

Learning Objectives and Success Criteria	
Teacher progress:  ✓✓✓ achieved    ✓✓ partially    ✓ beginning to  <i>* This may be in the top left hand margin or ticked against success criteria.</i>	Self-assessment:  <b>KS1 &amp; KS2</b> Pupils will self-assess using the traffic light system:  not    partially    achieved    I can teach it!
<b>T</b> Let's Talk  <b>VF</b> Verbal Feedback  <b>1HP</b> House point achieved	Supported learning - Indicate: Independent/teacher supported/TA supported  *Peer/self-assessed = peer/self-assessed work  * Presentation standard not met
Learning Conversations: These may be verbal (VF) or written comments that provide an opportunity. The purpose of learning conversations is to move the child's learning forward through a two-way dialogue.	
✓ = Specific Praise	'Excellent use of adverbs to describe your character's movements.' 'Great understanding of coordinates in the first quadrant!'
<b>T</b> = Specific Target	'Develop the use of powerful verbs to further enhance your character's actions.' 'Use inverse to check written methods of multiplication.'
<b>Q</b> = Question/opportunity to respond  Pupils will edit/respond in purple and time will be allocated for pupils to reflect and respond to teacher comments.	'How will these character descriptions help you to engage the reader?'  'Which of these were the most difficult? Why?' 'Now have a go at this problem...'
Written	
<b>G</b> Grammar <b>P</b> Punctuation <b>sp</b> Spelling error (familiar/known word) <b>H</b> Handwriting <b>pt</b> Pre-teach <b>con</b> Consolidation  <i>Note: These codes may be placed in the margin if it is the intention that the error is identified by the pupil.</i>	Consistent use of past tense.  Without hesitating Billy ran for the exit. P   It was a still October nite. <u>          </u>  Check letter formation: ddd _____ Consistent size for lower case letters.
Mathematics	
✓ Work checked and correct	Teachers may model common misconceptions and time will be given for pupils to correct any mistakes.
○ Identifies where mistake has occurred	

