

## Marking of Children's Books

### Non-negotiables:

Every piece of work needs to be dated, have the KTP and be marked. The step worked at should be identified (e.g. through a coloured dot).

Marking will acknowledge that work is completed (with a tick, a 'well done'). Teachers/ adults mark using a blue pen.

Each child, every week, will have at least **one piece of written** work and **one piece of maths** work marked in depth, along the lines of Shirley Clarke's 'close-the-gap' marking. How this is organised can be at the teacher's discretion, e.g. focus on one literacy group per day, or all books once a week.

Children need to be given time to respond to comments. The aim is to have children in the habit of checking for and responding to comments at the start of the lesson. Children respond to comments using a green pen.

Sometimes, children will peer-mark another child's work. This should also include positive comments and a developmental comment. When children peer-mark, they should use a purple pen.

### Colour coding

Throughout the work (in the margin for large chunks of text, in the child's work for smaller elements such as letters, punctuation or words) highlight in green three to four good aspects against the KTP. In pink, highlight an aspect that needs improving. This should be against the KTP, but there may be times where this covers a child's target or persistent error (such as a child that often misses capital letters).

### Comments

Two comments should be written at the bottom of the piece of work.

The first comment will be a positive, crediting the child for success in meeting the KTP. Signal this with a \* at the start of your comment.

The second comment should be written underneath the first comment, this time signalled with a ? This comment is a developmental comment, e.g. next steps in learning, that will move the children on.

The second comment can be easily differentiated, depending on the child.

## Key Stage 1/Reception

At the bottom of the piece of work write two comments.

The first comment will be a positive, crediting the child for success in meeting the KTP. Signal this with a \* at the start of your comment.

The second comment should be written underneath the first comment, this time signalled with a ? This comment is a developmental comment, e.g. next steps in learning, that will move the children on.

Indicate on the child's work whether it is I – independent, TA /T led Also, indicate if the feedback has been given verbally by putting a V on the work however, still write the two comments at the bottom of the work.

Write YB – yellow book, to indicate where a child has been referred to the yellow book for catch-up intervention.

### For example

	<p>KTP: To write a simple sentence. 7.5.14</p> <p>They flew past two houses. The second one they went in and they watched television. After that they jumped home.</p> <p>* You have remembered your capital letters. Well done! I V ? Look at the pink. What do you need to do here?</p>
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## In depth marking for KS2

In depth marking will have 2 main elements. Colour coding and comments.

	<p>KTP: To know how to write in the third person. Thursday 15<sup>th</sup> May</p> <p>The robotic figure Harry looks through his telescope, searching for a green cloud to set free the black dragon. The robot says to the dragon "We will be there straight away, don't worry" "OK as long as I'm not late, they leave at 12.00, and I don't want to miss them it would be sad if I missed them" said the dragon. The air ship set off it went very fast. I set off to free the dragon.</p> <p>Harry went to warm the air ship up, I found a box, he opened it up, there was a picture of his family inside. He started to cry, so he took it outside, and he dropped it overboard. The dragon said "You know you can't rescue that now"</p>
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	<p>* You have use the character's name and words like he to show this is in the third person. Well done.</p> <p>? Look at the pink. I is the first person - you. What do you need to change here?</p>
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The assumption is that KS2 children work independently. Where this is not the case, the above KS1 codes are used.

Write YB – yellow book, to indicate where a child has been referred to the yellow book for catch-up intervention.

The ? can be differentiated by giving options for lower ability children:

? Look at the pink. Which of these is written in the third person?

I found a box                      he found a box

Some pieces will lend themselves to 3 levels of differentiation. For example, developmental comments for a KTP on adding descriptions could look like:

\*\*\*\*\* Slowly the cat crept across lawn. \*\*\*\*\*

? Which describing words could you use to make you sentence more interesting?

black cat                      lazy cat

? Up-level your pink sentence using interesting adjectives.

? Look at the paragraph with your pink sentence in. Up-level this paragraph by adding some interesting adjectives, a simile or even add a description using senses.

**Opportunities to mark at the point of learning**

Marking to offer guidance at the point of learning can be a powerful way of helping children to address misconceptions and make progress within a lesson. Teacher and adult supported groups

provide an ideal opportunity to mark alongside a child, with the adult verbalising as well as recording their thoughts.

As children move through the school, and become ready to take on more responsibility for their learning, answer-sheets can be provided so that children monitor their own progress during a lesson. This allows quick intervention to support a child, rather than finding out a child was struggling after the lesson has finished. Where this strategy is used, children will need to be 'trained' in using these materials to identify when they are going-wrong, and trained in knowing how to get the help they need. This approach to marking should be seen as developing a positive learning behaviour (knowing when they are off-track; knowing how to get back-on-track) and should not be seen by the children as a way of ensuring they have a page full of ticks at the end of a lesson (i.e. changing answers without trying to understand where they went wrong).