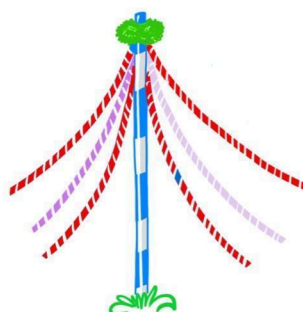


# Maypole School



## **LEARNING, TEACHING, MARKING AND PRESENTATION POLICY**

September 2025

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Publication Date:		05 Sep 2022
Last Reviewed:	Kitty Clark	30 Aug 2025
Next Review due:		30 Aug 2026

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## **1. INTRODUCTION**

All staff at Maypole School work together to teach and proactively support pupils who have social, emotional and mental health difficulties, some of whom have experienced adverse childhood experiences including trauma and associated mental health difficulties. Our therapeutic approach, as well as a range of therapies available as appropriate on a pupil-by-pupil basis, means that all teaching staff and support colleagues work collaboratively to ensure that the full curriculum offer is accessible to all pupils.

## **2. INTENT**

### **The aims of this policy**

Our aim is for every child to be engaged and excited by learning, to become an effective learner and to begin to understand how they learn best. We believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun!

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help children to lead happy and rewarding lives. Our Learning, teaching, marking and presentation policy is at the heart of all we do. It sets out clear expectations, provides a standard uniform approach, a minimum entitlement for every pupil and can be easily monitored ensuring equal opportunity for all our pupils.

### **How therapy fits into the curriculum**

The therapy offered at Maypole School is based on pupil need, and therapies are crucial elements of pupils' curricula. Psychotherapy, Occupational therapy, and Speech & Language therapy are all available as tools to enable pupils to overcome their severe Social, Emotional and Mental Health needs and will be timetabled flexibly, sensitively and effectively so as to maximise engagement and progress.

### **Our curriculum is about putting the child first**

Our curriculum is about putting the child first, and doing the right thing for each pupil. We ensure the quality of the curriculum is driven by the needs of our children by:

- using the curriculum to address disadvantage and provide equality of opportunity;
- having regular curriculum reviews;
- offering clear progress paths;
- intelligent use of assessment;
- having strong knowledge of prior learning and phases;
- using a variety of stimuli to encourage students;
- our curriculum design being unique to the school;
- having Non Negotiables in class;
- and by understanding Zones of Regulation.

## **Qualities and attitudes we aim to foster**

Maypole School aims to provide a caring, supportive and stimulating environment, with high quality teaching, through which to foster:

- a high level of literacy and numeracy and an enquiring mind which wants to learn more each day;
- independent young people who are confident, flexible and able to cooperate with others;
- imagination and creative expression through a wide range of media;
- conscientious young citizens of our multicultural society who are tolerant and respect others' values;
- pride in achievement and a desire to succeed;
- effective links between the school, the child's home and the community which promote aspiration and high expectations;
- and equality of opportunity for all.

Through the application of our Learning, teaching, marking and presentation policy we aim to achieve the following outcomes for our young people:

## **What capacities do we want to develop in our young people?**

We want to develop the following capacities:

- Confident and resilient pupils
- Successful in their learning
- Contributing effectively to the school, local and global communities
- Being a responsible citizen

## **The values we want to develop**

We want our young people to develop strong values that relate to:

- themselves, as individuals capable of spiritual, moral, social, intellectual and physical growth and development
- their relationships, as fundamental to the development and fulfilment of happy and healthy lives, and for the good of the community
- their society, which is shaped by the contributions of a diverse range of people, cultures and heritages
- their environment, as the basis of life and a source of wonder and inspiration that needs to be protected

## **The life skills our pupils need**

The skills our pupils need for life in the 21<sup>st</sup> Century are:

- Numeracy skills
- Literacy skills
- Social Skills
- ICT skills
- Communication skills
- Problem solving skills
- Personal and Social Development – resilience to cope with change

