

# Trevithick Learning Academy Marking Guidelines

| All Subjects                                                                        | Method of feedback                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Purpose of feedback                                                                                                                                                              | When and how to be used                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                     |                           |           |                      |          |              |          |                                                                                                         |                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |
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| All marking                                                                         | All marking in all subjects should be done in <b>RED PEN</b> only.                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Red pen distinguishes our marking from their own marking and writing                                                                                                             | <b>Daily</b> – all work children produce should be acknowledged. Sometimes this can just be with a tick when appropriate.<br><b>Reading journals</b> – tick one group per day                                                                                                                                                                                                                                |                                                                                     |                           |           |                      |          |              |          |                                                                                                         |                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |
| All children’s improvements                                                         | All improvements (during or following the lesson) to be done in <b>BLUE PEN</b> by all children. These we call ‘polishing pens’.                                                                                                                                                                                                                                                                                                                                                                                          | To highlight where and when children have returned to make improvements and show where adults have helped children during a lesson.                                              | All children should be given time in the following lesson (ideally the first 5 mins) to return to the marking and make their corrections/next steps if required.<br>When time allows, children can correct on the spot when this has been picked up by the teacher and ‘over the shoulder’ marking.<br>No rubbers to be used in class. Lines should be used so the mistake can still be seen by the teacher. |                                                                                     |                           |           |                      |          |              |          |                                                                                                         |                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |
| Core books                                                                          | Should have marking codes sticker stuck inside front cover <table><tr><td><b>SP</b></td><td>Spelling Correction</td></tr><tr><td></td><td>Missing Punctuation or CL</td></tr><tr><td><b>//</b></td><td>New Paragraph needed</td></tr><tr><td><b>^</b></td><td>Missing word</td></tr><tr><td><b>C</b></td><td>Correction in maths </td></tr></table> | <b>SP</b>                                                                                                                                                                        | Spelling Correction                                                                                                                                                                                                                                                                                                                                                                                          |  | Missing Punctuation or CL | <b>//</b> | New Paragraph needed | <b>^</b> | Missing word | <b>C</b> | Correction in maths  | To constantly remind children what our marking means to they can make improvements and edit their work with more independence.<br>Wiggly line underneath the spelling to clarify which word needs to be re-spelt with the child underneath their work. | ‘Heavy’ marking in the literacy books must be completed on EVERY toolkit writing day. (every other day)<br>Other codes to be used in Geography, History and Science books for each lesson. |
| <b>SP</b>                                                                           | Spelling Correction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                           |           |                      |          |              |          |                                                                                                         |                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |
|  | Missing Punctuation or CL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                           |           |                      |          |              |          |                                                                                                         |                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |
| <b>//</b>                                                                           | New Paragraph needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                           |           |                      |          |              |          |                                                                                                         |                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |
| <b>^</b>                                                                            | Missing word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                           |           |                      |          |              |          |                                                                                                         |                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |
| <b>C</b>                                                                            | Correction in maths                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                           |           |                      |          |              |          |                                                                                                         |                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |
| Maths                                                                               | Method of feedback                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Purpose of feedback                                                                                                                                                              | When and how to be used                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                     |                           |           |                      |          |              |          |                                                                                                         |                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |
| Highlight the LO                                                                    | Fully met the LO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | To communicate with children if they have met/part met or not met the learning objective that session. To pick up misconceptions within the lesson and address with the children | <b>Daily with all children. Most should be completed ‘over the shoulder’. If not all highlighting is completed after the school day. Misconceptions picked up in the afternoons or during morning maths sessions</b>                                                                                                                                                                                         |                                                                                     |                           |           |                      |          |              |          |                                                                                                         |                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |
|                                                                                     | Part met the LO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                           |           |                      |          |              |          |                                                                                                         |                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |
|                                                                                     | Not yet met the LO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                           |           |                      |          |              |          |                                                                                                         |                                                                                                                                                                                                                                                        |                                                                                                                                                                                            |

