



Presentation, Marking and Differentiation Guidelines



Presentation, Marking and Differentiation Guidelines

These guidelines outline some of the expectations in relation to these three important areas of teaching and learning. They will be updated throughout the year in line with staff training and as they evolve.

Presentation

We want children to take pride in their learning and this is demonstrated by the quality of work in their books and how well it is presented. All books will showcase children's learning. At the start of the year adults will explain these expectations and reinforce them throughout the year.

We label our books with stickers that show:
Child's name, class, year group and subject

Children will not draw on covers of books

In Maths and English books children will use the right hand page for the main activity

The left hand page will be used for:

Writing the Success Criteria like this:

Success Criteria:

- Use full stops and capital letters
- ...

Mindmaps to show prior knowledge:

Pencil at start of lesson (what I know already about fractions)

Black pen part way through (what I have just learnt)

Blue at end of lesson (to recap on learning)

These are called 'Progress Pit Stops'

Notes, key words and phrases to use in lesson

Learning Lines-annotated with circle/dot (pencil at start, black during, blue end of lesson)

Marking (see below for further details)

How we set learning out:

Long date in English books: Tuesday 5th September 2017

Short date in all other books: 05.09.17

Date on top line next to margin

Underlined with ruler

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Leave a line space then, next to left margin

Learning Objective: L.O. To be able to....

Underlined with a ruler

For younger children and for some SEND it may be appropriate for labels to be produced but these must be of consistent size and format across the school (speak to Office for more details)

Leave a line space

Then start work

All children will write in black pen (except in maths and when drawing)

Handwriting should be joined

Mistakes will be crossed out with a single line

All drawing will be on plain paper

Children use blue pen to edit work, self mark and reflect on learning

Children use red pen when annotating others' work i.e. for peer marking

Children can use highlighters and coloured pencils to annotate work if a key is provided

Worksheets/scaffolds etc:

These are to be kept to a minimum

Trimmed and stuck in neatly so whole sheet is visible

Not contain other schools' formatting i.e. space for a name

Marking

Marking will be frequent in all children's books

Feedback will be developmental i.e. it will give children clear opportunities to further their learning and understanding

The children will regularly respond to their marking

Verbal feedback is often the most effective but requires children to respond to and demonstrate the impact of this

Marking is not just assessing whether answers are right or wrong-it is about the guidance given to improve

As a school we promote positive attitudes towards challenge and improvement.

We aim to develop a growth mindset in our children.

All staff recognise that effective feedback is central to the learning process and vital to all children

The SLT recognise that effective marking needs to be part of a sustainable work load for staff

In Maths and English books the majority of marking will be on the left hand page

How we mark children's work:

We use a coding system that clearly shows children their progress in relation to the Learning Objective (L.O.) and Success Criteria (S.C.)

M: Mastery-a child has exceeded the Learning Objective

S: Secure-a child has met the Learning Objective

D: Developing-more work or practice is needed to achieve the objective for this lesson

E: Emerging-much more work is required

(N.S.) Next step marking

Learners need information and guidance in order to plan the next step in their learning

Adults will:

- Identify the most important aspect of learning to develop
- Give an instruction for the child to respond to
- Usually phrase this as a command e.g. Explain, Add, Improve, Order, Turn, Edit, Re-write etc
- Sometimes ask a question e.g. What is the difference between wear and where?
- Pose an extension problem to extend learning
- Give all children opportunities for N.S but it is likely that children identified at Pupil Progress Meetings will receive more frequent feedback

Response to marking

Children will be given dedicated response time either first thing in the morning (during 'Start of day routine') or at start of next lesson

Will be acknowledgement marked by adult

Self and peer marking

Children will be encouraged to reflect on learning at end of lesson

They will use blue pen to edit/improve work

Sometimes children will write a reflection on learning to:

1. Explain what they found difficult or confusing
2. Ask a question to deepen their understanding of what they have learnt
3. To reflect on their learning

Spelling

Adults will comment on spelling and grammar when:

- spelling and grammar are a focus of the lesson
- it is a spelling pattern has been taught
- it is a high frequency word that the child will use regularly
- the spellings are relevant to the subject (e.g. mathematical and scientific vocabulary)
- only identify up to three incorrect words in a piece of work

Adults will use sp. in margin and underline the misspelt word

Adults will write the correct spelling of technical words as a model for children

If it is a high frequency word, spelling pattern taught or word the child should know then:

At bottom of page write LCWC 3x (Look, Cover, Write, Check) and the child is expected to write out each word three times (using blue pen). Sometimes it may be more appropriate to write Sp. in the margin and expect the child to locate/correct the error.

