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INFANT SCHOOL**
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Hove Learning Federation Feedback and Marking Policy

Amended:2022

Adopted by Curriculum & Inclusion Committee on behalf of the Governing body: Spring 2022

To be Reviewed: Spring 2024

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.



Hove Learning Federation Feedback and Marking Policy

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Introduction

"It's the quality of the feedback rather than its existence or absence that determines its power."
Stiggins et al (2004)

Feedback and marking is a fundamental part of the assessment process and informs in-class challenge and future planning. The over-riding aim is for children to develop ownership of their work, identify their own strengths and next steps in learning and to take pride in their achievements. In responding to children's work, we celebrate effort and achievement and bring about improvement in a positive and encouraging way.

Aims

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, which shows that marking should be meaningful, manageable and motivating to ensure that children and adults understand the progress made during a lesson and what to do next in order to build on their learning.

Meaningful

Meaningful feedback and marking:

- Improves learning for every child.
- Improves children's confidence and self-esteem.
- Celebrates and recognises achievement.
- Gives children the tools and the scaffolding to enable them to "bridge the gap" for themselves and to set targets for future learning.
- Develops the children's responsibility for their learning.
- Models and encourages progression of children's ability to self and peer-assess effectively.
- Informs teachers' planning and identifies which children will benefit from further support or challenge.
- Is focused on the learning intention, success criteria and/or target.

Manageable

Manageable feedback and marking:

- Is given regularly and while still relevant.
- Takes place either during lessons as live feedback or as soon as possible after the learning has been completed.
- Relies upon good time management.
- Acknowledges learning at an effective time and in an appropriate way.
- Can be given verbally and/or using written comments or codes.

Motivating

Motivating feedback and marking:

- Provides constructive, accessible feedback to children about their work.
- Is celebratory, encouraging and positive.
- Ensures time for children to reflect on, evaluate and celebrate their learning.
- Encourages children to ask questions and embrace problem solving.

Feedback and marking at Hove Learning Federation takes the form of:

- Formative assessment, including verbal feedback at any stage of the lesson. This incorporates open-ended, higher order questioning, partner discussion, whole-class and individual feedback and 'Prove It' and challenge questions.
- The use of ongoing Assessment for Learning (AfL) to adapt questioning, challenge and support.
- The use of a three-colour mark scheme and agreed marking codes.
- 'Live' marking. This is marking and feedback carried out during a task, giving children the chance to act on feedback immediately, providing a valuable formative assessment opportunity.
- Positive comments related to the learning objective, success criteria, steps to success or children's targets.
- Self- and peer-assessment and editing using the schools' marking colours.

As well as written comments, and in lessons where there is no written outcome, feedback is given verbally using the language of the schools' three-coloured mark scheme.

Assessment for Learning

Aims and key principles:

Assessment for Learning is the process of ongoing formative assessment, where a learning culture is developed based on developing children's growth mindset, self-belief and ownership of their learning.

Formative assessment is at the centre of our practice, with adults constantly reviewing and developing their awareness of the children's understanding and next steps.

Expectations:	Strategies:
Teachers adapt lessons to meet the needs of the children before and during teaching.	<ul style="list-style-type: none"> • Prior knowledge is reviewed to feed into planning and next steps. • Lesson plans are developed and improved regularly. • Lessons are adapted to meet the needs of the current cohort, classes, groups and individuals. • Learning is broken down into small steps to build on understanding. • Planning is reviewed during and following lessons and future plans are subsequently adapted. • A variety of question types are used throughout each lesson to ascertain the children's understanding, including diagnostic questioning, multiple choice, low-stakes quizzes, elaborate questioning, odd-one-out, true or false, open-ended, always/sometimes/never true, hinge questions, etc. (See Appendix 1) • Learning and understanding are consistently reviewed to identify and address mistakes and misconceptions. • Resources, such as mini white-boards, are used for children to practise and share strategies and ideas. • Children's progress is continually monitored and tracked. • Challenge and support is offered at all levels to enable every child to progress in their learning.

Effective Assessment for Learning incorporates a variety of feedback and marking practices, including:

Effective Feedback

Aims and key principles:

Providing high-quality feedback to children is integral to effective teaching. Effective feedback must focus on moving learning forward through targeting the specific learning gaps that children exhibit. Effective feedback also has the power to build children's self-esteem and develop a learning culture of critical reflection. The Education Endowment Fund states that 'the provision of high-quality feedback can lead to an average of 8 additional months' progress over the course of a year.'

