



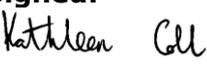
Our Lady of the Visitation Catholic Primary School

FEEDBACK, MARKING AND PRESENTATION POLICY

This policy is carried out in the light of our Mission Statement

'We Learn, Love and Grow Through Christ'

Core Purpose – School Mission Statement

Date of Ratification:	March 2016	Signed:  Miss K. Coll (HEAD TEACHER) Mrs H.McKenzie (CHAIR OF GOVERNORS)
Review date:	March 2017	Signed: Miss K. Coll (HEAD TEACHER) Mrs H.McKenzie (CHAIR OF GOVERNORS)
Review date:		Signed: Miss K. Coll (HEAD TEACHER) Mrs H.McKenzie (CHAIR OF GOVERNORS)

Safeguarding Statement

At Our Lady of the Visitation Catholic Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Our Lady of the Visitation Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Aims of the Marking and Feedback guidance

- To provide a coherent picture of good and outstanding practice in marking
- To provide positive reinforcement of the teaching and learning process
- To ensure that effective learning results from manageable feedback and marking
- To give teachers, teaching assistants and peers the skills for effective feedback and marking
- To set out our expectations for high quality but manageable feedback and marking

The aim of developmental Marking

- To identify where pupils have achieved the learning intention and/or success criteria.
- To identify a target, which comes from the planned outcomes, that pupils can do to improve their learning.
- To enable pupils to take responsibility for their own learning.
- To be worthwhile it is essential that children can both understand and respond to marking in a meaningful way.

The aim of Presentation guidance

- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.
- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.
- To provide an awareness of the child's progress in organising and presenting work independently.
- To offer a model for commenting on the standard of presentation of the child's work.

Why do we mark?

- To enable a regular dialogue between the teacher and child
- To give a clear picture of what the child has done against the Learning Intention
- To give recognition and praise for achievement and effort
- To provide suggestions for the next learning steps
- To identify common & individual needs to inform planning
- To empower children in self assessment

School Systems for effective feedback and marking

1. As role models for the children we will ensure that the written comments we provide are of a high standard. This will include the handwriting that we use as well as the standard of spelling and grammar.
 2. We will also make opportunities to mark and give feedback to the children related to the handwriting and presentation of their work in order to promote high standards and reinforce School Policy.
 3. In all subject areas marking will reflect the high standards of the School as well as the curriculum guidelines and policies agreed and developed by staff. This will develop the children's skills, understanding and knowledge of each curriculum area to the best of their ability.
- To be effective the marking of children's work must be both **regular and frequent**. It will take place within 2 days in Key Stage 2 and Year 2, and wherever practicably possible immediately it has been completed in the Infants.
 - However where lessons are linked it is good practice to mark work before the next lesson where possible. This will ensure that teachers are able to identify areas of strength and need and consequently amend teaching programmes to suit pupils.
 - It is sometimes appropriate to mark during a lesson and sometimes at the end of a task.
 - When possible marking is carried out with the child present, although it is recognised that this can be difficult to accommodate.
 - Marking will be used as part of teachers' weekly written evaluations of work completed in each curriculum area and thus allow for planning modifications of subsequent lessons to take place where appropriate.

- A series of codes to indicate how the work was completed will also be used to further inform teaching and learning practices. (**See appendix 3**) (From April 2016 these will be stuck into the front of English and maths books for pupils (in KS2) to become familiar with and also use).

Verbal feedback:

- Is at the heart of what teachers do the whole time. Whether it is to refocus or stretch pupils. All lessons contain a substantial amount of teacher / support staff talk that is both, planned and responsive to the needs of the pupil(s).
- The adult response to children's work may be verbal or written feedback, which will be influenced by the age and level of the pupil involved. In the case of verbal feedback the teacher must initial the piece of work indicating clearly that verbal feedback has been given e.g. **V**.
- We recognise that verbal intervention / feedback may be more appropriate in EYFS and lower Key Stage 1 as this also gives the child the opportunity to input their own thoughts and ideas, but is also of equal value in Key Stage 2.

How do we mark?

