



# **Marking and Feedback at Templewood.**

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This guide is to inform you of the marking and feedback we use at Templewood School in order to praise, support and challenge children further in their learning.

Every piece of work has the Learning Objective (L.O.) recorded at the top of the page.

In KS1 this is as a statement beginning with: WALT (We are learning to) and in KS2 as a question beginning with: Can I... (both in child speak). This may be written by the children, printed onto a template or stuck in by an adult.

### Marking

Learning is marked in order to provide feedback to the children for them to be challenged and supported in their progress. A comment should be written at the end of the piece of work which will relate to the Learning Objective for that lesson, although may also address other areas of concern e.g. spelling, grammar.

The following main annotations will be used in whichever format is appropriate for the year group or individual's needs.

G = Green = Got it

A = Amber = Almost there

R = Red = Re-visit

*Children need to evaluate their learning, next to the objective using G, A or R. This needs to be next to the learning objective.*

*The teacher can then evaluate the learning by also using a G, A or R next to the objective.*

Teachers will mark in green. Children will mark in plain/coloured pencil. Where LSA's have worked with a group, they will mark their group's books, adding their initials. Supply or cover teachers should also initial their comments.

All marking follows the appropriate codes shown below:

#### **Literacy/written pieces of work:**

All annotations will be in the margin or close to the children's writing.

- |           |  |
|-----------|--|
| ---       | = correct spellings to be written above the incorrect word or use sp. to indicate that the child needs to find out how to spell this word. |
| sp        | Children should be encouraged to practise spellings (max of 3) at the bottom of the piece of work, correctly at least 3 times.             |
| ○         | = punctuation – circle the mistake and/or model where necessary. (Max of 3)  |
|           | = finger space   |
| <u>  </u> | = underline  |
| //        | = new line or paragraph  |

**Maths:**



= correct answer



= incorrect answer



= mistake (i.e. circle the specific mistake)  
*Children are not allowed to use rubbers in Maths and should be encouraged to show all workings.*

**Other annotations which may appear:**



= independent work



= support given



= Adult initiated/led work



= Learning through play



= Verbal feedback given

**Next Steps:**

**Identify the children's next steps for learning (approximately 2 or 3 times a week). Try to ensure this is something the children can do/respond to the following lesson.**

**e.g.**



**Now try using 4 digit numbers  $3456 + 2345 =$**

*All children need to be given time to respond to teacher's next step comments.*

*In KS2 children are encouraged to initial the teacher's comments (daily) in their red pen.*

## **Other points to note:**

- Comments relate to the WALT and WILF
- Feedback may be given orally with the children
- Children are encouraged and taught how to mark their own and others work where they highlight success and improvement and when they do so they must initial comments neatly.
- Children should be encouraged to leave incorrect answers and not to rub them out
- Children must initial all teacher's marking/ comments. Children are given time to respond to next steps.
- Time is given for children to correct, re-draft, edit and add to their work.
- When children receive House points they will be indicated with the letter e.g. a HP

## **Written Feedback**

We aim to involve children as far as possible in the analysis and constructive criticism of their own work.

- We encourage children to stop working for a couple of minutes in order to check that they have included the success criteria. Children often write WILF in their books and use it as a personal checklist during the lesson.
- Marking may indicate 3 stars and a wish – that is – 3 places need to be indicated where the child has achieved best aspects against WALT and an area where some improvement can be made should be indicated by the next step sign.
- At Key Stage 2, we

encourage children to self-mark/pair mark wherever possible looking for success and improvement against WALT.
- On occasions we use shared

marking; where a piece of work from another class or previous year group is used is also useful.
- We use the success criteria

as a checklist for older children to be ticked off.

## **Verbal feedback**

We mark children's work and offer feedback in order to:

- We value the use of immediate verbal feedback, particularly with the youngest children. This is always given using language appropriate to the age and stage of the child.
- We teach children that it is by making mistakes and taking on challenging tasks that they will learn and progress. Show that we value their work, and encourage them to do the same;
- Verbal feedback will always be positive and specific. E.g. I liked the way you remembered to use a full stop... I can see how hard you worked on this. It should then be followed by a target. Next time you could try/have a go at...I will help you to...
- We give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- We offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- Where appropriate staff will make a note of the conversation that they have had with the pupil. E.g. when pupils review their own books.

## **Marking and feedback in the EYFS**

Much of pupils work in the EYFS is practical and the marking of learning is only a small component of the feedback role of EYFS staff. The majority of feedback is given orally; where through carefully planned questioning children are given next steps to move their learning forward.

Within the EYFS there are numerous opportunities for effective marking and feedback:

- Written comments on pieces of work in profiles
- Constructive comments during and after practical activities
- Adult Led activity records
- Observation records
- Skills Lists
- Professional discussions between EYFS staff
- Where photographs are taken as evidence a short observation is completed to go alongside it.
- All staff will initial any written feedback or comments collected through observation.

**Marking and feedback should be used to inform future planning for personalised learning.**

Other Booklets our Parent Partnership Series include:

- Phonics
- Reading
- Progression in Written Calculations

Please let us know if you have any ideas regarding future booklets.

Thank you