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| Red Pen Marking                 | <ul style="list-style-type: none"> <li>• Tick all correct work with red pen</li> <li>• C = correction needed</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Praise Success</li> <li>• Set challenge</li> <li>• Provide support through worked examples</li> <li>• Provide extra questions for consolidation if the LO has not been met or partially met</li> </ul> | Daily with all children<br>Children do corrections using a polishing pen at appropriate times.     |
| Worked Examples (Polishing Pen) | When children have a misconception it must be followed up with a worked example.                                                                          | Provide example as a model then write another question for them to have a go at.                                                                                                                                                                | Daily with all children when needed.<br>(Children use BLUE pens)                                   |
| Challenge (Polishing pen)       | Use DREAM stamp to set another challenge question for bottom 20%<br>Use DREAM and DRIVE stickers to provide further open ended challenges for the top 20% | These should provide children with an extra challenge if they achieve the LO successfully.<br>These can also be used to help consolidate learning or reinforce fluency                                                                          | Eg: Try this harder one: DREAM $23+12 =$<br>(Child completes in BLUE pen)<br>At least twice a week |
| Maths Stickers                  | Maths stickers: Make a mistake, write a story, fix the problems                                                                                           | These are used to provide more open ended challenges for the top 20%<br>These are used to help encourage the children to think of their questions and challenges related to their learning objective and shouldn't be random                    | These can be offered each lesson                                                                   |

| Writing            | Method of feedback                                                                                                                                  | Purpose of feedback                                                                                                                | When and how to be used                                                                                                                             |
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| Using toolkits     | Genre/focus specific tool kit to be used for every piece of writing. These usually focus on grammar objectives.                                     | To praise success and highlight Dazzling moments of writing using the stars which reflect different parts on their daily toolkits. | Toolkits are used every other day during the writing process.  |
| Fully met the LO   | Tick where the child has achieved these and use a star to mark where they have 'Dazzled' you! Use the star stamp to show where this is in the text. |                                               | Use stars on the specific parts of the toolkits which refer to grammar objectives and/or story specific objectives.                                 |
| Part met the LO    |                                                                                                                                                     |                                                                                                                                    |                                                                                                                                                     |
| Not yet met the LO |                                                                                                                                                     |                                                                                                                                    |                                                                                                                                                     |
| Teachers' comments | Red Pen next step comments. We use a 1, 2, 3 system to help group books for the following day.                                                      | To revisit learning or to extend the learning the next day in the style of a 'redraft'.                                            | 'First Draft' days should always carry the weight of the marking so children can act upon improvements the                                          |

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|                            | (Teachers DREAM)                                                                                                                                                                                                                                                                                                                                                                                                           | These are often general or can be specific to that particular child. Teachers can group these children using number 1,2,3 which will relate to a specific learning objective which that child or group will be working on the following day.                                                                                                                                                                                                                     | <b>following day when they re-draft. What they are working on in their writing, should be reflected in their learning objective for that day.</b> |
| <b>1,2,3 Marking</b>       | <b>1,2,3 marking is used on the toolkit day. Usually one group will be focused on grammar mistakes (spellings, punctuation and/or handwriting) Group 2 can focus on a story writing focus which has been missed and may need help from an adult. Group 3 could be used as an extension to help children further improve their writing through using different grammatical (i.e adverbial phrases or complex sentences)</b> | This helps to consolidate learning or build on opportunities which may have been missed during the main writing day. It allows for other writers to be extended, providing them with challenges using different grammatical features to help manipulate their writing or perhaps writing from a different perspective. These groups are always fluid and can change each time the marking is completed depending on what the child needs at the time of marking. | <b>This is completed on every toolkit day.</b>                                                                                                    |
| <b>Redraft Days</b>        | <b>Completed the day after a toolkit day. Children will have either a 1,2 or 3 in their literacy book. Children write matching LO in their literacy book. Light marking completed on this day.</b>                                                                                                                                                                                                                         | Encourages children to review their work and redraft their writing based on certain elements which have been missed the previous day<br>Encourages children to be challenged and work on different grammatical features<br>Promotes independence for some groups that will need to redraft independently                                                                                                                                                         | <b>Redrafts are ticked and LO highlighted to show whether the child has responded to the marking</b>                                              |
| <b>Secretarial marking</b> | <b>Red pen corrections of spellings, punctuation and grammar.<br/><br/>Underline spellings to be corrected. Circle missing/incorrect punctuation. Hat symbol for missing word\.</b>                                                                                                                                                                                                                                        | The mis-spelling of HFW's should always be marked to correct.                                                                                                                                                                                                                                                                                                                                                                                                    | <b>No more than 3 spellings to practice. These should be HFW that should be spelt correctly or specific topic words that you have been using.</b> |