## **The beliefs and values that underpin learning at Maypole**

We recognise that we learn best when:

- We can relate to, feel comfortable with, like and feel liked by the person we are learning from
- We can make learning our own by relating it to our own experience and understanding
- We feel included and active in the process and not just a recipient
- We see a need and a reason for learning something
- We need to know something in order to teach someone else

## **Emotional Literacy and Self -Esteem**

We believe emotional literacy is the key to learning effectively. Emotionally literate people are aware of and manage their own emotional states and are aware of and manage other people's emotional states. They recognise what is being felt, why it is being felt and know what to do about it. In our school we learn to express feelings clearly and appropriately and to make sense of the role that feelings play in decision making and taking action.

We believe that children learn best when their self-esteem is high and children feel a sense of belonging and inclusion. In our school we make every effort to know children as individuals, understanding where they come from and who is part of their family. We regularly encourage pupils with praise. This is the responsibility of every adult in the school and we do this at all times in order to maintain and boost pupil morale.

We believe "Children learn what they live." Better learning equates to better behaviour and vice versa. The positive behaviour of everyone in the school will promote good learning. All behaviour is learned and can be changed. Children will follow the model of adults. We believe that a calm and purposeful learning environment is best and all staff will use supportive, quiet and purposeful voices; we never shout.

We encourage pupils and adults to see things from different perspectives and viewpoints, and to take the opportunity to learn with different groups of children, in terms of age, experience and abilities.

## **3. IMPLEMENTATION**

## What subjects should be taught and how often

As a minimum requirement the below should be followed, any alterations to this minimum requirement should be authorised by the Executive Headteacher.

Subject	Curriculum/ Timetable Structure
English	4x a week
Phonics/ Reading	Targeted sessions by an HLTA  Guided reading- Twice a week Reading for pleasure- Daily Class book ready- Twice a week
Maths	4x a week
Science	3x a week
PSHE/Citizenship/RSE/RHE	2x a week
Art and Design	1x a week
History	KS1+2- 1x a week for 3 half-terms; AU 2, SP1, SP2
Geography	KS1+2- 1x a week for 3 half-terms; AU 1, SU1, SU2
Religious Education	KS1+2- 1x a Week for Spring Term
Food Technology	2
ICT	2
Physical Education (PE)	3
Modern Foreign Languages (MFL)	1
Music	1

## Children learn in different ways

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning learning and teaching styles.

## Opportunities for children to learn in different ways

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- pair work;

- independent work;
- whole class work;
- questioning;
- use of ICT and computing skills;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or recorded material;
- debates, role plays and oral presentations; designing and making things;
- participation in physical activity;
- reflecting on what has been learned.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn. A planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding for assessment is a vital part of our normal practice.

## High quality learning in our school

High quality learning is active, often collaborative, learner-driven and focused on the process of learning.

- **Active:** learners are engaged, motivated to learn, take responsibility for their own learning and seek to participate in all learning opportunities;
- **Collaborative:** learners often participate in joint learning projects with others; classrooms are developed as learning communities in which knowledge and understanding are constructed together; assessment is often collaborative;
- **Learner-driven:** learners have choice in their approaches to learning and are involved in planning their learning;
- **Learning focused:** learners talk about their own learning and that of others; there is explicit emphasis on understanding how you learn best and how to improve your learning.

In all classes there should be a clear learning process of planning, action, reflection and application used by both teachers and young people. When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use a range of resources to provide a well balanced and broad curriculum planning.

## What teachers must provide for children to learn effectively

We believe children learn effectively when the teacher provides:

- thorough preparation;
- shared learning objectives which are understood by the pupils;
- clear expectations of what pupils are expected to achieve by the end of the session;
- open-ended, thought provoking, challenging questions of the children;
- an atmosphere where children are prepared to take risks;



- innovative teaching;
- appropriate pace to the lesson;
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
- a planned programme of educational visits to reinforce and stimulate learning;
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- opportunities to review and reflect on the learning;
- thinking time before answering questions;
- and developmental feedback, and constructive criticism of the pupil's work.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriately at each child's level of ability. When planning work, we give due regard to information and targets based on the pupils' needs.

