


Marking at ACE- Learning Journals

	Wednesday 3 rd January 2022		GG	TA	
			CO	VF	
Can I geography knowledge/skill	P	T	Can I writing skills	P	T

The objective sticker (see above) will be ticked to show if a child has met the objective/s - 1/2/3 ticks: Know, Show and Grow. All marking is informed by the teacher's knowledge of each child and their capabilities/next steps. All children respond to marking in **purple pen**.

You will find the following, additional, marking in journals-

*Our marking is separated into two areas- **review** and **edit***

Box Marking

In order to make the child's response to marking manageable and effective we will, normally but not always, focus on a section of their writing. A green box is drawn around a section of writing that we would like the child to improve. We ensure that they have the time to make the necessary improvements which may involve redrafting the section.

Review- the child is directed to focus on 'secretarial' improvements that need to be made to their writing.

CUPSVT

Capital letters- missing or in the wrong places

Understanding- check that your writing makes sense and can be understood by someone else

Punctuation- missing or in the wrong places

Spelling- focus on spellings that have been provided or previously learnt (expected to know)

Vocabulary- up levelling word choices

Target- a missed opportunity to meet your writing target

Edit- the children are directed to focus on the content and impact of their writing.


We use R1/2/3 marking to enable different children within the class to focus on areas specific to their writing.

R1- is your letter set out correctly?

R2- is the style of this section appropriate?

R3- is your rhetorical question thought-provoking enough?

Marking at ACE- Maths

 01.09.22	P	T
Maths learning objective	TA	
	GG	
	VF	
	Co	

The objective sticker (see above) will be ticked to show if a child has met the objective - 1/2/3 ticks: Know, Show and Grow. All marking is informed by the teacher's knowledge of each child and their capabilities and next steps. All children respond to marking in **purple pen**.

Teachers aim to identify and address misconceptions and errors within a lesson rather than retrospectively (VF or Co will be circled on sticker to reflect this).

You will find the following, additional, marking in maths books-

When marking, teachers will use the following codes to get children to respond to their marking:

Explain

Prove

Method

Check

Explain – children are encouraged to explain their thinking around a problem which reinforces their understanding- both written and orally

Prove – children are expected to prove their understanding. This can be by showing calculations, drawings/diagrams and reasoning for a problem

Method – children are challenged to use a range of strategies, making choices on the most efficient methods

Check- children are expected to independently check over and make any corrections necessary to their work

Other marking may include-

My Turn

$\frac{1}{4}$ of 12 =

12			
3	3	3	3

The whole has been divided in 4 equal parts.

12 divided by 4 = 3

Your Turn

$\frac{1}{3}$ of 15 =

Sometimes, the teacher will share a strategy to help the child to understand – **My turn**. The child will then have a chance to have a go using the same strategy – **Your turn**.