

MARKING CODE - This is to be displayed in every classroom

Green is great

Pink to make you think

^ A word or phrase is missing

// New paragraph

• Think again (Maths)

😊 You have understood the learning

Ⓟ Presentation - form letters and/or numbers carefully

VF Verbal feedback given

SA Self assessed

PA Peer assessed

DIRT Directed improvement and reflection time



RED: I am a bit confused and need more help

ORANGE: I'm getting there in my understanding

GREEN: I fully understand and I'm ready for the next challenge



Feedback Overview

Most teacher marking is wasted as it does not lead to rich learning - Paul Black

Feedback should cause thinking -Dylan William

The most effective feedback is oral - Shirley Clarke

5 stages of giving feedback

1. Showing success (**Highlight in green**)
2. Indicating improvement/ next steps (**Highlight in pink**)
3. Giving an improvement suggestion (Question, specific task)
4. Making the improvement (**Green pen**)
5. Checking the improvement (**Teacher responds**)

Stage 1 and 2 Showing success and indicating where to improve

Highlighting **should be related to the learning**. It can be done during the lesson whilst wandering round or when books are taken home.

Green is great

Pink to make you think

Some children struggle to read teacher's comments so this is quick simple and effective. You are also able to challenge children to achieve more green!



2 stars and a wish will be used if you wish to comment in more depth

Stage 3 Giving an improvement suggestion. There are 3 types

- **Reminder** What else could you say about the weather? Think of a better word than bad. Say more about... Explain your thinking.....
- **Scaffold** - provide examples of what they need to do
What was the monster doing?
What kind of monster was he?
- **Example** - give exact sentences, words or processes to copy
Choose one of these words instead of bad
Ferocious, terrifying, evil

The most effective feedback is oral feedback after which pupils should take **immediate** action on this feedback.

It isn't feasible to expect teachers to give all pupils oral feedback during every lesson, so self-assessment, peer assessment or teacher marking can occur.

Whilst marking books if you recognise a pattern across a group, put a pink highlight mark at the end of a piece of work and a number. Feedback the meaning in class and get children to respond.

1	How did you get this answer? Show the workings out.
2	Change all the highlighted words to more interesting words
3	Your opening sentence needs to have more wow factor, change it.

Stage 4 Making the improvement- Plan for DIRT(See marking code)

Children are unlikely to embed any suggestions for improvement and apply them to later work unless they are given time to respond to the feedback. About **10 minutes** classroom time is needed. Any child who needs support in either reading or understanding the feedback works with an adult.

To show that feedback has been acted on children use **green coloured pens**.

Stage 5

Teacher checks that the improvement has been done and comments/ticks it. Research shows that some colours are unsuitable for certain learners, so **purple pens** will be used to mark work.

Children need to **traffic light** their work at the end of a lesson, if it is appropriate, to show their understanding. (See marking code). Do this at the **end of the title**, so you can instantly see their understanding **before** you mark their work.

Presentation

For consistency the date needs to be written in full:

Friday 9th May on the **left hand side** of the whiteboard **and** underneath 9.05.14

Write in full in English books on the left but shortened version for maths.

No underlining of titles needed unless asked for in upper stages.

After feedback is acted on **work is ruled off** and work started underneath. **Learning intentions are to be in books**, either stuck in or written as well as on display in the classroom during the lesson. Writing is to be joined and legible by the end of KS1. (There will be exceptions).

Marking spelling and grammar within a piece of work

Spelling and grammar errors should be **highlighted in pink** if they have been taught recently or it is something the child should know. Children should correct in **green**.

Keep to a maximum of 3 to 4 errors depending on the ability of the child.