## **How we organise the learning environment to promote high quality learning**

Class groups are mixed ability and pupils are placed according to ability, year and needs of the child. The dynamics within the group is also an important factor, for example pupils need to be able to interact positively to enable effective learning to take place. In some classes it is of benefit to teach mixed age groups within a Key Stage. Teachers deliver the majority of subject areas. Staff are flexible in terms of the curriculum areas they deliver, in order to ensure that the school makes the best use of peoples' strengths.

Support staff with expertise in a particular subject may also deliver aspects of the curriculum. Typically, each class has a class teacher/class leader, who maintains pastoral responsibility for the group. Support staff are used to support in class, or to withdraw students for individual work. The balance of class teacher to specialist input in the curriculum has been carefully thought out, in order to facilitate good working relationships between class teacher and pupil, affect good pastoral care, meet individual needs and deliver a high-quality curriculum.

## **4. LEARNING APPROACHES AND SKILLS THAT ARE PROMOTED ACROSS THE CURRICULUM**

The following learning approaches and skills are promoted across the curriculum; and these are explained in turn in sections that follow.

- Communication
- Social & Emotional learning
- Creativity
- Thinking
- Physical learning
- Learning about Learning

### **Communication approaches and skills**

Communication skills encompasses speaking and listening, reading, writing, ICT, demonstrating, creating visuals such as posters and artworks, using tables, charts and diagrams etc.

- By focusing on communication with others, we encourage children to see a

purpose in what they are learning, and build a sense of audience. The so-called 'basic skills' of reading and writing are a means to an end: to express your own ideas meaningfully and to understand the ideas of others. Speaking and Listening are emphasised as key tools in developing your own thoughts, as well as being a central means of communication in life.

- Children need to evaluate how well they are communicating individually, in groups and as a class, and begin to decide when to use different forms of communication.

## **Thinking approaches and skills**

Thinking skills covers questioning, comparing, debating, explaining, problem-solving, logical thinking, reasoning, separating fact from opinion, weighing up evidence etc.

- By focusing on thinking skills, we help children to develop different approaches to different learning situations, as well as sustaining curiosity and willingness to challenge authority, and to ask for evidence to back up opinions.
- Philosophy for Children is an excellent model for developing children's thinking across the curriculum. (One generates questions from a stimulus or theme, group and categorise the questions, then decide which question to examine and discuss in depth, helping children to make connections between different children's ideas).
- Children also need to evaluate how well they are thinking individually, in groups and as a class; and begin to decide when to use different approaches. You might, for example, ask children what thinking skills they need for a particular piece of learning.

## **Creativity approaches and skills**

Creativity approaches and skills encompass risk-taking, generating ideas (brainstorming, hypothesising, speculating), making interesting connections, making unusual comparisons, looking at everyday things in original ways, asking unusual questions and setting personal criteria.

- By focusing on creativity, we help children to develop confidence in being original or different, and willingness to try things out and make mistakes. Creativity is about exploration, and curiosity about the world.
- Creativity is not just about art – you can be creative in Maths, Science and all subjects. For example, Einstein was a highly creative thinker who often visualised his ideas on sub-atomic physics in terms of images and metaphors.
- Children should become increasingly aware of what creative learning is like, and learn to talk about their own creative learning. This should focus on:
  - o Asking and encouraging open questions which move the learner forward
  - o Encouraging learners to be imaginative and innovative within a clear and supportive framework
  - o Developing skills and then using them in real life situations which have purpose and value
  - o Giving learners the opportunity to make real choices and take risks
  - o Trying something new or different whilst being adaptable, open minded and

flexible

- o Linking learning to previous learning across subjects and in new and meaningful contexts
- o Using creative and attention grabbing entry points for learning such as artefacts, problems, stories, topical event, visitors / specialists, media

## **Social and emotional approaches and skills**

These include self-awareness, self-control, emotional literacy, empathy, social skills, sharing, turn-taking, co-operation, leading, negotiating, playing, following rules.

