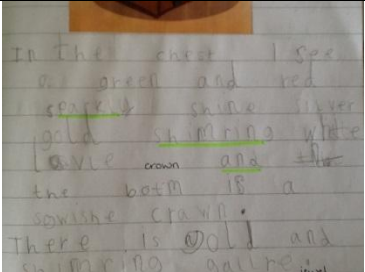
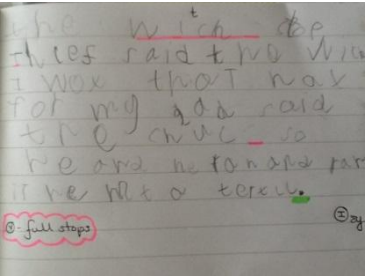




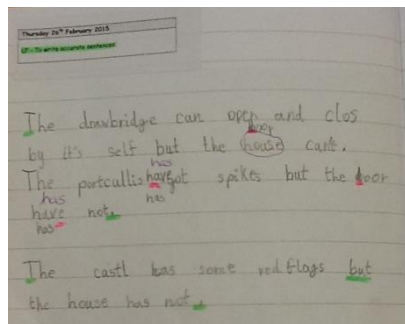
GUIDELINES FOR EFFECTIVE FEEDBACK AND MARKING AT MANOR INFANT SCHOOL

WRITING

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; text-align: center;"> <p>Thursday 16th July 2013 </p> <p>LF. To be able to write a character description using adjectives.</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>Marking code sticker (in front of exercise book)</p>	<div style="display: flex;"> <div style="flex: 1;"> <p>Year R Say a sentence before writing. Finger space Listen to sounds and write them. Neat Handwriting Full stop</p> <p>Year 1 Above + Capital letter Read and check it makes sense</p> <p>Year 2 Year R and Year 1 Connectives Capital letter and Full stop throughout writing Check spelling of high frequency words</p> </div> <div style="flex: 1; border: 1px solid black; padding: 5px; font-size: 8px;"> <table border="1"> <thead> <tr> <th>Symbol</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td></td> <td>Construct the sentence: Y6 Z Say the sentence and repeat in a number of times: Y6 and level 1 writers</td> </tr> <tr> <td>ABC</td> <td>Capital letter</td> </tr> <tr> <td>* ABC</td> <td>Punctuation: Capital letter at the start Capital letter following a full stop through the writing. Full stop at the end.</td> </tr> <tr> <td>G </td> <td>Listen to the sounds using various strategies, and write them down in order.</td> </tr> <tr> <td></td> <td>Finger spaces</td> </tr> <tr> <td></td> <td>Hand writing</td> </tr> <tr> <td>W</td> <td>Vocabulary: Adjectives etc ...</td> </tr> <tr> <td>W.P</td> <td>Vocabulary, adjectives, word choice Punctuation</td> </tr> <tr> <td>+</td> <td>Connectives</td> </tr> <tr> <td>HFW</td> <td>Check the spelling of the High-Frequency words</td> </tr> <tr> <td></td> <td>Read and check it makes sense</td> </tr> </tbody> </table> </div> </div>	Symbol	Meaning		Construct the sentence: Y6 Z Say the sentence and repeat in a number of times: Y6 and level 1 writers	ABC	Capital letter	* ABC	Punctuation: Capital letter at the start Capital letter following a full stop through the writing. Full stop at the end.	G	Listen to the sounds using various strategies, and write them down in order.		Finger spaces		Hand writing	W	Vocabulary: Adjectives etc ...	W.P	Vocabulary, adjectives, word choice Punctuation	+	Connectives	HFW	Check the spelling of the High-Frequency words		Read and check it makes sense	<p>To pick up on common grammatical or 'non-negotiable'.</p>	<p>When marking a piece of work to show errors that children may need to correct. These corrections may be made below the work completed.</p> <p><u>This could include rewriting misspelt words 3 times.</u></p> <p>These codes are applicable to all books.</p> <p>These codes are applicable to all books where a piece of work is marked. Not all work will be marked in as much detail as others.</p>
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Code indicators for the level of support given.	<table border="1"> <tr> <th colspan="2">Year 1 and Year 2</th> </tr> <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> </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.	To indicate the level of support given to the child and when and where verbal feedback has been given.	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. The other coding will be written at the bottom of the work to indicate the level of support for the child.
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<p>Green highlighter praise 'Good to be green' (after every piece of work)</p>		To acknowledge how well a child has met the success criteria and praise as appropriate.	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>Pink highlighter 'Think Pink' (after every piece of work)</p>		To give them a precise target to help them improve their next piece of work and move forward in their learning.	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. 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 at least twice a week.																				

Purple polishing
pen



The children have the opportunity to respond to feedback and edit their work to improve it.

Any response from the child will be written in purple by an adult or by the child depending on the independence skill level.