1. Adults will **only** use **green pens** for marking. (From summer term 2016).
2. Adults will never use felt tip pens.
3. Adults will use a neat cursive script when marking pupils' work.
4. Adults will model good practice by always writing on the line, neatly.
5. Pupils will respond in **purple pen**. (From Spring term 2016). For consistency these will be called purple pens not correcting, polishing or responding pens.
6. Stamps, stars and stickers should be used to provide further specific encouragement and positive reinforcement but should only be used when work is of a good standard.
7. Work set by a supply teacher, cover teacher or student must be marked by the supply or cover teacher and ST, CT or student indicated.
8. Where work has not been marked, class teachers will approach the teacher concerned or inform the deputy headteacher who will see to it that the work is marked.
9. Comments such as **Fantastic and Excellent** should only be used when work is of a very high standard and must be clarified with a comment, eg "*fabulous because you have used 4 adjectives to describe the queen.*"
10. Comments about effort made are acceptable as well as comments about progress, improvements.
11. Teachers will model developmental marking using the visualiser during plenaries to ensure pupils are confident when peer to peer marking.

EYFS and KS1

1. In EYFS adults should systematically date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be compiled.
2. It is appropriate for pupils to occasionally comment on the aspects of what they have done well, a problem they have overcome and what they need to improve to develop learning further. This will normally be scribed.
3. At KS1 comments will be appropriate to the age and ability of the child. **Do Not** write extensive comments if a pupil cannot read it. Short and specific is more effective and may need to be read to individual pupils.
4. When presenting their work:
 - From Spring half term pupils who complete a task independently will write the short date at the top of the page.
 - A new page will be started for each new piece of work.

Presentation Year 1 upwards

- Pupils are expected to record the date at the beginning of each piece of recorded learning. In year 1 the Learning intention and date are stuck into the book.
- The long date will be written on the left hand side of the first line (not top) eg Thursday 15th January 2015 (except Numeracy) **Year 1 summer term.**
- In year 2 and year 3 the title and date are written into the book.
- In year 4,5 and 6 the learning intention and date are written into the book with the exception of SEN pupils who will be supported, where necessary, to establish these routines.
- The title will be written on the second line down (miss a line), and centred.
- Never use graffiti, doodle or scribble on or in books
- **Underline titles** using a ruler and never leave unnecessary gaps
- Begin a new page for each piece of learning (in maths a column is regarded as a page)
- All written work to have a margin. **Year 1 summer term for able pupils.**
- Question numbers to be written in the margin.
- Cursive handwriting should be used (where appropriate)
- **Cross out mistakes with one line** through the mistake using a pencil / pen and ruler (except art, where a rubber should be used).
- Use quality writing equipment appropriate to the Year Group, consistently using either pen (school approved) or pencil (staedtler) but not moving between them. Pupils will not use felt tip pens or wax crayons in exercise books.
- Diagrams should be drawn in pencil.
- When writing on plain pages or paper guide lines should be used.

Marking in Religious Education

1. Developmental marking is used to extend learning.
2. There should be at least 2 pieces of recorded work per week. One of these will be an opportunity for extended writing. The topic page may be included in this total.
3. At least two extended pieces of work in every topic should be developmentally marked giving a moving on target. Where applicable pupils will be asked to re-write a paragraph or add on a paragraph to further explain their understanding.
4. When a child responds to a comment these should be acknowledged by the teachers' initial and a sticker or stamp. Please do not tick.
5. Stickers or stamps should be used for those pieces that are not given a written comment only if the work is of a high standard. If something needs to be developed then a comment should indicate this. This may relate to presentation or effort if this is a concern.
6. Words such as **good, fabulous** should only be used if they are clarified. Eg, fabulous because you have included all the main points of the story. Great, you have described why the Pharisees were angry with Jesus.
7. Ticks should not be used in religious education marking.
8. Teachers should indicate appropriate incorrect spellings for children to correct in all writing.
 - This will be high frequency words and other words as appropriate if these are words that pupils should know.
 - Other religious related words should also be identified.
 - No more than three words at KS1 and five words at KS2 should be identified.
 - Children will copy out mis-spelt words 3 times and add them into their word books.
9. Where necessary grammar, punctuation and/or spelling (GPS) should be identified for correction.
10. Pupils should be given the opportunity to go back and correct mistakes. **All pupil marking should be done using purple pens. Adults MUST NOT use purple pens to mark outcomes.**
11. Attainment in relation to the learning intention should also be commented on at the end of a piece of work when a developmental comment is not necessary. This will be in the form as follows: **LIA (Learning Intention Achieved)**.
12. Presentation is very important and where necessary there should be comments related to the presentation of work.
13. Where a pupil misses learning because of a music lesson this should not be indicated on the work. Work should, where practicably possible, be made up at another time.