- Children can't leave their emotions outside the classroom, and learning is often a very emotional experience for them (excitement, frustration, elation, fear, panic etc).
- Children need to learn to understand their own emotions, and realise that emotions are not bad, but sometimes need to be managed or channelled.
- 'Emotional literacy' and 'emotional intelligence' are different names for the same idea: we need to be more aware of how our emotions affect us so that we can express them in ways that help our learning and development.
- Children could explore whether there is such a thing as *positive* anger e.g. anger over injustice or poverty or positive fear e.g. fear of danger so that we stay safe.

## **Physical approaches and skills**

This may involve the likes of role play, drama, simulations, brain gym etc.

- Children need a balance of physical and intellectual learning activities, every day. Learning is better when it is varied, and broken up by physical activity.
- Simulations: finding physical ways to represent concepts e.g. children show physically (linking arms, running about etc); or by explaining the difference between water, ice and water vapour, by representing how the molecules relate in each state.
- Extended simulations: e.g. re-enacting a Tudor banquet at Hampton Court in costume, visiting somewhere such as Leeds castle, and dressing up as Victorian school pupils.
- Collaborative learning approaches often involve moving around and working together.
- Or pupils could be involved in productions of learning e.g. class and school assemblies,

## **Learning about learning**

This may involve reflecting, evaluating, planning, sharing, choosing strategies etc.

- Children are able to think and talk about their own learning right from the start. As they get older they get more articulate and can explain their thinking in more detail.
- Talking about their learning enables children to identify how to apply skills, knowledge and understanding to different situations.

- By making it OK to explore learning openly, including mistakes, children can become more resilient and prepared to risk sharing their thinking with others.
- In a classroom where it's the norm for there to be ongoing talk about learning, a shared understanding of what learning means can develop. Children begin to see themselves as contributing to a learning community.
- Learning about learning helps children to see the purpose of being at school, and then to take responsibility for moving forward in their learning, accessing the resources they need. Children's understanding of learning is something that will help them in their lives beyond school.

## 5. PROMOTING LITERACY AND NUMERACY AS A PRIORITY

*"There is no substitute for books in the life of a child." May Ellen Chase*

### Some facts about reading

- To understand any written text, we have to know the meaning of 90-95% of the words used. Stronger readers, who understand around 95% of the language used, will rely on the strength of their existing vocabulary in order to make an educated guess at the meaning of the unknown 5%.
- A weaker reader will struggle to understand the text because they do not know 90-95% of the language and consequently are less likely to guess the meaning of the unknown words.
- It has been estimated that students acquire around 3000-5000 new words each academic year, the majority of which are learned incidentally through wider reading and verbal interactions.
- A keen and successful reader who reads for 20 minutes a day will encounter approximately 2 million words a year. A reticent reader who reads for a minute a day will encounter just 8000.
- During secondary education, the language gap potentially becomes significantly wider, as the factors that prevented language acquisition in the first place continue to have an impact; so we need to ensure that we close this gap.

### Teaching basic skills

Our language curriculum revolves largely around the teaching of basic skills to enable all children to read fluently, write imaginatively and neatly in a grammatically correct manner, spell correctly and develop good speaking and listening skills. We have dedicated reading time and approach the teaching of reading through a variety of means.

Opportunities are given to increase pupils' vocabulary by accessing a variety of books available in school, high frequency words on display, key subject specific words on display and regular spelling tests.

### Parental support to assist their child's reading

Parents are strongly encouraged to assist with their child's reading, **and** guidance is given by the teacher. The pupils in the Primary phase are also taught to develop wider reading competency through topic research.