# Marking & Feedback

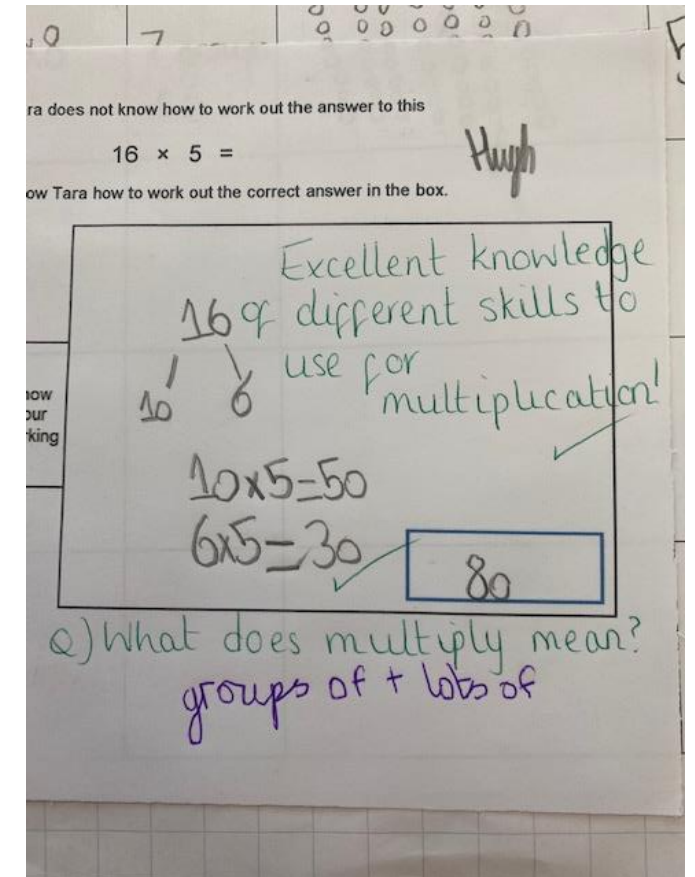
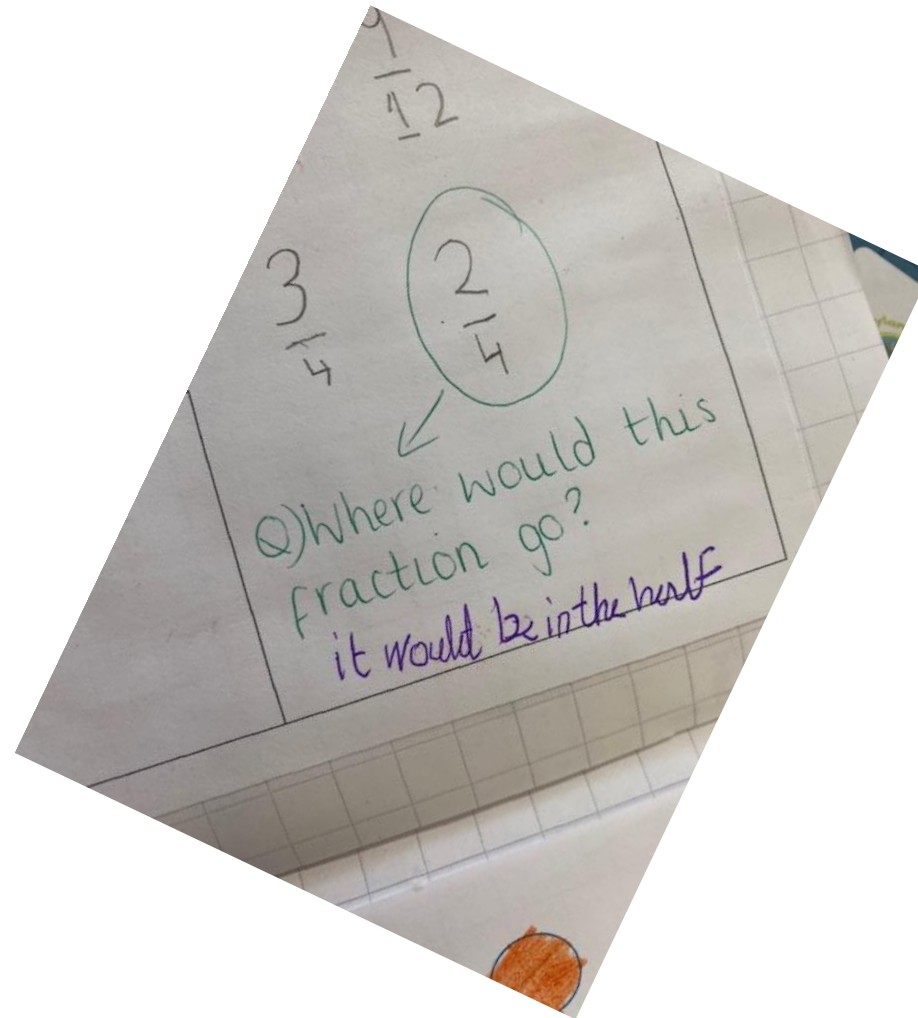
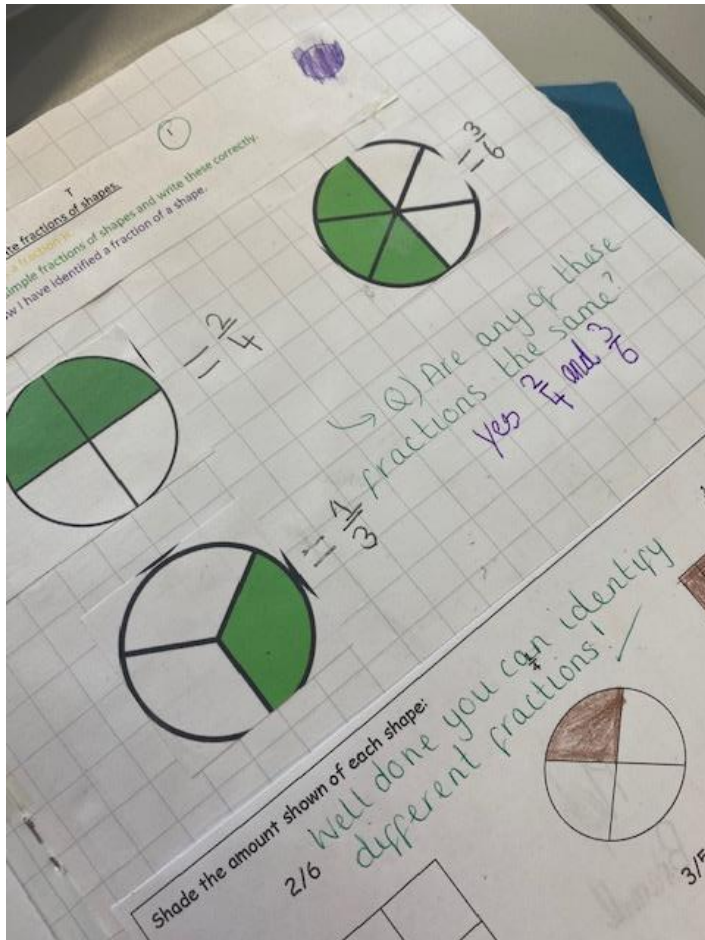
# What is the purpose of marking and feedback?



