




Nutley Church of England Primary School

Book and Marking Policy

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|---------------------|---|-------------------------------------|
| Review cycle | Annually | Date: 2 nd December 2024 |
| Approved by | Full Governing Body / Headteacher | |
| Linked policies | Learning Environment Policy Behaviour Policy | |
| Signed |  | Date: 2 nd December 2024 |
| Position | Headteacher | |
| Date of next Review | December 2025 | |

Belief and Values

We firmly believe that the environment drives behaviour and that we cannot separate ourselves from it. Our commitment to developing and maintaining the highest quality of environment is central to our efforts to raise standards within the context of a rich and varied curriculum. Our Book policy is closely linked to our Learning Environment Policy and serves to reinforce the core values that underpin relationships in our school. The environment and the manner in which we develop it, and the learning within it, communicates the values and the ethics that underpin the culture of our school.

'It matters. It's a message. They are a visual model of the ethic within the building' they show 'the children, teachers, and the parents that somebody cares about them'. Ron Berger

Our Book Policy is underpinned by our commitment to consistency, precision and equality of opportunity for all and we therefore have very clear guidelines and expectations as to how all books are established and maintained. We expect all staff to evaluate the quality of their class books in the context of these agreed protocols and ensure they achieve the very best outcomes.

Alongside our reward system (see [Behaviour Policy](#)), we strongly believe that we use the environment to 'reward' the outcomes of our collective endeavour and great effort. We are committed to supporting all children in developing the skills of persistence, resilience and collaboration so that they have the attitudes and dispositions that give them strength and determination for the future.

Our books are evidence of children's attitudes to learning. We expect equally high standards across all subjects, years and classes.

As a school, we aim to:

- develop in children a love of learning
- develop excellent organisational skills in children
- promote qualities of care and pride in our learning
- promote high quality skills of recording, note taking and application
- create clear sequences of learning in books that lead to high quality outcomes
- develop clear learning dialogues between adults and children

The books and the learning within them communicate the principles that underpin our philosophy for learning and should therefore support expectations, attitudes, outcomes and pride we have in our learning.

Children's books will:

- be well organised, clean and tidy. When someone looks through the learning, their eyes should be caught by clear presentation, carefully drawn diagrams and clearly marked work with thoughtful feedback and responses
- evidence good quality learning with high-quality presentation of thoughts and ideas
- evidence clear progress in learning across the week, term and year

Therefore:

- Teachers' marking will be in **green pen** using a neat joined cursive script; clearly modelling handwriting expectations and tightly aligned to the learning intention for that child.
- Children's responses will be in **pink pen** using a neat joined cursive script
- Children will use handwriting pencil and colouring pencils in books
- Felt tips will not be used
- Children's handwriting will always be neat and clear, using joined cursive script
- All front covers will be clean and kept free from marks, scribbles or smudges
- Front covers will be clearly labelled in **black or blue pen** with name, year group and subject area
- Plastic covers on maths and literacy books will be used to protect them
- Additions to the books such as graphic organisers, pictures or photographs, will be trimmed tidily and stuck in neatly. These additions will be cut or folded to fit within the page.

To ensure books are of the highest quality, all teachers will:

- Plan the learning that children place in the books and ensure they have the appropriate materials necessary for producing the best quality of work - good pencils, rulers and appropriate paper for different tasks etc.
- Ensure resources are organised and neatly stuck in to books
- Support children to develop good dispositions for learning that support them in evaluating the quality of their learning in books

- Model clearly expectations of presentation and organisation to the children - set them clear guidelines for each piece of work so they know what is expected of them
- Ensure children's learning is scaffolded so that expectations are met
- Support children in developing pride in their learning
- Design tasks carefully so that they are relevant and support the learning journey
- Stick work into books precisely and neatly with nothing over the edge of the page
- Ensure learning is personalised so that children do not produce mass versions of the same 'blue print'
- Poorly presented work will be commented upon and directions given as to how/where to improve. Poorly presented work should be repeated.
- Common, widespread grammatical errors should form the basis of a future lesson. Spelling corrections should be either be put in the margin or written above an error. Common spelling mistakes should be incorporated into relevant curricular areas. Children will be asked to write these into their individual word books.