## **Developing writing skills**

Writing ability is promoted by providing opportunities for self-expression, as well as by teaching specific grammatical text, spelling techniques and correct letter formation and handwriting skills. The children are introduced to many forms of literature and poetry and are encouraged to develop speaking and listening skills through discussion, debate and drama. Developing the Literacy of pupils is a focus in every area of the curriculum.

## **Promoting Maths and numeracy**

The work in Maths is based wholly on the philosophy and expectations of every child achieving their potential. Each child is assessed continuously against a progressive series of objectives, and their future work is dependent upon their achieving the appropriate level of understanding that these require. It is an established principle that no child should move on to a higher level, in any area of Maths, if they do not possess the various skills and levels of understanding that this will require of them.

Much of the work involves practical tasks, games and activities to build an understanding that Maths is involved with real things and part of the real world.

As children progress through the school they will be given more demanding challenges, according to their level of ability. The philosophy is to provide as much support as possible, for those who need it most, whilst giving independence and freedom to explore and to meet higher challenges to those who are ready for this. Children's progress is monitored and reviewed on a regular basis through lesson observations, book looks, learning walks and shared moderation.

Assessment is a constant part of our process. Termly teacher assessments are used to provide evidence of the children's levels of achievement. These assessments can provide much valuable information about how children are progressing. The results of these assessments are shared with parents/carers at Parent meetings, in end of year education reports and at Annual Reviews.

Mental mathematical skills, and the ability to solve problems in a 'real life' context, are given particular importance.

We are always keen that children are encouraged at home to develop their skills, and any efforts made to encourage and develop these areas in particular will be of great benefit to your child's progress.

## **6. WHAT IS EXPECTED OF TEACHERS IN OUR SCHOOL**

### **Our basic expectations**

All teachers have agreed job descriptions. We follow the teaching standards in terms of our basic expectations for all teachers.

We expect teachers to:

- Plan learning opportunities carefully using agreed planning procedures, policies and the agreed curriculum map.
- Work in partnership with parents, to support children's learning.
- Create and maintain a stimulating and effective learning environment.
- Use a wide variety of techniques and approaches, methods of presentation and organisation, to hook pupil interest.
- Deliver optimum learning by ensuring that each lesson is built around each of the following features in the phases of learning: Connect, activate, demonstrate and

consolidate.

- o Setting the context for learning (sharing the big picture)
- o Connecting it to previous learning
- o Sharing the learning intention/objective with the children
- o Exploring, discussing and making clear the success criteria involving children's views as appropriate
- o Using strategies and methods which support the different ways that children learn
- o Building many opportunities for children to talk to each other about their learning
- o Giving feedback relating to the learning objective/success criteria
- o Making learning non-stressful – using fun, humour
- o Reviewing learning regularly (daily, weekly, monthly) so that it locates in the long term memory
- o Evaluate children's responses and assess their learning
- o Set and share with children achievable and challenging targets for learning

## **A curriculum to promote high quality learning**

We plan the curriculum to promote high quality learning, and the school reviews and designs its curriculum map on a regular basis.

This tells us what we teach. In designing the map we consider the following principles:

- Progression
- Coherence
- Relevance
- Providing pupils with choice / personalisation
- Challenge

From this map, teachers then plan how they will cover what has to be taught over each half-term, term and the year. Some aspects may be seasonal, and best taught at certain times of the year. Others may link well and so should be taught together, in order that both teachers and pupils can make links in learning.

As a school we ensure that we provide pupils with the statutory requirements set by the Department for Education, and that when we add to and enhance the curriculum map we are clear about why we are teaching what we are and that it can be fully justified in developing our pupils. By the same token we recognise the need to remove from the map aspects that do not meet the above principles or enhance pupil learning.

