Marking and Feedback Guide updated for 2018-19

We have been working with our DNEAT colleagues and Shirley Clarke to develop a marking and feedback approach that is:

- Marking / feedback within the moment of learning (where possible)
- Enables children to act and improve or correct their work immediately
- Encourages children to develop independent strategies for improvement
- Provides swift, concise and high impact feedback our children can act upon
- Work in books should evidence clearly where adult intervention, feedback or support has been given as work will reflect changes with purple pen or additions, editing and modelling at the time

Non- negotiables:

Each time a child writes there will be permanently displayed in the classroom two posters / checklists:

- **Every time we write KS1**

- **Every time we write KS2**

- **Every time we do maths whole school**

In addition to this:
- Learning objectives will be displayed for the learning session in the classroom and referred to in the sequence of learning, these will no longer be recorded in books but the overarching topic will be recorded for the sequence of work *e.g. We are learning to...*

- The choice and challenge curriculum we offer will continue with three (sometimes more) levels of learning / challenge provided using:

	Challenge for children working just below ARE expectations for their year group.
	Challenge for children working at ARE expectations for their year group.
	Challenge for children working above ARE expectations for their year group.

Marking:
- This will be purposeful and relevant to the child, age, ability and need. Marking will NOT be overly detailed when not required.
- We will use the shared principles of Shirley Clarke, where marking needs to match need and be there to move learning on, not record comments for recording sake.
- Marking will be ongoing in a lesson (where possible) or if not at the end of the session or day, it will consist of:

YELLOW MEANS YEAH!

- Year R-2 – highlighted in yellow indicates an example of where the LO has been met, a target has been met or progress made, based on previous AfL written comments MAY also be used to encourage or praise.

- Year 3-4 - highlighted in yellow indicates an example of where the LO has been met, a target has been met or progress made, based on previous AfL, written comments MAY also be used to give the child further feedback
- Year 5-6 – a yellow dot with a possible written comment relating to positive areas of achievement when needed

PINK MEANS THINK!

- Year R-2 – highlighted in pink indicates where the LO has not been met, a target has not been achieved or an error has been made.
- Year 3-4- highlighted in pink indicates where the LO has not been met, a target has not been achieved or an error has been made, a comment MAY also be added.
- Year 5-6 – a pink dot with a possible written comment relating to areas for development or errors when needed

PURPLE PENS – children respond to teacher's marking by using a purple pen. Often responses will be related to NS: Next Steps

Next Steps – A comment/ modelled example written to help the child know how to ensure success next time when appropriate OR of it is a whole class issue then the teacher may use a mini-plenary in the session to feedback then children act on this in their work.

Pupil Feedback
- This will be undertaken orally wherever possible and should be reflected in the work the children produce as a result.

Agreed by Staff: 2nd July 2018

Agreed by Governors:

Clive G. Wylie

19th July 2018   Chair of Governors

When we do maths we always...

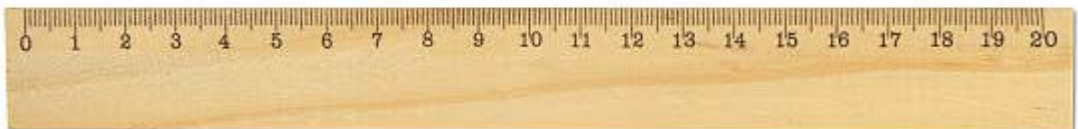- **Write our numbers the right way around**

1 2 3 4 5 6 7 8 9 0

- **Write our symbols correctly**
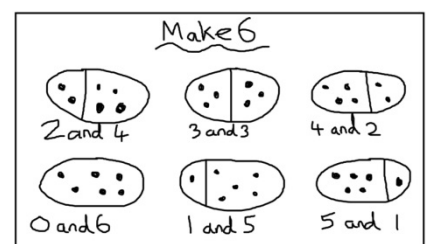
- **Write one number / symbol in each square**

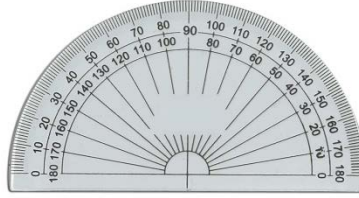- **Use a ruler for drawing straight lines**

- **Try to spell mathematical vocabulary correctly**
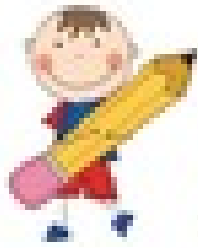
- **Use and learn my times tables (for my year group)**

- **Show my calculations and jottings (using the methods taught to me)**

- **Use resources and mathematical equipment to help me.**

WRITER'S CHECKLIST

☐ Did I use capital letters in the right way?

☐ Did I use finger spaces in between words?

☐ Did I use the right end mark?
{ ? . ! }

☐ Did I write from left to right; top to bottom?

☐ Is my work neat and does it make sense? ~~can the fun~~

Did I use the spelling mat / word wall to help me spell the best I can?

Content & Organization

- ☑ Main topic is clear.
- ☑ Writing is interesting.
- ☑ Vocabulary is colorful.
- ☑ There is a beginning, a middle, and an end.
- ☑ Introduction captures readers' attention.
- ☑ Details and examples support main ideas.
- ☑ Conclusion sums up writing effectively.

5 Reminders to Self Check Your Handwriting

☑ Letters are the correct size and shape.

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ

☑ Letters are on the line.

cat   sat   mat   bat

☑ Handwriting is neat.

My handwriting is neat and not messy.

☑ There is proper spacing between letters.

My letters are spaced properly. I do not put spaces between letters like this – l e t t e r s.

☑ There is proper spacing between words.

There is one finger width in between words.

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Grammar, Punctuation, Spelling, and More

- ☑ There are no fragments or run-on sentences.
- ☑ Subjects and verbs agree.
- ☑ Verb tense is consistent.
- ☑ Capitalization is correct.
- ☑ There are no double negatives.
- ☑ Punctuation is correct.
- ☑ Spelling is correct.