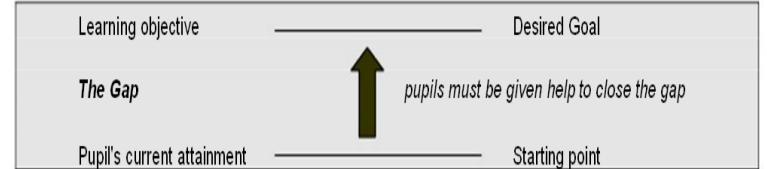




Introduction

When looking at pupils' books, teachers are accountable for two key factors.

- Ensuring books evidence that children make **strong progress**
- Ensuring **high expectations** are evident and adhered to – presentation & challenge



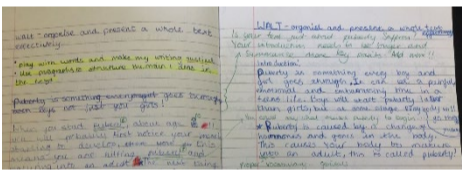
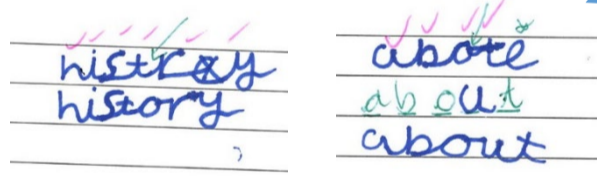
Marking and feedback is key to ensuring both of these are maximised. It should move children on from their starting point, enabling them to close the gap to reach the desired (appropriately challenging) goal.

Quality Marking and Feedback must –

- Focus mainly on the learning objective and success criteria
- Be timely – **wherever possible, next to the child**
- Acknowledge successful outcomes
- Address misconceptions
- Provide next steps
- Ensure **pupil response** – to **demonstrate progress**
- Involve adults (**teacher / TA**), **self**, **peer**

Marking Pen	Focus
Green for Growth	Next steps from an adult.
Tickled Pink	Positive focused feedback from an adult.
Polished Purple	Personal response made by a pupil
Peer Response	Marking another child's work, including when recording an 'M' Make Improvements.

Writing

Draft and Edit	Proof-Read (self-assessment)	Marking Spelling
<p>Writing workflow is the process used in extended writing – drafting and editing</p> <ul style="list-style-type: none"> • Pupils draft their writing on the left-hand page • Editing must focus on structure, grammar and vocabulary choice • Assessment – teacher marking / self-assessment / peer assessment is done directly next to the work, identifying where improvements need to be made (M1, M2 etc is used to identify areas to Make improvements) • Improvements (editing) are made on the right-hand page – ensuring the improvements are written in the flow of writing – ie they make sense in the piece of work 	<p>Use punctuation pencils</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">Punctuation Pencils</p> <ul style="list-style-type: none"> ● Capital letters to begin a sentence. ● Punctuation to stop your sentence. ● Commas to separate clauses, colons and semi-colons. ● Proper nouns (names of people and places). ● Inverted commas (speech marks). </div> <p style="margin: 5px 0;">I live in London, the capital of England. "Are you coming to the party on Monday?"</p> <p>Spelling Use dictionaries / word mats / NC word lists / paired work</p> 	<p>Children spelling independently</p> <ul style="list-style-type: none"> • Identifying spelling errors <ul style="list-style-type: none"> ○ When drafting writing, children should underline any spellings they are unsure of during the first draft stage (at least three). It is much easier for children to identify spellings during the proof reading stage when they have been underlined. This should be clearly visible in all children's books. • Have – a – Go <ul style="list-style-type: none"> ○ During the proof reading stage children will 'have-a-go' with the underlined words – use editing page • Teacher Marking - Positive Marking <ul style="list-style-type: none"> ○ The teacher will then use positive marking (see example) to feedback during or after the lesson. At least 3 words should be marked on each written piece of work. ○ Children must be given opportunity to respond to the positive marking. • Any spelling that a child is regularly struggling with will be written on their fold-out 'bookmark' in their writing books.

Marking Expectations

For all subjects, a balance of **teacher / self / peer** marking is required

Maths	Maths Assessment	Writing	Ind. Writing	Reading
Vast majority marked – children can be given answers to self / peer mark regularly. Next steps – especially next to the child.	Children self-mark all work in these books. They should also record their own next steps. Teacher uses work to assess and add to bandsheet.	Workflow next steps and improvements. (Mid mark – identified in planning). Spelling – positive marking, self-correcting – see guidance	Assessment only – using interim assessment framework – children to have access	Children use answers provided to self-mark and edit comprehension answers. Adults mark focus groups.
Reading Record	Spelling	Science	Languages	Curriculum
Adult initialled – some brief comments when required	Children positive mark their own spelling assessments and dictation (this may include a punctuation focus).	Regular marking – including next-steps. Misconceptions addressed.	Mark next to children / peer marking should be main focus.	Mark next to children / peer marking should be main focus.
Tutorial	Art / DT	Year Book	Homework	
Feedback next to children – assessment recorded on session grid	Self/peer assessment at end of a unit – brief teacher comment.	Assessment for each unit / subject should be completed at the end. Focus on skills and knowledge.	Minimum Initialled to acknowledge	

Marking Code

Peer-Assessed in red + child name
Self-Assessed - in purple

vf Verbal Feedback - an adult has spoken to me about this work

TA Marked by a Teaching Assistant

V I need to improve my vocabulary choice - I could use a thesaurus to help

// I need to start a new line or paragraph

^ I've missed something out
I need to read through and make sure it makes sense

M Make improvements - specified

O I need to check my punctuation (circled)

CL I need to check capital letters