Examples of next step / developmental comments in Religious Education

- a. Why do you think the Pharisees were angry with Jesus?
- b. How did Jesus feel when he saw the Disciples asleep?
- c. What other scripture showed an example of God's mercy?
- d. You have written about the message of forgiveness in this passage. How can we use this message in our own lives?
- e. What was God trying to say to us in this passage?
- f. Do you think Mother Theresa should be made a Saint? Explain your reasoning.

Presentation in Religious Education

- When drafting children should write on alternative lines to allow for editing.
- All drafting should be written in pencil.
- Paragraphs should be indicated by either an indentation or a missing line.
- Begin a new page for each piece of work.
- Ensure pupils are completing work (if you are constantly writing comments such as please finish or not enough work then pupils will need to be kept in at break and lunch to finish. That will soon get them working)
- Ensure children are not missing out pages. If they do, do not go back and fill these in as it is then difficult to monitor the progress through a topic.
- Worksheets MUST be trimmed and stuck neatly into books. Do not ask children to trim sheets with a pair of scissors. This looks very untidy.

Marking in English and Topic

1. There will be a recorded piece of evidence for every English lesson. This may be in the form of a reflection on what the child has learned. The reflection will be titled 'My Learning'.
2. In writing and topic developmental marking will focus on grammar punctuation and spelling as well as content.
3. Developmental marking is used to extend learning and will take place as often as possible but no less than once a week in English and Topic.
4. In English developmental marking will indicate a 'next step' that the pupil needs to work on. Subsequent marking will identify the same 'next step' if applicable or acknowledge success.
5. Teachers should indicate appropriate incorrect spellings for children to correct in all writing.
 - This will be high frequency words and other words as appropriate.
 - No more than three spellings at KS1 and five spellings at KS2 should be corrected.
 - Children will copy out mis-spelt words 3 times and add them into their word books.
 - Those pupils who have daily word books should be spelling words identified in their books.
 - The correct spelling should be written for pupils at KS1 and for SEN pupils who need the correct spelling.
 - All other pupils should look up spellings in a dictionary or word book.
6. A 'Cold write' should be done by the children at the beginning of every topic before any input is given.
7. The 'cold write' should be developmentally marked using **the green highlighter pen** to highlight elements of the writing that are 'good' and **the pink highlighter pen** to highlight elements of the writing that the child needs to 'think' about / could do better.
8. At least one genre related developmental target should be given for the pupil to work on during that unit. All comments should be clarified with an example. Eg, *When writing a setting, eg use adjectives to describe the setting.* These next step comments should be clarified with an example, eg *"the beautiful cottage was nestled into the corner of the lush green field" highlighting the adjectives.*
9. Where necessary a grammar, punctuation and/or spelling (GPS) target should also be given, eg use capital letters at the beginning of a sentence, *"The beautiful cottage was nestled into the corner of the lush green field" highlighting the adjectives.*
10. **This is a good opportunity for children to try to fix GPS errors. All pupil marking should be done using purple pens. Adults MUST NOT use purple pens to mark outcomes.**
11. A learning related comment should be given throughout the unit where it will support the pupils' learning and help them meet their target.
12. It is not necessary to comment about what the child has achieved in the 'cold write' as it has been highlighted in green.
13. The 'Hot write' should be developmentally marked using **green to highlight elements of the writing that are 'good'** and where the pupils has met the targets given in the cold write. Identify in your comment what target has been achieved since the cold write, eg *You have used adjectives to describe the setting and capital letters at the beginning of a sentence.* This can then be given a smiley face sticker to indicate success.
14. Give a GPS and genre specific next step where applicable. For example, *if a child is writing a report and has not used sub titles this MUST be a target.*
15. The child should refer back to GPS errors in their next topic and to the genre specific next steps when they next revisit that genre.
16. Attainment in relation to the learning intention should also be commented on at the end of a piece of work when a developmental comment is not necessary. This will be in the form as follows: **LIA (Learning Intention Achieved).**
17. Presentation is very important and where necessary there should be comments related to the presentation of work.

