

Purposes

- Effective marking and feedback informs children how well they have done and what they need to do to improve
- Marking and feedback indicate how we value a child's effort, engagement and process
- QAC – Question / Action / Challenge

Principles


- Marking and feedback are intrinsic elements of children's development as learners
- Children value praise and direction (verbal and written)
- Time is given for children to reflect and act on the marking – Response to Marking (RTM) so that they can take the next steps in their learning.
- Success criteria will be shared with the pupils so that they can make informed self-assessments and have clear direction with a task.

Process or Success Criteria


1. Teacher highlights good elements
2. Teacher highlights incorrect elements or suggests improvements
3. Next steps at the bottom of the work
4. Time given to review and respond to the marking including next steps or corrections

Practicalities and Expectations

- All work should have feedback and children should be given feedback as an intrinsic part of their learning
- The focused marking strategies using 'tickled pink' and 'green to grow' (see further explanation below) should be applied to learning in their Numeracy and Literacy books.
- Other learning should include some elements (e.g. comment, praise, self-assessment, next steps, spelling corrections) but not highlighting

Tickled Pink	Green to Grow
Highlight to show elements that are excellent	Highlight to show elements that are missing or incorrect
<ul style="list-style-type: none"> • Good choices • Using and applying • Meeting or exceeding objective • Highlight/Tick when WAGBA (learning objective) has been achieved 	<ul style="list-style-type: none"> • Poor choices • Not meeting objective • Mistake in a calculation • Punctuation • Ineffective layout
<p>The work was stupendously written!</p> <p>"Over here!" he cried.</p> <p> Her heart pounded with fear and trepidation as a blood curdling scream filled the remote and desolate woods</p>	<p>That's a nice cake</p> <p>Where are you she asked</p> <p>* + comment = whole piece needs improving</p> <p>Multiple errors: correct one or two then put a dot next to others with same mistake or development needed</p>

Marking Symbols

Gr	Grammar mistake
P	Punctuation missing or incorrect
//	New paragraph needed
	Look for ...
TA	Teaching Assistant
ST	Supply Teacher
VF	Verbal Feedback has been given
Sp	Spellings – correct spelling written in margin/underneath work or children may be asked to find the correct spelling themselves.

Next Steps



Teacher draws simple steps at bottom of work and writes a comment to direct the children towards what to do next.

Purple Polishing Pen

The children use a purple polishing pen for improving their own learning e.g. Adding in missing punctuation or make corrections