Expectations:	Strategies:
Questioning enables children to develop understanding and informs staff of strengths and areas for development.	<ul style="list-style-type: none"> • Teachers use different question types throughout lessons to elicit children's prior understanding and assess understanding throughout the lesson. • Use of open questioning, including diagnostic questioning. (See above and Appendix 1.) • Learning and understanding are consistently reviewed to identify and address mistakes and misconceptions and to encourage children to articulate with more depth and develop their metacognition.

	<ul style="list-style-type: none"> • Use of closed questions to quickly check children's understanding by asking children to recall specific, factual information. Closed questioning would be evident with quizzes, exit tickets, multiple-choice questions. • 'Challenge' questions are used throughout all lessons to deepen children's understanding. • Teachers refer to a range of model question styles when planning key questions to ensure the development of higher-order thinking and encourage children to engage in metacognition by thinking and reflecting on their own learning. • Questioning and feedback are adapted to meet the needs of the child.
Live verbal feedback enables timely opportunities for children to reflect on and improve their work at every level.	<ul style="list-style-type: none"> • Live feedback is used throughout lessons as a diagnostic tool to focus on specific areas for celebration and improvement and offers instant response. • Live feedback is given at the point of learning during the lesson. This ensures learners remember the experience and can make meaningful connections. • The feedback or pupil conferencing should reference a skill or specific knowledge linked to the learning objective, success criteria, steps to success or children's targets. • Teachers check-in again with the recipient of live feedback to evaluate the impact and provide further feedback.
Adults model the use of carefully selected vocabulary and stem sentences within feedback to embed language into long-term memory.	<ul style="list-style-type: none"> • Adults plan and implement the use of sentence stems and stem sentences within lessons to scaffold children's responses and develop their understanding. • Adults model the use of stem sentences within verbal feedback and display these for children to use independently. • Adults use subject specific vocabulary within verbal feedback. • Adults model and coach children on how to extend their answers. • Challenge/Learning Partners are supported and encouraged to use the sentences and language modelled throughout each lesson.
Opportunities to scaffold and extend learning are accessible for all children throughout every lesson.	<ul style="list-style-type: none"> • Adults use effective verbal feedback at the point of learning to scaffold and extend children. • Adults aim to reduce cognitive load by being specific and targeted with feedback and not overwhelming children. • Adults provide effective feedback using clear modelling and worked examples to support children to develop their understanding and metacognition. • Challenge opportunities are carefully planned throughout each lesson. • Learning opportunities are scaffolded and differentiated with a variety of resources available to support all learners. • Open-ended questions encourage problem solving when challenging rapid graspers. • Feedback for children who have experienced trauma is adapted to meet their needs by: <ul style="list-style-type: none"> • Keeping feedback low-key and private. • Using highly genuine and positive comments. • Frequently incorporating gestures of approval and positive modes of non-specific feedback to develop trust.

Marking Expectations

Aims and key principles:

It is important that all adults are aware of the schools' clear marking expectations to ensure that all children feel that their work is valued and acknowledged. The level and style of marking evolves through the schools to encourage children to develop their independence and ownership of their work. Marking is adapted to the specific needs and ages of children. Subject-specific and age-related marking expectations are included in Appendix 2.

Expectations:	Strategies:
	<ul style="list-style-type: none"> • Live feedback • Marking codes • Use of marking colours in both written and verbal feedback • Whole class feedback • Moving on comments/next steps throughout the working process • Use of the visualiser • Peer- and self-assessment • Proof-reading, polishing and editing
Feedback is consistent and age-appropriate.	<ul style="list-style-type: none"> • Feedback relates to learning objective, success criteria, steps to success and targets.
Age-appropriate spelling expectations are modelled and marked.	<ul style="list-style-type: none"> • Spelling marking focusses on current learning. • Successful spelling is celebrated. • A variety of strategies are used to promote the learning of spellings. • All adults are aware of age-related spelling expectations. • Spelling marking is appropriate to children's confidence and attainment. • The spelling and use of subject-specific vocabulary is a marking focus in all subjects.