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| Drawing Club                |                                                                                      |                                                                                                                                                                                                                                                                                       |                         |
| Science                     | Method of feedback                                                                   | Purpose of feedback                                                                                                                                                                                                                                                                   | When and how to be used |
| Highlight the LO            | <div>Fully met the LO</div> <div>Part met the LO</div> <div>Not yet met the LO</div> | <ul style="list-style-type: none"> <li>To communicate with children if they have met/part met or not met the learning objective that session.</li> </ul>                                                                                                                              | Every science lesson    |
| Weekly marking of all books | Red pen marking                                                                      | <ul style="list-style-type: none"> <li>Spelling of specific science vocabulary e.g. habitat, cycle, planet...</li> <li>Everyday high frequency words that are misspelt</li> </ul>                                                                                                     | Every science lesson    |
|                             | DREAM STAMP                                                                          | <ul style="list-style-type: none"> <li><b>Misconceptions</b> – e.g. if a prediction is not backed up with scientific knowledge this must be corrected by the child.</li> <li>If the conclusion is wrong as they haven't got adequate knowledge, they need this correcting.</li> </ul> | Every science lesson    |
| Dazzle                      | Method of feedback                                                                   | Purpose of feedback                                                                                                                                                                                                                                                                   | When and how to be used |
| Highlight the LO            | <div>Fully met the LO</div> <div>Part met the LO</div> <div>Not yet met the LO</div> | <ul style="list-style-type: none"> <li>To communicate with children if they have met/part met or not met the learning objective that session.</li> </ul>                                                                                                                              | Every topic lesson      |
| Weekly marking of all books | Red pen marking                                                                      | <ul style="list-style-type: none"> <li>Spelling of subject specific vocabulary e.g. latitude, longitude, Stone Age</li> <li>Every day high frequency words that are misspelt</li> <li>Missing punctuation and words.</li> </ul>                                                       | Every topic lesson      |
|                             | DREAM STAMP                                                                          | <ul style="list-style-type: none"> <li><b>Misconceptions</b> – e.g. if they believe that Spain has a cold climate.</li> <li><b>Questions to further the learning</b> – e.g. Can you name a country with a cold climate? Why does it have this climate?</li> </ul>                     | Every topic lesson      |

# Presentation features

All books should be correctly labelled (See Karen for more) and should have no graffiti.

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| Maths   | Short Date<br>LO written out/stuck in<br>Previous work ruled off<br>Handwriting should be off best quality (see policy)<br>Use ruler for tables/number lines<br>Any sheets used MUST be trimmed to fit and glued in by an adult until children are able to do this neatly<br>NO BOXES DRAWN AROUND WORK<br>Mistakes are either corrected in blue pen or crossed out with one neat line (no rubbers) |
| Writing | Long date<br>LO Written out/stuck in<br>Toolkits should be neatly stuck in<br>Previous work ruled off<br>Best handwriting encouraged at all times<br>Mistakes are crossed out with one neat line (not rubbers)<br>WORK IS ANNOTATED AS GG, RR or JS to show difficulty.                                                                                                                             |
| Science | Short date<br>LO written/stuck in<br>Children encouraged to use best handwriting<br>Cross-curricular writing must be 'tabbed'<br>Mistakes are crossed out with one neat line (not rubbers)                                                                                                                                                                                                          |
| Dazzle  | Long date<br>LO written/stuck in<br>Children encouraged to use best handwriting<br>Mistakes are crossed out with one neat line (not rubbers)                                                                                                                                                                                                                                                        |