## **Access to learning beyond the national curriculum**

In our school we strive to provide children with a wide range of learning experiences, without the constraints of the National Curriculum. We do this both during the school day, and out of normal school hours. We do this in a range of ways, such as by taking children on trips to various places within the immediate and wider community, by taking children on school journeys for extended periods of time, and by inviting groups and organisations to come in to work with our pupils, on a one off basis or for longer periods of time.

## **7. WHAT IS EXPECTED OF PUPILS' PARENTS & CARERS**

### **How Parents / Carers can support their child's learning**

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their child's learning and confidence at school.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time will not be permitted as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day so that we know that they are safe at home.

### **How we will liaise with Parents / Carers, to enable this**

Parents' consultation meetings with teachers are held termly to discuss progress and strategies for further improvement.

Parents receive verbal progress reports at the termly parent consultation meetings. An end of year written education report outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future.

Parents may discuss any concerns they have with teachers at any time.

We have an open door policy and encourage constant communication with our parents so that the triangle of home, school and child is complete.

## **8. HOW WE MONITOR AND EVALUATE IMPACT**

### **How we know that children are learning**

We know children are learning by watching them, by listening to them and by asking them questions. We are informally assessing pupils in a variety of ways, all of the time. The outcomes will be evaluated and will be used to inform planning and provision.

Pupil progress is central to what we do in our schools. Every pupil's progress is carefully tracked by their teachers. Teaching staff meet every half term to review the progress of their pupils. Progress and patterns in pupil attainment, across year groups and Key Stages, are shared and discussed with the Principal and Executive Head Teacher.

### **How we monitor and evaluate the quality of learning**

- Pupils' books are monitored by teachers, Heads of School,, Executive Head Teacher and the Principal.
- Teachers submit plans on a weekly basis outlining the learning that is planned
- Performance management includes a focus on the teachers' view of learning in their class;
- Pupil Tracking meetings termly explore the learning of each child from a broad perspective.
- Termly observations in classrooms focus on the quality of learning; more frequent learning walks are also undertaken.
- Bi Annual Academic Review days collect views of children & parents on the quality of learning.

## **How we monitor marking**

The Principal and Executive Head Teacher will monitor marking and feedback to staff, on a termly basis.

## **Involving the Governing Body with evaluating the quality of learning**

Members of the Governing Body are involved in reviewing the attainment data of the school, to identify areas where there is particular strength, and also to identify where improvement is needed.

Where practically possible, members of the governing body will observe learning, as part of a supported observation with a member of the school leadership team.

## **9. MARKING FOR LEARNING**

### **Our approach to marking**

Marking and feedback is most effective when linked to learning objectives, with specifically focused feedback on success and areas for improvement.

Every member of staff at Maypole School is committed to teaching every child how they learn. We are acutely aware that a lot of our pupils do not always learn in conventional ways, and how we record their learning and progress can also therefore be unconventional. The written work pupils produce will only reflect part of their actual learning and progress.

Records of learning and progress can also be evidenced through:

- Dialogue Scribing
- Mind Mapping
- Pictorial representation

We take a hands-on approach to the tasks of marking work, and giving feedback. All children are entitled to regular and comprehensive feedback on their learning.

All teachers will mark work and give feedback as an essential part of the assessment process.

### **The aims of our marking**

We mark children's work to:

- offer feedback, in order to help them to improve their work;
- show that we value their work, to boost self-esteem and aspirations;
- give a clear general picture of how far they have come in their learning, and what their next steps are;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- provide a basis both for summative and formative assessment, and enable individuals to track their own progress;



- gauge their understanding and identify any misconceptions;
- provide the ongoing assessment that informs future lesson-planning.

## **Principles of Marking and Feedback**

The principles are as follows.

- The process of marking and offering feedback should be a positive one.
- The marking should mainly be in accordance with the lesson objective.
- The child must be able to read, and if applicable, respond to the comments made including being given time to do so. Where the child is not able to read, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child.
- Teachers should aim to promote children's self-assessment by linking marking, and by feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- The marking system should be constructive and formative.
- Feedback may also be given by the Teaching Assistant.

