

## Methley Primary School Feedback and Marking Guidance

<p style="text-align: center;"><b>Progression in feedback/marking for writing</b></p> <p><b><u>Aims</u></b></p> <ul style="list-style-type: none"> <li>• Improve the quality of written feedback across school</li> <li>• To promote children responding to their feedback and addressing misconceptions/move on learning</li> <li>• To encourage increasing independence as children move through school</li> </ul>	<p><b>What our children think about feedback:</b></p> <ul style="list-style-type: none"> <li>• Year 2: “We learn from our mistakes.”</li> <li>• Year 3: “Our teacher says what I have done wrong and I go back and try again.”</li> <li>• Year 4: “Usually (the teacher) gives me something trickier...or if I’ve done a juicy mistake I correct it.”</li> </ul>
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<p><b>What a Good One Looks Like</b></p> <ul style="list-style-type: none"> <li>• Teacher comments or marking to be written in green pen, and where appropriate to use a yellow highlighter to show some areas where a Learning Objective has been met, and green highlighter to show areas for development.</li> <li>• All responses from children to be written in purple pen, to show editing or correcting done within lessons (including peer assessment)</li> <li>• Extra comments for children to be written clearly in margin – these may be annotations for the child / code*</li> </ul>
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**Progression:**  
**These are not year group or age specific; they need to be used within each class depending on the needs and abilities of each child, but working towards more independence across the year.**

<p><b>Phase 1 (Guiding)</b></p> <p>This phase directly points out successes and some key errors, which the children need to go back to correct, edit or improve.</p> <p>Teachers could highlight areas yellow to show where children have met the success criteria, succeeded in meeting a target, used the type of word or phrase currently being taught etc.</p> <p>Within this phase, teachers could highlight in green over an error e.g. to high-light a mis-spelt word, part of a word or incorrect verb tense etc</p>	<p><b>Phase 2 (Building Independence)</b></p> <p>This phase gives the children a good clue as to where the error has occurred, but doesn’t highlight it directly – the child may have to look along the line, or within a short paragraph, to find and correct or improve.</p> <p>Teachers will highlight in yellow to show areas of strength - whatever has just been taught, or target met, or success criteria etc.</p> <p>Where errors occur within the writing, teachers will write <b>in the margin</b> on the line where it occurs (in green pen).</p> <p>*Teachers to use the following codes in the margin:</p> <p><b>Sp</b> – spelling error  <b>P</b> – punctuation error  <b>G</b> – grammatical error  <b>?</b> – does this make sense?</p>	<p><b>Phase 3 (Independent)</b></p> <p>If writing comments, teachers will use green pen at the end of a piece of work.</p> <p>Pupils will need to respond in purple by re-reading and editing their work.</p> <p>Teacher comments should help to direct: eg, you need to check verb tenses in the second paragraph</p>
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<p><b><u>School Expectations</u></b></p> <ul style="list-style-type: none"> <li>• <b><i>Any marking or feedback is only really useful when it helps a child to make progress in their learning</i></b></li> <li>• Any finished piece of work and /OR first drafts, working towards a finished piece, individual paragraphs written in a lesson etc – to be marked as far as possible within the lesson (this could be verbal feedback).</li> <li>• All books to show children responding to their feedback regularly and feedback time to be planned into lessons and weeks as needed.</li> <li>• Children do not need to copy out the Learning Objective but all work should be dated.</li> <li>• In Autumn 1, children to be given class guided feedback sessions so that they understand clearly how to respond to feedback and the expectations of them.</li> </ul>
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- All teacher marking to be completed in green/yellow pen or highlighter and children's writing to be either in pencil or blue pen.
- Verbal feedback may be stamped
- Any written feedback in Key stage 1 to be short and simple statements (linking to the Learning Objective) which the children can quickly and easily read and respond to

As with maths, even if work has not been fully marked, children can receive stamps, stickers, a tick etc. as appropriate to acknowledge that the teacher has seen their efforts.

### **Feedback/marking for Maths**

**Aim:** The main aim of written feedback is to provide an opportunity for a teacher to assess and mark what a child has completed within a lesson and also make positive comments and provide opportunities for development in learning.

### **Marking/feedback:**

- 1 or 2 stars and a wish at the end of a piece of work if relevant and the wish is purposeful.
- Wish to be written in a way to promote a response from the child.
- All responses from the children to be done in purple pen. (including all peer or self-assessment)
- Maths fluency target to be displayed or placed in books at teacher's discretion – as long as the children know which target they are working on. These can be group, class or individual targets.
- Marking can be done during the lesson as a chosen feedback technique as a way to inform next steps.
- Use 'verbal feedback' phrase / stamp to show when a child has been spoken to and / or responded to feedback.
- The use of stamps, stickers and other positive incentives to show that work has been seen by a teacher. Wishes can also be used alongside **these**.

### **Maths Books and Jotters:**

- Work to be completed in books/jotters most day when this is relevant to the child's learning.