Self- and Peer-Assessment

Aims and key principles:

Effective self- and peer-assessment increases children's ownership and autonomy through actively involving children in their learning. Throughout the school, supportive and motivational self- and peer-assessment is consistently and regularly modelled by adults. Children are taught and given opportunities to assess their own work and that of their peers against learning intentions, success criteria and targets. As children progress through the school, they develop the skills necessary to independently assess and critically reflect on their own work, and that of others, in an articulate and focused manner according to the learning objective. Success criteria/success grids are differentiated to meet the needs of the children.

Expectations:	Strategies:
Children are given frequent opportunities to read and reflect on their work, modelled and shared examples and the work of their peers.	<ul style="list-style-type: none"> • Self-assessment opportunities are planned at various points in lessons to ensure children have meaningful opportunities to reflect. • Peer-assessment opportunities are regularly planned and children feedback both verbally and in written format. • Teachers ensure that a sufficient amount of time is allocated to enable effective peer- and self-assessment to take place. • Self- and peer-assessment is carried out in an age-appropriate way, including checklists in children's books, use of marking codes and colours, written comments and Interactive Learning Diaries (ILDs) in Reception.

Self- and peer-assessment is effectively modelled.	<ul style="list-style-type: none"> Adults model quality verbal and written feedback using the schools' marking codes and colours. They verbalise and model their thought processes to encourage children to internalise the language and skills. Children are encouraged to verbally share their ideas about strengths and areas for development during shared- and modelled sessions. These ideas are recorded on working walls, flip charts, washing lines, feedback grids (KS2) and edit pages (KS2). Tools, such as the iPad Reflector app and visualisers, are used to effectively model the feedback process. Adults train and coach children on how to give feedback effectively and respectfully to build children's resilience and an openness to receive and act-on feedback. Within written self- and peer-assessment, children are taught to celebrate successes relevant to the learning objective and identify manageable ways forward. Once children have recognised areas of improvement, they develop the skills in future learning.
Marking codes and colours are used to celebrate, move learning forward and encourage independence.	<ul style="list-style-type: none"> Marking codes are displayed in the classroom and/or in English books and are referred to in each lesson. These are used by teachers and children consistently to enable children to review and verbalise their strengths and next steps in their work. Children have an awareness of the colours and can articulate their purpose. During written self-assessment, children use the appropriate colours and codes to identify successes and areas of development. During peer-assessment, the children provide feedback verbally against success criteria. When written, this might be in the form of checklist or written comments at the end of a piece of work.
Adults model and teach the use of the Edit Page to encourage independent improvements and ownership of work throughout KS2.	<ul style="list-style-type: none"> Both self- and peer-assessment is evident on the adjacent Edit Page in KS2. This is introduced at the end of Year 2 to enable autonomy and independence in KS2. Both self- and peer-assessment checklists are evident on Edit Page. Appropriate marking code symbols and colours are used on Edit Page. The use of the Edit Page progresses throughout KS2. This can be seen in Appendix 4. The spelling strategy of 'pop-out and practise' is used across KS2. Self-correction and up-levelling of spelling and vocabulary is expected and developed throughout KS2. (See English Policy for more detail.)

Targets

Aims and key principles:

Targets are given to ensure that children have ownership of - and responsibility for - their learning and are aware of how to make further progress. They enable children to articulate their next steps in learning. They guide and focus teaching and learning and are regularly adapted to meet children's needs.

Expectations:	Strategies:
Targets are accessible, child-friendly and relevant.	<ul style="list-style-type: none"> Targets are shared with children both verbally and in written form. They are concise and age-appropriate. They link to the National Curriculum programmes of study. They link to current units of work.