| <u>Year group</u> | <u>Written work</u> | <u>Maths work</u> | <u>Correction</u> |
|-------------------|---|--|--|
| Foundation | Plain/Wide lined paper All dated by adult or in success criteria. | Plain/Wide lined or squared paper | Clean rubber by practitioner or single line. |
| KS1 | Wide lined paper. Dated by children or within success criteria, title, line guides used with plain paper where appropriate. In Upper KS1, all work to have a margin. | Large squared paper (10mm)/plain paper, Dated by children (short date) or in success criteria, Titled Work to begin two squares in and one digit per square. | Use of clean rubber supervised by teacher or single line. |
| KS2 | All work will be have the long date written by children or within success criteria. If using plain paper, line guides to be used if appropriate. Mistakes will be corrected by a single solid line. All work to have a margin. | All work will have the short date . 1cm ² paper (one digit per square). All work to have a margin. Clean rubber for mistakes. Work evenly spaced and numbered. Pencil only. | Clean rubber used for maths only or single line. Single line used in writing books. |

Maintenance

We take pride in the things we value and we value the things that matter. We strive to create a classroom culture where the learning and books are respected. Children must be supported and encouraged to take responsibility for the care and maintenance of their books; this directly relates to our school values and supports children in developing a respect and an understanding of the importance of caring for and developing the quality of their learning. It is important that adults' behaviours model this by ensuring that their actions demonstrate the value we place on a creative, well-maintained learning environment.

As part of this, teachers and children will:

- Understand and use our clearly defined protocols for the use of books
- Take pride in the class books and develop habits that notice and maintain high quality presentation
- Set high expectations for their class books and the learning contained within them
- Have routines for repairing any tatty parts to the books
- Ensure that all books are left tidy and organised

Subject Books

Below are the books that are used for each subject.

| Nutley CE Primary Exercise Books | | | |
|----------------------------------|-------------------------------|---|-------------------|
| | EYFS + Red scrapbook | KS1 | KS2 |
| English | From term 4 ½ 15mm ½ plain | Handwriting books then 8mm A4+ lined | 8mm A4+ lined |
| Maths | From term 4 20mm square | 10 mm A4+ square | 7mm A4+ square |
| Humanities | | A4+ lined 12mm | A4+ 8mm lined |
| Science | | A4 alt. plain 15mm | A4 alt. plain 8mm |
| Art | | A4 kraft plain | |
| DT | | A4 black plain | |
| RE | | A4 15mm lined | A4 8mm lined |
| PHSE | | A4 13mm half plain half lined | A4 8mm alt. plain |
| MFL | | A4 | A4 |

Subject books will show a journey of learning throughout different subject units.

Children's topic books will tell a story of learning throughout a term and will include evidence of learning for all subject areas. Some of the evidence will be recorded by the child, through written pieces, drawings, diagrams or printed work; other evidence will be in the form of photographs, observations by teachers and children's own reflections and evaluations. There will be extended pieces of writing linked to the subject unit being taught.

Subject books will include:

{Text highlighted in yellow is for class teachers to follow when using Pioneer Federation planning, during the Partnership year.}

- Front cover label- school logo, pupil name (first & surname) and subject name.
- All books will have a plastic cover.
- All books will have a Subject Specific Toolkit at the beginning. This will list the overall skills the children use to be successful in the subject. 'What does a Pioneer Scientist, Historian, Geographer etc etc look like?'
- All subject termly units will start with a subject cover which includes key vocabulary and what the children already know and will end with a 'Subject Unit Quiz'. These will be provided by the subject leader. The key vocabulary words will be defined and written in by the pupils when they are introduced to them throughout the unit of work. Teachers will use the information from the end of term subject quizzes to adapt the next linked unit to address and gaps in unit skills. All termly Cohort meetings at Pioneer Federation will start by evaluating the previous term subject Medium Term Plans (MTPs).
- Opportunities for the children to explain what they already know about a unit of work will be provided for below the Key Vocabulary sheet at the beginning of the unit. This will provide teachers with a reminder of pupil baseline of knowledge for the unit of work and also something to reflect back on after the unit quiz has been completed. The quizzes will also have an opportunity for greater depth knowledge recall by asking the children to reflect on what they have learnt linked to the overall subject big question for the term's work (represented in MTPs), making progress explicit.
- For Art, DT, PSHE and RE books, pupil self-reflections will be utilised for assessments of pupil recall of knowledge, rather than subject quizzes.
- An objective and success criteria displayed in the book for most lessons.
- Music lessons will be represented in subject unit books linked to the music lesson. Music work could therefore be represented in science, humanities books etc.
- Computing work will be saved on the class and pupil folder on the server. All work should be able to accessible with ease when required.
- Differentiation could be by outcome or through different work set.
- All work must represent the high standards expected.

