sequence:

My Teacher thinks

I think

Y1 ✓ To plan sentences by saying out loud what I want to write.

Y2 ✓ To rehearse sentences orally before writing.

Y1 ✓ Use the conjunction **because** to join clauses and justify opinions.

Y2 ✓ Use the conjunction **because** to explain reasons for opinions and extend sentences.

Y1 ✓ Punctuate sentences with a capital letter at the start, spaces between words and full stops at the end.

Y2 ✓ Punctuate expanded noun phrases and extended sentences using commas, between adjectives.

My Personal Learning Goal:

*Form my Letters correctly starting from the top.*

Maths Learning Targets

**WRM Y2 Aut 2: Addition and Subtraction**

My Learning Intentions for this sequence: WRM Small Steps

Date / 1234

1	✓ Know my number bonds to 10	
2	✓ Understand fact families within 20	
3	✓ Related facts	
4	✓ Know my number bonds to 100 [tens]	
5	✓ Add and subtract 1s	
6	✓ Add by Making 10	
7	✓ Add 3 1-digit numbers	
8	✓ Add to the next 10	
9	✓ Add across a 10	
10	✓ Subtract across a 10	
11	✓ Subtract from a 10	
12	✓ Subtract a <u>1 digit</u> number from a 2-digit number not across 10	
13	✓ Know the number 10 more or 10 less	
14	✓ Add and subtract 10s	
15	✓ Add 2, 2-digit numbers not across 10	
16	✓ Add 2 2-digit numbers across 10	
17	✓ Subtract 2 2-digit numbers not across 10	
18	✓ Subtract 2 2digit numbers across 10	
19	✓ Practice mixed addition and subtraction	
20	✓ Compare number sentences	
21	✓ Use addition and subtraction to solve missing number problems	

My Personal Learning Goal: *write my numbers the right way round.*

## Marking and Feedback

I want to tighten up on the marking code and on who is using what colour and when. These might be different to what you were doing before but they are my preference and so I'm pulling rank. 😊


Using different colours may seem a bit confusing but there are good reasons for them:

- They give children signals about what they are doing right and what they need to do to improve.
- Using a different colour for their own marking encourages the children to be reflective and to take responsibility for their own learning. It makes the learning process more interactive and therefore motivates them to contribute and not just be 'done to'.
- Using a separate colour [blue] for interventions and modelling helps us to monitor the level of support the children are needing and also with ongoing assessment and planning.

Colour Coding	Black Pen and Pencil	Pupils writing/learning.
	Positive Pink Pen	Teachers/LSAs marking class work that demonstrates the LI and gives praise. At the end of the lesson mark the LI with either 1 tick for WTS, 2 ticks for EXP, 3 for EXS and a * if they are demonstrating GDS.
	Green for Growth Pen see marking code	Teachers/LSAs highlighting areas for improvement eg spelling/punctuation/grammar etc. Also use to highlight sections for rewriting and a question to progress learning.
	Blue Pen	Use for any intervention either by Teacher/LSA during the lesson or out of lesson and by supply teachers.
	Purple Polishing Pen	Used by pupils for response to marking/feedback, peer marking and for 'live' marking
Response to marking and feedback time.	<p>Plan to build this in at the beginning of every lesson. Children should go through the previous learning and respond to the marking/feedback that is there. KS1 and lower KS2 will need guided through this and it could be done with an adult working with groups of children as part of early morning work.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Practicing spellings</li> <li>• Rewriting sections of work to improve grammar or include elements of the learning intention.</li> <li>• Rewriting sections to practice/improve handwriting.</li> <li>• In Maths practising a modelled calculation or explaining an answer more fully.</li> </ul> <p>If children have none of the above to do then ask (write) them an open question that will extend their learning for them to respond to.</p>	

'live' marking	<p>At some-point in every lesson you and the children need to do some live marking which gives them an opportunity to reflect on their learning and you a chance to gauge how they are doing.</p> <p>For example, when I am doing WRM I mark the starter activity using purple pens to 'tick or fix'. I would then stop again after the first 'your turn' slide and mark the first 2-3 questions with them using tick and fix with purple pen on questions they have completed. They should not complete any they have not done at that point with purple pen but can go back and finish during the next section of activity.</p> <p>I would then mark the books myself with pink and green pen before the next session.</p>
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Marking Code: to be displayed in the classroom and put in children's books from where we have started this and in front covers.

	<h2>KS2 Marking Code 2022</h2>
Pencil or black pen	Used by learners in books.
Positive Pink Pen	Used by adults to praise and highlight progress towards LI
Green for Growth Pen	Used by adults to highlight ways to improve or to extend learning
Blue Pen	Used by adults to show where they have intervened or helped you during a lesson.
Purple Polishing Pen	Used by learners to show where you have reflected on your learning, improved your work, corrected a mistake or responded to your teachers input.
Code	
✓ or *	Shows how well I have understood my learning intention.
•	I need to look at this again.
_____	I need to look at this section again and possibly rewrite it.
sp spell x3	I need to check for spelling errors or practice some words.
P (/ \) [C . , ? ! " ' ]	I need to check for missing punctuation or errors.
A Question ?	I need to write a response to the question in my book.



## KS1 Marking Code 2022

Pencil or black pen	Used by learners in books.
Positive Pink Pen	Used by adults to praise and highlight progress towards LI
Green for Growth Pen	Used by adults to highlight ways to improve or to extend learning
Blue Pen	Used by adults to show where they have intervened or helped you during a lesson.
Purple Polishing Pen	Used by learners to show where you have reflected on your learning, improved your work, corrected a mistake or responded to your teachers input.
Code	
✓ or *	Shows how well I have understood my learning intention.
•	I need to look at this again.
_____	I need to look at this section again and possibly rewrite it.
sp <u> spl</u> spell x3	I need to check for spelling errors or practice some words.
/\ C . , ""	I need to check for missing punctuation or errors. Capital letter missing full stop missing comma missing inverted commas [speech] missing
A Question ?	I need to write a response to the question in my book.