




Marking and Feedback Progression - Nettlestone Primary School

| Marking/feedback | Year R |
|--|---|
| Initial marking-English/foundation subjects |  for positive reinforcement  under phonics I know they can find/correct using the sound wall  Don't forget - is a reminder of next steps to remember |
| Initial marking-maths | One digit per square. CL to show child led activity I for independent work S for supported work |
| Peer assessment | Recorded observations/conversations in Tapestry |
| Self-assessment | Recorded observations/conversations in Tapestry |
| Example questions to elicit pupil reply (reciprocal feedback) | Questions recorded on Tapestry to move children on during conversation with a child Examples of questions |

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Key Stage One - Years 1 and 2

Marking/feedback

Initial marking-English/foundation subjects

Assessment Slip

| Support given | Oral feedback | Teacher assessment | Pre/Post teaching | Self-assessment | Comment |
|---------------|---------------|--------------------|-------------------|-----------------|---------|
| | | | | ○ | |

T/TP for Teacher or Teaching Partners

I - Independent

OF - Oral feedback

Teacher Assessment

/ Emerging

/\ Developing

△ Secure


Self-assessment - Children to use the traffic light system

| | |
|-------------------------------|---|
| I can teach someone else this | ● |
| I can do this | ● |
| I'm getting there | ● |
| I need help | ● |




Look! How can you make it even better?

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|------------------------------|---|
| Initial marking-maths | <p>✓ Correct</p> <p>or</p> <p>• circle for mistakes/corrections to be completed</p> <p>Assessment slips for Year 1 and Year 2 - as above</p> <p>T/TP for Teacher or Teaching Partner</p> <p>I - Independent work</p> <p>OF - Oral feedback</p> <p>Teacher Assessment</p> <p>/ Emerging</p> <p>/\ Developing</p> <p>△ Secure</p> <p>Self-assessment - Children to use the traffic light system - same as above</p> <p> Look! How can you make it even better?</p> |
| Learning Journeys | <p>During each topic, the children are given opportunities to assess their own work and/or assess their partner's work using a Learning Journey.</p> |

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| Marking/feedback | Key Stage 2 |
|-------------------------------------|---|
| Initial marking-all subjects | <p>If appropriate for that cohort - the template above can be used for transition to Year 3.</p> <p>All writing by an adult is in black pen (by the end of Year 3 all children to be writing in BLUE pen), using cursive style and always written on the line.</p> <p>Smiley faces with comments alongside to highlight what has worked well/aspects of the success criteria met</p> <p>'T' in a circle to show targets for improvement which children then know they need to act upon.</p> <p>Ideally one positive comment / one target comment.</p> <p>Dotted line under misspelt words. Children can also dot underline words, can also write SP in the margin to highlight location of misspelt words.</p> <p>OF given after oral feedback.</p> <p> Look! How can you make it even better?</p> |
| Initial marking-maths | <p>If appropriate for that cohort - the template above can be used for transition to Year 3.</p> <p>One digit per square. Tick when it has been corrected</p> <p>Objectives set/steps in maths - these can be printed on stickers.</p> <p>Smiley faces with comments alongside to highlight what has worked well/aspects of the success criteria met.</p> <p>'Great Eight' has been highlighted to all children - if they can achieved successfully in maths and get 8 correct answers then they need to move on to the next step.</p> <p>'T' in a circle to show targets for improvement which children then know they need to act upon - use of additional examples to illustrate pupils can complete the LO unaided.</p> |

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|------------------------|--|
| | <p>Smiley faces with comments alongside to highlight what has worked well/aspects of the success criteria met</p> <p>Ideally, one positive comment / one target comment.</p> <p>OF given after oral feedback.</p> |
| Peer assessment | <p>Paired discussion of written work with comments/corrections made jointly in green editing pen. NOT one child taking another child's book away and 'marking it/providing feedback'.</p> |
| Self-assessment | <p>RAG (Red, Amber, Green) colour coding against learning objective (coloured circle to be added in corner margin next to Learning Objective -</p> <p>RED circle coloured - working towards LO</p> <p>AMBER circle coloured - LO partially achieved</p> <p>GREEN circle coloured - LO achieved.</p> <p>PURPLE circle coloured - LO achieved and 'prove it' has been developed.</p> <p><u>This is to be completed every lesson for ALL subjects</u></p> <p>Use of green editing pens to make changes to work/do corrections</p> <p>For whole class responses use of fist of five (closed fist no understanding & five fingers excellent understanding), thumbs up/down, various self-assessment techniques to show the mastery of assessment.</p> <p>Children to initial teacher comments when read/ acted upon.</p> |