

Marking and feedback aide memoir - to further increase the impact on pupil's learning and progress through daily consistency

- Use your **green** pen for marking and **black** pen for marking challenge, 'fix it' prompts and verbal feedback.
- All English work will be quick marked using VCOP codes - punctuation is a generic expectation - according to the focus of the learning.
- Annotate 'I' for independent or 'G' guided/ adult led.
- Teacher writes a brief comment about WHAT has been learned [referring back to LO/ SC].
- A marking challenge is written [one per pupil per week in English and one per pupil per week in Maths a minimum] -
 - **Reminder Prompt** - reiterate the learning intention [*"How do you think Cinderella felt here?"*].
 - **Scaffold Prompt** - teacher decides what they would like the child to do then find way of handing it back to them [*"Describe the expression Cinderella has on her face. Do you think she was cross? or Cinderella was so cross because....."*].
 - **Example Prompt** - teacher models a possible improvement then asks the child for an idea of their own [*"Choose one of these or your own. Cinderella was sad because the ugly sisters made her clean. Cinderella was sad because she worked all day."*].
 - **Steps Prompt** - teacher outlines steps to take to improve [*"First... Then...."*].
 - **Challenge/Justify prompt** - teacher poses a challenge to child [*"Can you tell me more about....."*].
- 'Fix it' prompt - relating to what is expected for their age and ability - spelling of common words, letter formation, etc. - quick fixes.
- Check prior challenges, corrections and 'fix it' actions have been completed by pupils.
- Work ruled off by pupil or adult.
- Check verbal feedback comments - all children should have some every week especially during guided/ adult led tasks.
- Check presentation is in line with our policy and high expectations.
- Topic work - ensure subject code is recorded [Science/ History/ etc.].
- Where appropriate, update Learning Ladders assessment grid at the front or back of pupil's books.
- Ensure adult writing is in the agreed script, neat, legible and grammatically correct.
- **Finally, take pride in the learning that has happened because of your teaching!!!**

Early Years Learning Journals

| | ✓ when information included |
|-------|-----------------------------|
| L&A | |
| U | |
| Sp | |
| M&H | |
| H&SC | |
| SC&SA | |
| MF&B | |
| MR | |
| R | |
| Wr | |
| Nu | |
| SSM | |
| P&C | |
| TW | |
| Tech | |
| EUM&M | |
| BI | |

- Manage information - every child **MUST** have evidence/ information every $\frac{1}{2}$ term for every strand to support assessment records.
- Mixture of 'Tapestry,' photos, post it notes, work, etc.
- All dated.
- Annotations to clarify - to include narrative of learning as required.
- Development Band referenced.
- Record any children's comments or teacher/ child conversations.
- Ensure some [2 per week] have a next step comment to take learning [attainment] forward.
- Staff initial evidence - all staff contribute to Learning Journals.