	<ul style="list-style-type: none"> • Differentiated targets are given to children at the start of each new unit of work in Maths and English through KS1 and KS2. • Targets are referred to throughout the unit and are visible within the classroom. • Children are encouraged to refer to their targets when reflecting on their learning. • Targets are visible in current work books/folders and children are aware of where to find them. • References are made to targets throughout learning. • Targets are displayed and given high profile in learning environment.
Targets are differentiated and achievable.	<ul style="list-style-type: none"> • Targets are differentiated and sequential and relate to all children's attainment needs. • Targets relate to small steps in learning and build towards more sophisticated outcomes. • Targets build on each other and incorporate different levels of challenge. • Targets are shared between class teachers and intervention teachers to enable a consistent approach.
Parents & carers are aware of where the children are in their learning.	<ul style="list-style-type: none"> • Targets are regularly shared with parents and carers to support home-school partnership. • Infants' targets are shared with parents and carers in their home learning diaries each half term, as well as before parents' evenings and in end-of-year reports. • Juniors' targets are shared with parents and carers at parents' evenings and in end-of-year reports.
Targets are regularly assessed and reviewed to ensure progression in learning.	<ul style="list-style-type: none"> • Teachers actively use targets for assessment. • As children move up the school, they should become more independent in recognising when a target has been met. • When a target has been achieved at least three times in their work, children and teachers recognise that goal has been met and a new target is introduced.

Marking colours & codes

Aims and key principles:



Marking colours and codes allow children to understand their successes and ways forward. They give teachers a chance to highlight to the children what went well and how to move them on with their learning in a way that children understand and recognise. They are used by adults and children to assess their understanding and learning. Codes also make marking more efficient and manageable for adults and enable more live marking.

Expectations:	Strategies:
<p>Marking colours are used consistently as the children move up from infants to juniors.</p> <p>Infants: Green celebrates achievements Orange identifies ways forward Purple is used for children to polish their work.</p>	<ul style="list-style-type: none"> • All teachers use the same, agreed colours for feedback and marking in all subjects/books. • When children self- and peer-assess, the same colours are used to ensure continuity. • The language of the marking colours is used consistently from the start of Reception before the children progress onto using the marking colour pencils or pens. • The marking colours and codes are in every lesson across the curriculum. <p>(Infants' colours will be introduced in Year 3 2022 and will move up with this year group until all children in the Juniors use the same colours.)</p>

<p>Juniors: Pink celebrates achievements Green identifies ways forward Purple is used for children to polish their work. Pencil is used for independent editing.</p>	
<p>Codes are consistent, child friendly and recognisable. They link to the programme of study and develop as children move through the school.</p>	<ul style="list-style-type: none"> • Simple symbols are used for each area of focus. • Symbols are quick to draw and easy to identify. • Codes are displayed in the classroom and on bookmarks in books so children are able recognise and learn what each symbol represents. • Codes are modelled frequently with the children using shared-and modelled writing and visualisers to exemplify their use. • Examples of work assessed using codes and colours are displayed in every classroom.
<p>Marking codes are consistently used by all teachers.</p>	<ul style="list-style-type: none"> • Codes are agreed by all staff and introduced to all new teachers and support staff. • In all areas of learning and books, the same colours and codes are used to give feedback on children's achievements and ways forward.
<p>Marking codes progress as children move up the key stages.</p>	<ul style="list-style-type: none"> • Age-specific marking codes develop through the schools and are closely matched to the curriculum. • Codes are shared at the start of each school year and referred to regularly so that children are familiar with progression and expectations.

1. Appendices



Appendix 1: Question examples



Hove Learning Federation

Question Type Examples

Cause and Effect Lucy's alarm didn't go off. What might have caused this? What might the effect of this be?		
Range of answers What do humans need to live in the rainforest? Make 2 lists.		
14	Odd one out 12 Prove it!	21
What did you just say? What might these characters be saying to each other?		
The opposing standpoint Is it ok to lie to make somebody feel better?		
Statement All children should go to school. Do you agree or disagree?		
Start from the end Humans and dogs can both do this.		
True or False The 5x table always ends in 5. Prove it!		
Good idea? Bad idea? A pill is invented that provides everything we need to survive. This means no more food!		
Always true, sometimes true or never true! A friend always helps you out.		
Big Think! What could you give to someone who already has everything?		
Other ideas: <ul style="list-style-type: none">• Would you rather• What if...• A picture tells a thousand words (children to describe what they see)• Multiple choice		



