

Marking and Feedback

Marking and Feedback is only worthwhile when it impacts on learning, enabling the learner to build their skills, understanding and knowledge. Whilst there are times when teachers take home books to mark, research show that the most effective marking is that which is done in conversation with the child or soon after learning rather than away from the child.

- ✓ Green pen is used in contrast to the child's writing implement
- ✓ As far as possible, marking to be done same day – preferably with the child
- ✓ Work should be marked in relation to shared learning intention
- ✓ Teacher writing must be LEGIBLE and neat – preferably in agreed handwriting script to provide model.
- ✓ Children should be helped to understand (not just read) comments written
- ✓ Mistakes marked – must be addressed by the child
- ✓ Time must be planned for this response

Literacy	Mathematics
Children write on RIGHT side of double page	Children write on RIGHT side of double page
Left side is for teacher marking, comments, child's corrections, teacher modelling followed by child's practice.	(KS2) Left side is for teacher marking, comments, child's corrections, teacher modelling followed by child's practice.
Peer marking to be guided or modelled (using visualizer / feedback)	Options for Diving Deeper available
Class devised success criteria should result from initial teaching, be evident in books and marked against	KS2: Traffic lights used by children –at end of block of learning following feedback (Red – I found this difficult and need help; Amber – I understood this but need more practice; Green – I understood this and feel confident in this block of work
Verbal feedback (VF) is important for all children and when given is indicated in the book	Verbal feedback (VF) is important for all children and when given is indicated in the book
Colour coded self assessment according to success criteria (WMG) applied to pieces of writing	Learning intention should be stuck in (pre-printed stickers or paper in KS1; written by children from end of year 2)
	Mark with ticks and dots (to show where corrections are needed. Children must not rub incorrect answers out.
	<u>Too many ticks indicate lack of challenge.</u> Move child on and show how you have included challenge
	1 digit in each square; decimal points in own square.

Marking Symbols to Provide Feedback

Symbol	To Indicate
S	Adult support given
I	Independent work
VF	Verbal feedback given
P	Punctuation (O around the incorrect punctuation)
___Sp	Spelling (written at end of line with eg: '3 errors to find')
^	Missing word
//	New paragraph
?	Doesn't make sense to show part which does not make sense
=	Mix of lower/upper case letters
~~~	Find a better word
Gr	Grammar
	Correct
•	Wrong
c	Corrected work