Examples of next step / developmental comments in Writing

- a. Show me the place where you could start a new paragraph using the paragraph symbol //.
- b. Add three adjectives to your second paragraph. Eg, the water glistened, the sun shone brightly
- c. Re - write your last paragraph and summarise your argument using examples to support your argument.
- d. Remember a sentence always begins with a capital letter. Edit your work to add in all the Capital letters and full stops. *The beautiful cottage*
- e. Add in 2 adverbs to make your writing more interesting, eg the boy crept silently.
- f. If you were this character what would you have done?
- g. Would you like to live in this setting? Why?
- h. Which is your favourite sentence? Why?
- i. What was your objective for this writing? Highlight your most effective words/sentence
- j. Have you used any imaginative vocabulary? Write the words here.
- k. How did you know that _____?
- l. Why do you think _____?
- m. James stood as still as a statue when he heard the screams coming from the house.
- n. Which word would you use to describe the screams? shrill piercing loud
- o. The children went to the dark wood with tall shadowy trees. E.g. can you think of a better word for went in your story? _____
- p. Write some more sentences to describe what you ate at the seaside.
- q. Can you re - write paragraph two with more detail and description?
- r. You wrote a good introductory paragraph to your newspaper report. Can you think of a different headline?
- s. Do you think he was annoyed? How do you think he would have shown this?
He was so annoyed he
- t. How do you think the dog felt here?
- u. Remember: e.g. grammatical rule (we was is grammatically incorrect, use we were) homophones (use they're for they are not their)
- v. Can you think of another _____? (Ending / word / reason)

Examples of next step / developmental comments in Topic

- a. What could you do to be sure that your results would always be the same?
- b. A great conclusion! What do you think makes it so good?
- c. How did you make sure your experiment was a fair test?
- d. What variable did you keep the same / change?
- e. What is the most interesting fact that you have learned from this research?
- f. What would you like to find out next about _____?
- g. How did you know that _____?
- h. Why do you think _____?
- i. What would happen if _____?

Presentation in English and Topic

- When writing a playscript, the children should use the margin for identifying the name of the character speaking. This should be written inside the margin.
- When drafting children should write on alternative lines to allow for editing.
- All drafting should be written in pencil.
- Paragraphs should be indicated by either an indentation or a missing line.
- Begin a new page for each piece of work.
- Ensure pupils are completing work (if you are constantly writing comments such as please finish or not enough work then pupils will need to be kept in at break and lunch to finish. That will soon get them working)
- Ensure children are not missing out pages. If they do, do not go back and fill these in as it is then difficult to monitor the progress through a topic.

- Worksheets **MUST** be trimmed and stuck neatly into books. Do not ask children to trim sheets with a pair of scissors. This looks very untidy.
- Hot and cold writes must be stuck in portrait. If a child needs more than one page then please stick in two pages, not write on both sides with the top bit stuck down.

Marking in Maths

1. There will be a recorded piece of evidence for every Maths lesson. This may be in the form of a reflection on what the child has learned. The reflection will be titled 'My Learning'.
2. In maths developmental marking will be used to identify misconceptions and incorrect methods, outcomes.
3. Developmental marking is used to extend learning. In Maths developmental marking may be: the correcting of sums; modelling a method or an alternative method if the child is struggling with the one shown; a sum or problem to extend or reinforce learning. It does not need to include lengthy written dialogue unless necessary.
4. Additional sums set will need to be checked to ensure they are correct. The correct answer may be given by the teacher if the pupil continues to get them wrong.
5. Where a question, problem or direction is given pupils must be given the opportunity to respond.
6. All sums **MUST** be individually marked with a tick for every correct answer and a dot for every incorrect answer.
7. Sums that are incorrect **MUST** be corrected by pupils by rewriting the sum or putting the correct answer next to the incorrect answer. Children should not rub out incorrect answers as this does not show development.
8. If the adult has identified, through marking, that a concept has not been understood then pupils will be given the opportunity to revise this concept before moving on to the next one.
9. Moving on/developmental comments will be used at least once a week to develop pupils' application of a concept or to check / reinforce understanding.
10. Attainment in relation to the learning intention should also be commented on at the end of a piece of work when a developmental comment is not necessary. This will be in the form as follows: **LIA (Learning Intention Achieved)**.
11. Presentation is very important and where necessary there should be comments related to the presentation of work.

