

## Feedback/Marking guidance – responding to children’s work

Through marking and feedback staff should seek to identify strengths and achievements and difficulties to inform assessment and planning.

### **Aims**

- To aid future planning.
- To improve motivation and self-esteem.
- To provide additional opportunities for self-evaluation.
- To correct and assess.
- To evaluate teaching effectiveness.
- To extend and challenge.
- To model expectations.

### Objectives

- Children will be able to explain what teacher’s marks mean.
- Children can comment on their own work confidently.
- Children can reflect on their own progress.
- Teachers will use assessment derived from marking to inform future planning.


All staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are detailed below:

### When a child works with an adult as part of a guided session:

- Green pen is used by the adult to circle the stick person – this indicates that the child has worked with an adult and has received instant and integrated feedback during the lesson.
- When working in guided groups with pupils, teachers may find it useful to annotate pupils’ work using a green pen during the session. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.
- Sometimes there will be a combination of independent work and adult intervention – the story of that lesson will be easy to see from the changes between purple and green pen.

### When a child works independently of an adult

- Children use their own pen or pencil to draw a ‘stick person’ at the top of their work – this indicates that they have worked independently of an adult (they may have worked alone, with a partner or as part of a group).
- All independent work that hasn’t been checked during the lesson, is checked by the class teacher and stamped using coloured stamps – stickers or house points may be used for rewards where appropriate.
- Where the pupil outcome is ‘as expected’, a green stamp is used to indicate this.

- Where the pupil outcome is 'as expected' but there are 'minor corrections' required, a green stamp is used to indicate this and corrections are addressed by the teacher using a green pen.
  - When the pupil outcome is 'not as expected', a red stamp is used to indicate this and the teacher will make a note of their planned next steps for the child on the Distance Feedback Sheet. Next steps will include a wide range of strategies including verbal feedback, change of teaching group, further challenge, support of an adult or resource for the next lesson etc. This need not be recorded in detail, the DF sheet is to be used by teachers as an aide memoir.
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- When a child has exceeded expectations, teachers will use highlighter pens to indicate to the child that they are impressed with their achievements.
  - Success criteria (where appropriate) are marked off by the child/ a partner and the teacher. Where possible, some of this can be done in the lesson.
  - Learning Intentions are written by the child (where appropriate) and a tick, a cross or a tick with a cross through it indicates how well the child met the intention. This is then marked by the teacher – this can be done in the lesson.
  - In maths, the idea for depth symbols should be used to move children on in their learning. (See maths folders for these)
  - In maths, as far as possible, children should have the opportunity to mark their own work and make corrections. Where a 'Same Day Intervention' has taken place, this should be stamped with the SDI stamp.

## Minor Corrections

What constitutes a 'minor correction'?

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, *"oh yes, I missed that" rather than, "oh, I didn't know that"*

NOTE: Where many minor corrections are needed when checking a pupil's work, teachers should give careful consideration to the use of the red stamp. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this.

## **Feedback Sheet**

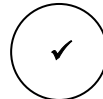
A weekly feedback sheet will show the errors/misconceptions, found in distance marking, that prevented a child meeting their expected standard so that these can be followed up in the next lesson. Where the misconceptions/errors require whole class feedback, this will be marked on the grid with 'CF'. For individuals, just initials will be used.

Each teacher will have an A4 folder in their class in which feedback sheets are kept.

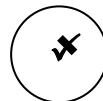
### **Was the learning intention met?**

A symbol system is to be used for all work as follows:

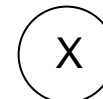
Learning intention met



Learning intention partially met



Learning intention not met



## Marking codes:

This will be stuck in the front of literacy and numeracy books.

New line	/
New paragraph	//
Incorrect spelling	sp against the word in KS1 but in the margin in KS2. Basic words that children ought to know may need to be written correctly at the end of a piece of work a specified number of times.
Words missed out	^
Incorrect use of capital letter/punctuation	Circle in KS1 – circle drawn in margin in upper KS2.
Error in maths	a dot if wrong
Mark of excellence	highlighter
Incorrect tense	t

Corrections and feedback completed by pupils is completed in purple pen.