## **10. ADVICE TO TEACHERS ON HOW TO MARK**

### **Advice to Teachers**

- The main objective of marking and feedback is not to find fault, but to help children learn. If the child's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil, while the task is being completed.
- Positive feedback - The Teachers comment must be a positive comment related to the work the pupil has produced.
- The Teacher's comment must be specific about what could be done better, what the pupil needs to do to move forward or consolidate their learning, and things to improve on.
- Time must be allocated to feedback and marking, during selected lessons. Pupils must be given time to respond to feedback, and may be supported by support staff
- The format of marking can follow the principles 'WWW & EBI'- What went well, Even better if

### **Comments must be clear and legible**

- The school has explicit guidelines that apply to all pieces of work. For example, the date and Learning Objective should be on each piece of work.
- Ticks are normal where work is correct, and other symbols may be used once their meaning has been explained, for example a “Sp” for a spelling mistake.
- Occasional individual tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

### KS1 example

Positive comment/ WWW: You have used capital letters and full stops.

How to improve/ EBI: edit this sentence “*the cat lived in London*” to add capital letters and full stops.

### KS2 example

Positive comment/ WWW: You have used imaginative adjectives to describe your feelings.

How to improve/ EBI: complete this sentence “The ..... night sky was as dark as .....”

### KS3 example

Positive comment/ WWW: Great use of short sentences to build tension.

How to improve/ EBI: Can you rewrite the last paragraph using another of the tension building techniques we have studied?

## Non-Negotiables when marking, expected in every book

- Name
- Front of book completed
- Progress tracker in and completed
- Date for every entry
- Title and learning objectives clear
- Marking of corrections/ SPaG
- Positive comments related to learning objective.
- How to improve comment for pupil response
- Evidence of pupil response to How to improve question
- Key words or concepts clear

## 11. PRESENTATION

### Expectations of workbooks

All pupils should have a workbook for each of their subjects. Each subject has a certain colour of book to be used:

English	Blue
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Maths	Red Squared
Science	Green
PSHE	Yellow
Art	Light blue/ Portfolio
History	Purple
Geography	Orange
RE	Pink
Food Tech	Portfolio
ICT	Dark Blue
MFL	Dark Green
Music	Red

On the front of the book it should clearly state:

Name:

Subject:

Class

Each workbook should then be 'sticky backed' in order to ensure that books remain clean and organised.

## **Guidance on appropriate presentation of displays and communal areas**

### **Displays in the corridor**

Displays are an opportunity to celebrate or highlight key events that take place at our school. We role-model the love and care we have for our children by keeping our buildings nice, clean, organised and provide a sense of warmth and this relates to our Display Boards.

Displays should be updated, at least, termly both inside and outside of the classroom.

In the corridor displays can be (but not limited to):

- Culture days
- Enrichment
- Pupil birthdays
- Celebrations
- Staff board
- British Values
- Student of the week/Work of the week
- Reading
- Curriculum
- Safeguarding

## **Displays in the classroom**

Displays in the classroom are important to creating a positive learning environment that the pupils want to be in and help maintain looking nice.

There should be at least one display that celebrates previous work that the pupils have created and one considered to be a 'working wall' in order for the pupils to be able to use and help assist them with their current learning.

Pupils being able to use resources around the classroom to help find and source the information required will help them to develop their independent skills as opposed to only relying on teacher input/approval.

## **Do's and Don'ts**

### **Do:**

- Back and Border each display board
- Use complementary colours
- Cut and stick things up in straight lines
- Use staple guns to help ensure things remain up
- Use blue tack when sticking things to the walls
- Provide a short 'brief' of what the display board is showing i.e. This is us completing different enrichment activities and providing our pupils with different activities that they may not usually experience
- Check your spelling when displaying something

### **Don'ts:**

- Don't use staples, sellotape or glue on the walls
- Leave boards empty