Examples of next step / developmental comments in Maths

- a. Look again at problem four, look at the words that I have underlined and use them to have a go at solving the problem
- b. Which method did you find most useful?
- c. What have you learned today that you could use in another maths problem/real life?
- d. How quickly can you _____? (e.g. write 10 decimals, add up these 5 sums, find the product of these 3 numbers)
- e. Can you make up your own example of a TU X TU calculation using only even numbers?
- f. Write a similar challenge for your parents.
- g. How many cm are there in 1m? 10m?100m?1000m?
- h. Can you solve these?
- i. How did you know that _____?
- j. Why do you think _____?
- k. Can you spot a pattern?

Presentation in Maths

- Pencil only should be used in maths books.
- The date should be the short date only e.g. 15.1.14. The date is written on the left hand side of the page. The date and the title are underlined using a ruler.
- All pupils (except for year 1) must draw in margins
- Fold the maths page vertically.
- A margin will be drawn on the inside of the page and in the middle. It is essential that children are taught to draw a straight line with a ruler.
- Pupils will need to be shown how to draw straight lines along a line with a ruler.
- The number of each sum will be put into the margin.
- If you use most of a page in one day start a new page.
- If using squared books, the children should put one digit in each square.

- Decimal points should be written on the line between two numbers – refer to appendix 1.
- If an answer box is required, a ruler should be used to draw it.
- All lines and diagrams should be drawn in pencil, using a ruler where appropriate.
- Please refer to the school calculation policy that details how addition, subtraction, multiplication and division calculations are set out.

Other Marking

1. Pupil outcomes from every subject including handwriting need to be marked. Handwriting may be a tick or a sticker/stamp, with correct formation / join modelled where necessary.
2. It is essential that home learning is marked every week to inform parents of pupil progress. Where home learning is handed in late, 'late' will be written on the work and will not be marked.

Peer to Peer Marking

1. Pupils will peer to peer mark (mark their writing with a partner) at least once in every Literacy unit from year 2. At year 2 this will be whole class. SEN pupils will be supported to peer mark where necessary.

At Our Lady Of The Visitation we expect children to:

- Regularly read and respond to the comments made by adults in their books
- Take pride and care in the presentation of their books reflecting the high standard that is expected
- Take time to correct and finish off work where appropriate.
- Use pencil for drawings or diagrams

How do we ensure that children will respond to marking?

- For marking to have an impact on attainment the comments made by the class teacher need to lead children to further develop their understanding of what has been learned and the next steps needed to improve. In some cases the marking will further explore a pupil's understanding of what they have completed.
- As part of the daily classroom routine it is essential that at the start of each session children should be encouraged to read the teacher comment from the lesson before and if appropriate respond to it. Therefore marking needs to include questions that encourage a response. These should be related to the Learning Intention of the lesson and as far as possible personalised to the pupil.

Strategies for making marking manageable

Marking can be very time consuming but it is an essential part of personalising and accelerating pupil attainment and progress. Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable.

- Plan which pieces of work will be marked in depth (it is not expected that all work will be marked in depth).
- Some pieces of work can be marked with the whole class
- Peer marking which has been modelled and taught to children.
- Use of 'learning intention achieved' alongside a question. LIA (Learning Intention Achieved).
- Balance 'active' teaching time with time when pupils can work with increased independence, facilitating marking time.
- Use the marking code/highlighter pens to support the quick marking of writing and allow time for written comments underneath.
- Refine time management skills and use time effectively e.g. during assemblies etc.
- As an effective and time efficient way to significantly extend children's learning in extended writing the following may be appropriate:

- Highlight up to three aspects of a piece of writing that shows achievement in relation to the stated learning intention. The use of a green highlighter pen is time efficient and effective. Individual words or sentences can be highlighted to indicate achievement in relation to the learning intention.
- Suggest a specific improvement using the pink highlighter. (see also Appendix 3 for differentiated strategies for doing this).

Monitoring and Assessment Procedures

- Marking is monitored as part of the School's Monitoring and Evaluation Programme.
- Examples of marking will be shared at every staff CPD session to share good practice and compare standards for consistency.
- Marking will be used as part of the School's Assessment procedures to inform teachers of pupil progress in relation to assessment criteria set in each subject area at the beginning of every term.
- The School will ensure that all support staff, supply assistants and students are aware of and follow the Feedback and Marking Policy so that a consistent approach is used by all. This will again inform future planning and teaching.