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- Show progress towards the learning objective
- Consolidate understanding
- Address misconceptions
- Further learning through T and Q
- Signal support given
- Give praise- showing children we are bothered about their work
- Develop conversations between teacher and child
- Conferencing- discussions around marking
- Develop expectations

# How has the marking and feedback provided contributed to the learning?

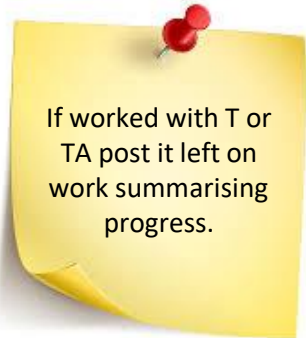


# What is PURPOSEFUL marking and feedback?

QR code to Seesaw where picture of work with verbal feedback is left.

Development of T/Q for more able pupils. Into spring/summer term in Y1.

Corrections of letter/number formations with opportunities to practice.



## KS1

Marking linked to appropriate phonics knowledge.

Highlighting- if verbs is in LO can we highlight where they have been used correctly/incorrectly in the lesson for future.

**VF**- 'In this lesson Leon was able to discuss the adjectives he had found'. *This indicates progress towards the LO which might not be evidenced without the marking.*

# What is PURPOSEFUL marking and feedback?

Comments left that link to the LO.

*Excellent work you have really applied the skill of.....*

Evidence of PT/CON to contribute to learning.

Developed and regular use of targets and questions (seen weekly in literacy and numeracy books).

## KS2

Conferencing sheets in writing portfolios.

Purple/orange pens-children respond to marking and feedback.

More opportunities for extended writing pieces that develop through the marking and feedback.

Peer marking and feedback.

# What are the non-negotiables?

- Three ticks to evidence progress towards meeting achieve, challenge, aspire.
- Signalling support given T TA I G
- Children use the traffic light system
- Common number/letter reversals are picked up on and practiced.
- Spelling errors
- High expectations of presentation for ALL
- Maths- showing if answers are correct/incorrect using green pen
- Writing slip in with final piece of writing in portfolios showing targets met/next steps- this may be read by children or done as a verbal feedback
- Some form of extended marking seen over the week

Marking	Evidence of marking codes from school policy	Specific praise and questions relating to LO. Use of three ticks to show children's achievement. T T A I is used to signpost support/independence within the lesson.	
	Evidence that pupils are aware of next steps in learning.	Traffic light system being used by children.  Writing portfolio pieces show detailed marking with targets to move learning forward.	
	Opportunity provided for the child to act on the marking (editing draft/up levelling)	Editing and up-levelling built into writing sequences. Little evidence of response to marking eg. Purple pens to respond to T and Q. Orange to develop understanding of spelling.	
	Self-assessment/ peer assessment. Verbal or recorded)	Use of traffic light for self-assessment evident in books using colours in line with marking policy. Peer assessment needed.	
Coverage	(Evidence of speaking and listening/ reading and writing.	Literacy skills books evidence use of high quality texts linked to writing outcomes. Evidence of activities linked to drama.	
	A range of text types have been covered.	So far children have written a narrative and poetry. Good coverage for this point in the year- at LEAST two pieces for second half term.	
Standards	Presentation of work (relevant to task/age group)	Presentation expectations are extremely high and children show a clear pride in the quality of their work.	
	Pupils working at the expected level	GDS child evidences working at this level, HCAT trackers evidence working above ARE. EXS child evidences working at expected level (spelling to be a focus).	
Skill Building	Planning/children's work shows evidence of progress in word, sentence and text level objectives.	Good and clear evidence of skill building, moving from word to sentence level and subsequently applied in writing.  Gather skills apply is being used effectively to build writing sequence. Evidence of reading as a writer to develop higher level skills. Good quality texts used.	
Challenge	Problem Solving/mastery Challenge for all pupils Tasks	Evidence of targeted questions to address misconceptions and to challenge, linked to LO. Good use of demo/consol	

# Work Scrutiny

## Time for marking and feedback