



## Marking and feedback guidance

- *why we mark and feedback to children*
  - to help children understand what they have done well and where they need to improve
  - to allow children to reflect on their learning
  - to inform future planning
  - to recognise and praise achievements
  - to support our assessment
- *what we expect (ref. presentation and effort)*
  - children to use good presentation and handwriting skills showing pride in their work
  - work to be dated by the child or teacher
  - staff should not accept work that is below the standard of presentation or ability achievable by the child
  - as children become more accomplished with producing their own work, they should be given the responsibility of choosing how to present their work
  - children should be praised for the effort they put into producing the piece of work as well as the academic achievement
- *how the children know our expectations*
  - staff use working walls to support their teaching and children's learning
  - teachers are clear about the learning taking place over a unit of work and specific to a lesson
  - teachers use assessment to support their planning for a unit of work and know how to move children on
  - children can explain to others what they have done well and how they can improve
  - staff use planned feedback sessions to talk to the children about their work both successes and areas for improvement

### Marking codes

VF	used when verbal feedback is given
P	used to indicate "worked with a partner"
I	used to indicate "worked independently"
G	used to indicate "worked as a group"
✓	used when work is correct

Teachers use highlighters to show children how well they have achieved learning intention. Children understand these codes and use them to support their learning.

Pink – not yet achieved

Yellow – working towards

Green – achieved

Where learning intentions are highlighted to show achievements for assessment purposes and not as feedback for the child, 'T.A.' is put next to the criteria