Helpful everyday questions

(From Shirley Clarke)

For Teachers:

- Do I vary my marking style?
- Do I over use the same comment? E.g. 'use capital letters' from September to March.
- Do I model expectations?
- Do I use positive statements?
- Do I indicate future needs?
- Do I set targets and help children to know what they need to do next?
- Do I encourage pupils to self-assess?
- Do I involve children, parents and peers in the marking process?

For children:

- Do you know your next steps / targets
- Why do teachers mark work?
- What sort of things make the teacher think your work is good?
- How do you know if the teacher is not happy with your work?
- What sort of marking do you find helpful?

Appendix 1 – Examples of high order questioning

Exemplar questions

When children begin a piece of work...	<p>How are you going to....? How do you think that....? Do you think that....? Is it important to....?</p>
While children are working.....	<p>Did you decide that....? Where might...? Have you...? Can you think of...? Can you explain how to...? What did you notice when...? Why did you decide to...?</p>
If children are having difficulties.....	<p>Could you try to....? What about...? Have you compared your ideas with...? Would a...help..? Could you try...or....?</p>
At the end of a session.....	<p>Why did that happen...? What/how could you improve...? Can you explain to the rest of us...? How did you solve the problem...? Which were best...? What would you try next...? How did you check your work..?</p>
Probing questions...	<p>Can you explain what you mean by.... Can you show me what you mean by.... Can you tell me more about.... Why did you think that? What is your evidence for that...? How do you know...? How did you work that out? Can you give an example of...? Can you explain why...?</p>

Appendix 2 – Examples of comments to prompt Pupil Self Evaluation

Self-evaluation is rooted in good practice. To encourage children to evaluate their learning they may need prompts. For example:

I have learned to _____

I found out that _____

I have got better at _____ because I can now _____

My _____ is improving because _____

I enjoyed this work because _____

My work is good because _____ but I could make it even better by _____

I'm proud of this work because _____

I get mixed up when I try to _____ I need help with this.

I found this hard because I don't know how to _____

I needed to use _____ to help me.

I found this work hard. It would help me if _____

Spelling

See spelling policy for guidance on how spelling must be marked.

Appendix 3

Codes to use when marking pupil's work

Using the correct codes

A series of codes to indicate how the work was completed will also be used to further inform teaching and learning practices.

Code	Use of the code in all classes
Sp	Will be written under the word and the correct spelling recorded above the word for KS1. At KS2 children should look up the mis-spelt word wherever possible. KS1 children must copy the word 3 times at the end of the piece of writing. 3 times at KS2. Words that are continually mis-spelt should be copied into their spelling/word books.
C	Where a capital letter has been used incorrectly e.g. my mum is Kind, and where a capital letter has been missed out from a word e.g. My mum is called mary, The letter c is written on top of the incorrect letter. Children will be asked to go back and correct incorrect punctuation where possible.
Δ	To indicate that punctuation has been omitted Δ will be used. At KS2 children will be asked to go back and correct incorrect punctuation.
O	To indicate when punctuation has been used in the wrong place or is incorrect eg, a lower case letter when it should be a capital.
^	Where a word has been omitted an inverted v will be used to indicate where the word should be e.g. I ^ to the shops. Children add in missing word.
//	To indicate that a new line needs to be used eg when adding in speech.
// joined with a P	To indicate that a new paragraph needs to be used a // joined with a P will be written at the beginning of the section of writing in question. E.g. // Subsequently it was time to leave this place.

A series of codes should be used to indicate how the work was completed

H	(help given)
1:1 =	Individual help with a teacher or teaching assistant
I	Independent
1st dr/ 2nd dr	1st or final draft. Draft work is written in pencil.
CAL	Calculator used.
NL	Number line used
CA	counting apparatus used, e.g. cubes/ fingers etc
(c)	Circuit

Children at Key Stage two will be encouraged to use these codes themselves.

Adults use the following codes in marking where applicable

V	Verbal feedback has been given.
LIA	Learning Intention Achieved.
CT	Cover Teacher
ST	Supply teacher
WP	Work placement or student

Links to other policies

- [Teaching & Learning Policy](#)
- [Presentation Policy](#)
- [Assessment Policy](#)
- [Writing Policy](#)
- [Spelling Policy](#)
- [Home Learning Policy](#)
- [English Policy](#)
- [Maths Policy](#)