Other annotations:

Ticks for correct answers, dots for incorrect

Circle around incorrect case or punctuation error

^ for missing word

/for new line here

//for new paragraph here

? for confusing

~~~~~ for grammar error

Wow! For use of wow word

VF for verbal feedback

S if a child has received adult support in a lesson

WWWT for What's wrong with this?

## Differentiation (and Challenge)

We believe in 'Growth Mindset' and know that is necessary to provide appropriate challenge to all our children

Children will not be in fixed ability groups

In lessons children will choose their own challenge of learning and can move through different challenges in one lesson; they will be taught strategies to step down if necessary

### **Core, Challenge, Extension (and Extension + if required)**

The 'Core' will be set at the age expected level; there must an expectation that all children can achieve this.

Children will write the challenge level in their book each lesson to show where they were working: Core, Challenge and Extension and should be encouraged to describe what they have chosen: 'I am choosing extension today because I really want to challenge myself.'

Adults will work across the ability ranges in the class and the TA will not always be supporting the less able

## Presentation

At Millbrook Juniors:

- We take pride in our learning and the work in our books
- We use black pen, write neatly and join our writing
- We write the long date in English (the short date in other books) and underline it with a ruler
- We write L.O. for Learning Objective and S.C. for Success Criteria
- We use blue pen to edit our work, self-assess and reflect on our learning
- We use red pen to peer assess others' learning
- We do our main learning on the right hand page (in Maths and English books) and use the other page for notes etc
- We use Mindmaps, Progress Pit Stops and Learning Lines to show our learning: pencil at start of lesson, black pen part way through, blue at end
- We keep our book covers clean
- We stick things in neatly
- We cross out with a neat line
- We draw on plain paper

**Marking Notation (adults use green)**

|                                                                                   |                                     |
|-----------------------------------------------------------------------------------|-------------------------------------|
| Sp. _____                                                                         | Misspelt word; sp in margin         |
| LCWC 3x                                                                           | At bottom of page                   |
| O                                                                                 | Incorrect case or punctuation error |
| ^                                                                                 | Missing word                        |
| /                                                                                 | New line here                       |
| //                                                                                | New paragraph here                  |
| ?                                                                                 | Confusing                           |
|  | Grammar error                       |
| Wow!                                                                              | Use of wow word (with √√ over word) |
| WWWT                                                                              | What's wrong with this?             |
| VF                                                                                | Verbal feedback                     |
| S                                                                                 | Child has received adult support    |
| M                                                                                 | Learning Objective - Mastered       |
| S                                                                                 | Learning Objective - Secure         |
| D                                                                                 | Learning Objective - Developing     |
| E                                                                                 | Learning Objective - Emerging       |
| <b>N.S.</b>                                                                       | <b>Next step</b>                    |

**Reflection on learning (child use blue)**

- Today I learnt...
- I found the work too easy / just right / too challenging because...
- I get confused when I have to...
- Next lesson I would like help with...

**Ask your teacher a question:**

- How do I work out...?
- I understand..., how might I...?
- Why does...?

**Peer assessment (in red)**

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Challenge

At Millbrook Juniors:

- We are developing a 'Growth Mindset' and a 'can do' attitude
- We say 'can't yet'
- We chose our own level of challenge: Core, Challenge, Extension
- We learn from mistakes and 'failing'
- We work hard

Developing a Growth Mindset

| <b>Instead of thinking...</b> | <b>Try thinking...</b>          |
|-------------------------------|---------------------------------|
| I'm not good at this          | What have I missed?             |
| I give up                     | I will try a different strategy |
| It's good enough              | Is this really my best work?    |
| I can't make this any better  | I can always improve            |
| This is too hard              | This may take some time         |
| I made a mistake              | Mistakes help me to learn       |
| I just can't do this          | I am going to train my brain    |
| I'll never be that smart      | I will learn how to do this     |
| Plan A didn't work            | There's always a Plan B         |
| My friend can do it           | I will learn from them          |