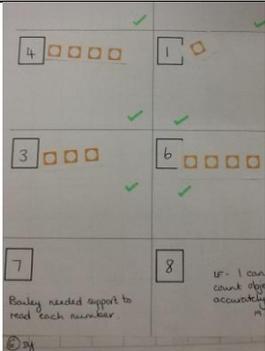
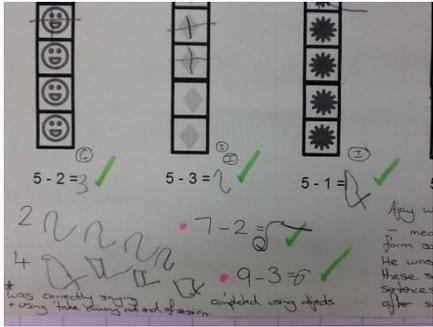


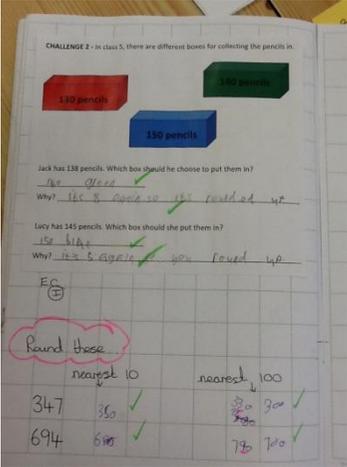


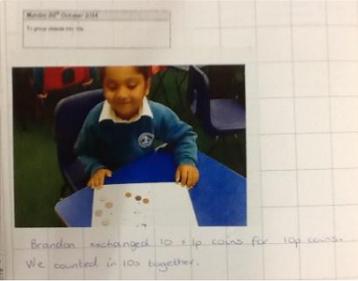
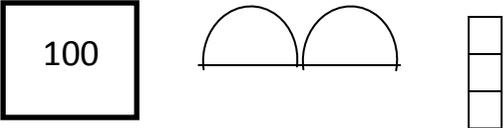
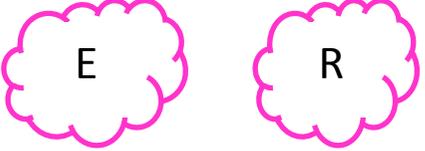
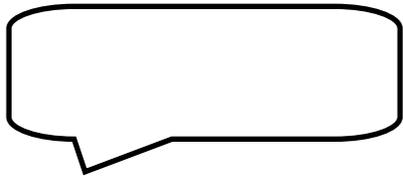
## GUIDELINES FOR EFFECTIVE FEEDBACK AND MARKING AT MANOR INFANT SCHOOL

### MATHEMATICS

Aspect of Marking	Example	Purpose	When and how
<p>Sticker showing date, learning foci, success criteria.</p>	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>Wednesday 12<sup>th</sup> November 2014</p> <p><b>LF. To be able to name and describe the properties of 2D shapes.</b></p> </div>	<p>To share the date and learning focus with the pupils and enable them to refer to these over the course of the lesson as well as at the end.</p> <p>Success criteria will be verbalised throughout the lesson.</p>	<p>Stuck at the top left hand corner of the page for every piece of work in all subjects.</p> <p>LF will be differentiated to suit different abilities within the class.</p> <p>LF will be highlighted green if achieved.</p>
<p>Number reversals</p>		<p>To pick up on incorrect formation of numbers ('non-negotiable').</p>	<p>When marking number work to show errors that children may need to correct. These corrections to number formation will be identified by drawing a bubble around the number and then writing the number correctly.</p> <p style="color: red;"><b>The children will then rewrite the number with the correct formation at least 3 times.</b></p>

<p>Code indicators for the level of support given.</p>	<table border="1"> <thead> <tr> <th colspan="2">Year 1 and Year 2</th> </tr> </thead> <tbody> <tr> <td>V</td> <td>Verbal feedback</td> </tr> <tr> <td>P</td> <td>paired</td> </tr> <tr> <td>I</td> <td>Independent</td> </tr> <tr> <td>G</td> <td>Guided</td> </tr> <tr> <td>S</td> <td>Support</td> </tr> <tr> <th colspan="2">Year R</th> </tr> <tr> <td>I</td> <td>independent</td> </tr> <tr> <td>CI</td> <td>child initiated</td> </tr> <tr> <td>AD</td> <td>Adult directed.</td> </tr> </tbody> </table>	Year 1 and Year 2		V	Verbal feedback	P	paired	I	Independent	G	Guided	S	Support	Year R		I	independent	CI	child initiated	AD	Adult directed.	<p>To indicate the level of support given to the child and when and where verbal feedback has been given.</p>	<p>When working with the child throughout the session and supporting the child verbally a 'v' will be indicated and next to that 'v' an indication of what feedback has been given.</p> <p>The other coding will be written at the bottom of the work to indicate the level of support for the child.</p>
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<p><b>Green highlighter</b> ✓ (green tick) 'Good to be green' (after all correct answers)</p>		<p>To acknowledge how well a child has met the success criteria and praise as appropriate.</p>	<p>When marking after the lesson or in guided sessions with children. Teacher highlights against the success criteria where these have been achieved. Teacher marks in blue/black pen using cursive handwriting.</p>																				
<p><b>Pink highlighter</b> ● (pink dot) 'Think Pink' (after all work incorrect)</p>		<p>To give them a precise target to help them improve their next piece of work and move forward in their learning.</p>	<p>When marking after the lesson or in guided sessions with children. Teacher highlights against the success criteria where these have not been achieved and where misconceptions are evident. Teacher marks in blue/black pen using cursive handwriting.</p> <p>Next steps will be written at the bottom of the work in blue/black pen inside a pink bubble. The next steps will be given <b>at least</b> twice a week.</p>																				

<p>Purple polishing pen</p>		<p>The children have the opportunity to respond to feedback and edit their work to improve it.</p>	<p>Any response from the child will be written in purple by an adult or by the child depending on the independence skill level.</p>
<p>Revisit</p>		<p>This demonstrates when children have been unsure and needed additional support. It will show the impact of support after the revisit.</p>	<p>This will be used when a teacher has identified a need to address misconceptions or provide additional teaching support. This will be for groups of pupils rather than individuals. The teacher will take this group and reinforce learning, strategy etc...</p>

<p>photograph</p>		<p>Photographs will evidence the children's application skills. It will capture practical learning and learning that has not been recorded in books.</p>	<p>When a photograph has been taken the teacher will use the prompts;</p> <ul style="list-style-type: none"> <li>• What</li> <li>• Why</li> <li>• How</li> </ul> <p>To give the context of learning.</p>
<p>Strategy coding</p>	 <p>Hundred square      number line      practical</p>	<p>To indicate the strategies/resources used to support the children's thinking.</p>	<p>This will be recorded every time a child has used one of these strategies to help their thinking.</p>
<p>Explaining and reasoning coding</p>		<p>To give children the opportunity to explain how they solved a problem. To give children the opportunity to reason and say that this is the answer because....</p>	<p>These will be used to extend learning and encourage deeper thinking. These will also be used if there is an opportunity within the lesson or after the session. The children will then respond to the code.</p>
<p>Explaining and reasoning speech bubble</p>		<p>To give children the opportunity to explain how they solved a problem. To give children the opportunity to reason and say that this is the answer because....</p>	<p>This will be used as a planned opportunity.</p>