Work to be recorded in topic books should be thorough a range of mediums and can include:

- Photographs (including group photos with correct permissions from parents) accompanied by an annotation from an adult or an evaluation from the child.
- Annotations
- Speech bubbles as reflection
- Written recordings
- Drawn recordings
- Observations from adults on the formal observation stickers, which should include comments children have made about the learning and content of the lesson.

Feedback on learning

At Nutley CE Primary, feedback and marking is key to everyone knowing how well the children are learning and what needs to be taught next to move understanding forward and therefore feed back into planning as part of the 'Plan, Do, Review' cycle. We believe strongly in the principles of 'Assessment for Learning', essentially that children need to understand and own their learning.

We believe that teachers should promote a shared understanding of the criteria by which the children will be assessed. It is expected that children are aware of what they are learning (Learning Outcome) and how they will achieve the Success Criteria. Learning Outcomes and Success Criteria should be displayed prominently in classes using child speak or symbols and shared explicitly with the children and they should know exactly what they are going to learn and what is expected of them.

Self-Assessment

Throughout the lesson, children should assess their work against the Success Criteria, where appropriate. In KS1, children will be introduced to the lesson's Success Criteria. During regular intervals in the lesson the teacher will reference relevant parts. The Success Criteria will then be referred back to during the lesson plenary, giving children the opportunity to tick the relevant boxes. They should then be able to feedback to the teacher about how they have done and this is progressive across the school, developing independence.

We also believe that regularly sharing and tracking the progress on topic maps with the children will help them to understand their learning and allow them to reflect on their progress across a topic. We do this by adding a 'What I Have Learnt' sentence on the grids at the front of the topic books after each lesson and evaluating, as a class, the term's learning once a topic has been completed.

Marking expectations

Marking is an important component of the learning process because how a teacher responds to a child's work can have a significant influence on the attitude and morale of the child. Recognising this, we see as central to our policy, the importance of being positive and looking for opportunities to encourage the children. Teacher marking will model and reflect the school's high expectations.

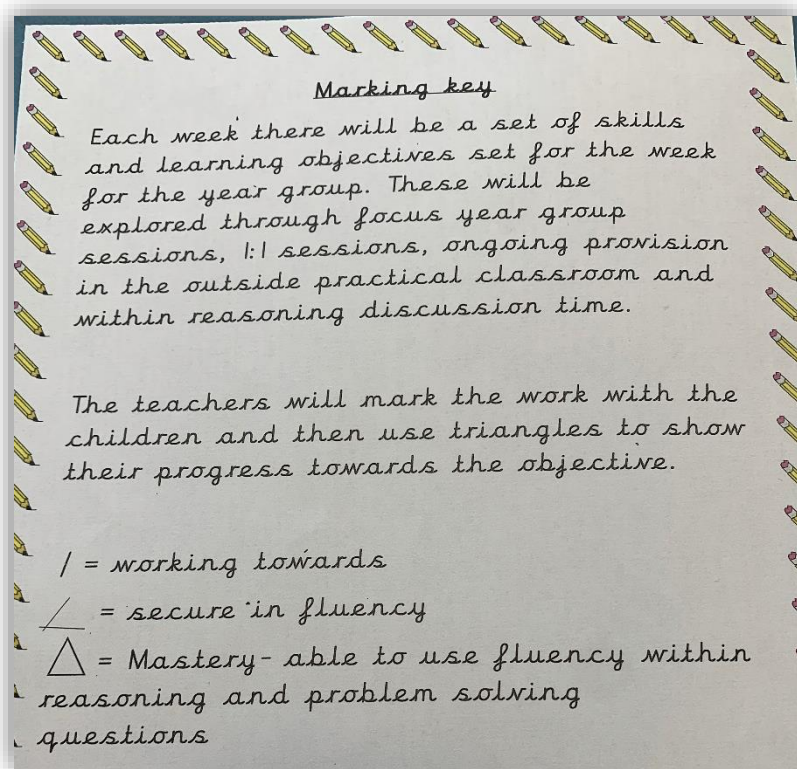
Aims:

- To ensure that children are supported and directed in their learning and that they see the value of marking.
- We believe that the main point of marking is for the children to understand how they have done and what they need to do next to improve their learning.
- To ensure that there is a consistent approach to marking throughout the school.
- To assist the monitoring and evaluation process within school.
- To encourage, reward and promote pupils' efforts by providing an audience for their work.
- To inform parents on a regular basis of pupils' work and to encourage their participation in their child's education.

Green pen is used by adults for marking. Marking may be used to consolidate, reinforce or extend the children's learning; alternatively, it may be to check their understanding. Children will be given time to respond to any questions, marking or feedback. A tick will be written next to success criteria that have been achieved. An arrow or wish (W) is used to indicate the way forward. The arrow or wish (W) would be placed next to the success criteria that has not been reached.

