



## Marking and feedback 2020

### EYFS

- Any next steps written in books are for the purpose of the adult who then follows on from that lesson so that they know what needs to be worked on next by the child.
- Verbal feedback is given to the child with age and stage appropriate terminology

### In all lessons

- Have success criteria, differentiated objectives and stamp if criteria is met. This should be highlighted to show what has been met in the lesson. In curriculum books this may just be a context of the lesson alongside practical evidence eg photographs
- **VF** - verbal feedback has been given. Written at the point in the work you have given the feedback to the child.
- **P** - polishing is needed to correct work
- **SP** - spelling needs to be corrected.
- **F** - child has not quite achieved this yet and may need to finish this off.
- **AS** - adult has supported this work
- **All marking to be completed in black pen**
- **Have a high expectation of presentation and standard of work in all lessons**

### Reading

- Differentiated success criteria to show evidence of whether a child is meeting Expected or Greater Depth Standard.

### English

^ - missed word

? - confused meaning

**WW** - wrong word choice used

**BW** - need to use a better word

**R** - you have repeated yourself

✓✓ - good sentence/paragraph

- Comments should be made at some point in the build-up throughout the learning journey to show next steps needed, not just coding. This should include some personal feedback eg. on paragraphing.

- As the children start to do their independent writing they need some specific feedback which can be typed below ready and then ticked at the side to show the part which applies to them. This will look like:-

Whole Class Feedback	
Mild	
Hot	
Spicy	

At the end of the piece of independent writing a comment is needed.

### Maths

National curriculum objective needs to be underlined.

Success criteria should be highlighted at the point the children started - eg. if they started on a hot task the mild does not need to be highlighted.

Correct answers are highlighted. Incorrect responses are marked with a highlighted dot - children polish these in purple. It is essential that staff then check these to ensure they are correct.

**F** - the child has not completed the chilli challenge and may have to finish it off.

**M** - misconception and will need work with the teacher on this.

For maths and English the **whole class feedback grids** need to be completed and kept alongside annotated planning to show what needs to be done next with individuals/groups of learning as assessment for learning.

Marking needs to be age and stage appropriate. It is more appropriate for early Key Stage 1 and LAP children to have more verbal feedback and evidence of this having an impact on progress in books. However, marking needs to move the learning on at all ages and stages to show progression in skills and knowledge.

Review - July 2021

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