

Aims and Objectives

Effective feedback and marking of pupils' work should be completed solely for the benefit and progress of the children in our schools. Any questioning should extend pupils' thinking and enable them to be effective, self-directed, resilient learners.

Effective feedback and marking can take the form of:

- Written feedback based on learning objective/success criteria
- Verbal feedback to individuals or a group
- Peer- or self-feedback
- A symbol
- Combinations of the above

Guidance

All work completed by children must be marked. It is advised that teachers live mark during lessons to give immediate feedback to children to enable immediate progress. Live marking provides an opportunity to give verbal feedback and peer mark with small groups. It consists of the teacher constantly flowing (helicoptering) between groups of children to pick up misconceptions and move on to the next phase of learning. Children should not be prevented from learning by seeking teacher feedback and work should be assessed by a teacher before next steps are given. Where appropriate, answers can be given to pupils to self-mark with expectations to be that pupils correct and can explain their misconception or working out is shown.

Across all subject areas, the following has been implemented:

- All adults are to identify where the LO/SC have been met using green
- All adults are to identify areas for development in pink
- All children will peer- or self-mark using purple pens

The expectations for Maths and English are that there are a minimum of three pieces of work recorded in books per week. Each week, one of these pieces needs be in-depth marked, one should be surface marked and one should be peer- or self-marked. This does not include Grammar Hammers and Arithmetic test, which are to be peer marked and corrected in addition to the three pieces in books.

Comments made in English can refer to – but are not limited to – the content of their writing, vocabulary, grammar, spelling, punctuation and handwriting (including letter formations).

The expectations for all other subjects is that one piece of work per ½ term is in-depth marked and has a pink comment to move learning forwards. In Science, Humanities and R.E, the green highlighting should be showing the skill for the topic rather than English skills, although these can be referred to.

Children are to be given time during a lesson to work on any feedback given – this will be referred to as DIRT time. (DIRT = Dedicated Improvement and Reflection Time).

In-depth mark

A piece of work that has been in-depth marked will have work highlighted or ticked to show where the children have met the LO/SC. Additionally non-negotiables will be identified where they are not being met (these could be highlighted or symbols to identify) and a next step provided. Where

writing is used for moderation in Years 2 and 6, pupils must correct their own work with no prompts for non-negotiables.

Surface mark

Surface marking consists of highlighting or ticking where a child has met the LO/SC in green. Where children need to develop, this will be identified by highlighting or using a symbol in pink. No next steps are given but some non-negotiables should be corrected.

Appendices

Codes for showing level of Independence

S – with support

R – with resources

If not specified, independent working.

VF – verbal feedback given

When VF is shown in work, there should be evidence that VF was acted on immediately (purple pen, redraft, change in presentation etc)

Codes for EYFS

TI – Teacher initiated

CI – Child initiated

S – Teacher led (supported)

R – with resources

Non-negotiables in writing include:

- High frequency/common exception words (see year group expectations)
- Capital letters (sentence starters and proper nouns)
- Full stops
- Handwriting
- Commas in a list
- Exclamation marks
- Question marks
- Apostrophes for singular possession
- Apostrophes for contractions

Non-negotiables for children working within years 5 and 6 to include the above as well as:

- All common exception words
- Year 3/4 spellings
- Paragraphs
- All punctuation other than semi colons and colons

Codes for writing:

Chn working at KS1

CL for capital letters

FS for finger spaces

● For full stops

SP for spelling

P for Punctuation

Pupils working above KS1

NN for all other non-negotiables

// for paragraphs

G for grammar

Non-negotiables in Maths include:

- Rulers for all lines
- 2sq margins and middle margins for KS2 (where appropriate)
- 6 digit date
- 1 number per box
- All numbers formed correctly

Note: In KS2, where larger numbers are being used, teacher discretion to be used for numbers per box.