Pink pen is used by the pupils for responses to questions, marking and feedback.

In KS1, teachers may choose to set the success criteria for the children to complete during that week as a lot of extended provision is used for maths in the afternoon. Teachers use a triangle system to show their learning. If teachers choose to use this method, the following blurb must be present in the children's books to ensure the intention is clear.



Pupils are the key to feedback and marking and where possible it is carried out with the child as they are learning. For example: each class has a visualiser where the teacher can model feedback and work with the class to identify success and areas where the work can be improved. Children are encouraged to self and peer mark, identifying together what has been successful and what can be improved. Key Stage 2 will achieve this by self-assessing against their success criteria each lesson.

The following are non-negotiable when marking **all** children's work:

- All work will be marked, as soon as possible after it has been completed. Marking in lessons is actively encouraged and teaching assistants are also encouraged to do this.
- Where verbal feedback has been given, this will be identified as 'VF', or a stamp, on the work.
- Success criteria are ticked and the level of support, if detailed, must be indicated on work using the following key: I - independent; SC- scaffolded; S - supported.
- All number and letter reversals will be identified and pupils will correct these in pink.
- If spelt incorrectly, high frequency words; words that are age-appropriate (according to the attainment of each child, measured against the statutory lists) and topic based words will be identified and children will write correct spellings of these in their individual vocabulary books
- All incorrect calculations will be responded to and corrected in pink by the pupil.
- Incorrect age-appropriate grammar and punctuation (e.g. capital letters and full stops) will be corrected by pupils.

Early Years Foundation Stage

- As a federation we have made the decision to continue using learning journeys to celebrate and record children's learning achievements in EYFS.
- Part of the rationale for this was that it is challenging for staff to retain evidence of progression without it being recorded and evidenced specifically. It also secures against loss of access to knowledge due to staff moving/leaving or illness.
- Children in our Reception and Nursery classes regularly get to enjoy and review their learning journeys and often choose pieces of learning to include. The work in the Learning Journeys is shared with parents and enables them to see and celebrate the progress in pupils' learning.
- There is an expectation that these Learning Journeys also provide a resource for anyone to be able to pick up and gather a child's ability or assessment in an area of learning. The learning journeys are built using examples of

children's work with adults, in continuous provision and there will also be observations containing pupil voice and photos and whole class or school events such curriculum days. The Learning Journeys will be individual to a child and reflect their learning journey and interests.

- The evidence in the Learning Journeys should cover the broad and balanced EYFS curriculum. There should be an equal balance of evidence from staff working within the class and there may also be evidence from wider school staff and home. Job shares and TAs should initial the evidence they provide so monitoring can show that an equal balance is being achieved.
- The amount and quality of evidence should be of the highest standard of presentation (see book policy) and this standard/amount/variety should calibrate across the federation. This consistency is important for moderation activities across Pioneer.
- EYFS teachers are given the professional courtesy to ensure that a good range of evidence is provided for each pupil to help formulate judgements of progress and achievement. If leadership are concerned about the range and quality of evidence provided by a staff member, they may define a set amount of evidence needed for that staff member over a period of time.

All focused work will be marked and responded to on a 1:1 basis during the activity. Learning Journey books are used to document progress and support children's developing skills, independence and recording. East Hoathly Nursery also use a Scrap Book containing pupil voice annotations. All observations and photos will be detailed with an age-related outcome and comment and the level of support, or type of activity, will also be detailed:

- AD – Adult Directed
- CI – Child Initiated
- I – Independent
- SC – Scaffold Work
- S – Supported Work

When they are secure in correct letter formation, children will begin to use cursive script starting with a lead in stroke Teachers' marking will be in green pen and handwriting will model expectations. Pupils will respond in red where appropriate.

Progressive Development of Responding to Marking

The skill and independence of responding to marking will develop progressively through the year groups.

Marking should be tailored to what individual children require in order to move their learning on. Responding to marking happens as appropriate, which enables the children to either extend further knowledge as required or address deeper misconceptions.

For some children, marking will indicate that the child would benefit from a booster-style session with a teacher or teaching assistant to clear up deeper misconceptions. These should happen at the back of workbooks and clearly acknowledged through the marking. Some children will be given a response task that requires them to use their new understanding in an independent application activity such as: a word problem; a task that develops their reasoning skills or the use of a grammatical concept in independent writing. Children who have achieved all of the success criteria confidently and independently, with evidence that they have been extended during the lesson, will not be given a response task as they have shown thorough understanding of the lesson's objective.