Appendix 2: Marking Expectations and Progression Grid

Progression in Marking at West Hove Infants and Hove Juniors

Subject	Reception	Year 1	Year 2	Years 3 & 4	Years 5 & 6
General	<ul style="list-style-type: none"> Marking colours introduced. Colours modelled in verbal feedback. (E.g. What were their greens and oranges for that jump? How could they polish it?) All work acknowledged, either verbally or using marking colours and codes. Whole-class self- and peer-assessment introduced. 'Independent' (I), 'Unaided' (U), and 'Supported by adult' (S) codes used. 'Green' comments before 'orange'. 	<ul style="list-style-type: none"> Marking colours revisited. All non-written work acknowledged through verbal feedback. Self-assessment (smiley faces) introduced on Learning Intention (LI) stickers. Opportunities for self-assessment planned into lessons. Paired peer-assessment introduced. Green and orange pencils introduced for self-assessment. Marking linked to Learning Intentions, success criteria and targets. All written work acknowledged using colours or codes. Live marking introduced. Polishing pencils introduced. 	<ul style="list-style-type: none"> Marking colours revisited. All non-written work acknowledged through verbal feedback. Self-assessment (smiley faces) on Learning Intention (LI) stickers. Marking linked to Learning Intentions, success criteria and targets. All written work acknowledged using colours or codes. Live marking continues. Polishing pencils are always available and used more often and independently throughout lessons. Green and orange pencils are always available and used more independently for self-assessment. Paired peer-assessment used more frequently. 	<ul style="list-style-type: none"> Marking colours introduced to the children and revisited. All non-written work acknowledged through verbal feedback. Self-assessment (traffic lights) Marking linked to Learning Intentions, success criteria and targets. All written work acknowledged using a tick, initials, colours or codes. Live marking continues. Polishing pens and pencils are always available and used more often and independently throughout lessons. Peer and self-assessment used more frequently. Independent self-correction and editing is modelled and encouraged. 	<ul style="list-style-type: none"> Marking colours are revisited. All non-written work acknowledged through verbal feedback. Self-assessment (traffic lights) Marking linked to Learning Intentions, success criteria and targets. All written work acknowledged using a tick, initials, colours or codes. Live marking continues. Polishing pens and pencils are always available and used more often and independently throughout lessons. Peer and self-assessment used more frequently. Independent self-correction and editing is increasingly encouraged.
English	<ul style="list-style-type: none"> YR marking codes introduced gradually alongside new learning. Verbal feedback supports and explains written codes. Focus on learning intention and success criteria. Letter formation of letters already taught picked-up. 	<ul style="list-style-type: none"> Y1 marking codes introduced gradually alongside new learning. Self-assessment and polishing modelled in daily modelled/shared writing. Orange indicates where correction should be rather than actually correcting the work. Marking codes used at relevant position in text. (E.g. above an adjective or where missing punctuation should be.) Presentation and letter formation always picked-up. Spelling focus on relevant phonics and spelling rules. Up to 3 spellings picked up in marking. Time for verbal and written polishing and self-assessment in plenaries and mini-plenaries. Peer-assessment opportunities planned into each unit from spring term. 	<ul style="list-style-type: none"> Y2 marking codes introduced gradually alongside new learning. Self-assessment and polishing modelled in daily modelled/shared writing. Orange indicates where correction should be rather than actually correcting the work. Marking codes used at relevant position in text or in the margin/under the work for more confident writers. Presentation and letter formation always picked-up. Spelling focus on relevant phonics and spelling rules. Up to 5 spellings picked up in marking. Time for verbal and written polishing and self-assessment in plenaries and mini-plenaries. Peer-assessment opportunities planned into each unit. 	<ul style="list-style-type: none"> Y3/4 marking codes introduced gradually alongside new learning. All work is acknowledged with a tick or initials Praise/rewards are used Live and verbal feedback as a priority with marking codes/colours/stamp Peer and self-assessment opportunities are planned for. Marking codes used at relevant position in text or in the margin/under the work for more confident writers. Whole class feedback grids used for timely feedback. Moving on comment as appropriate but at least 1 x per week Up to 5 spellings picked up in marking and feedback as appropriate. Independent self-correction and editing is modelled and encouraged. Peer-assessment modelled using visualiser. 	<ul style="list-style-type: none"> Y5/6 marking codes introduced gradually alongside new learning. All work is acknowledged with a tick or initials Praise/rewards are used Live and verbal feedback as a priority with marking codes/colours/stamp Peer and self-assessment opportunities are planned for. Marking codes used at relevant position in text or in the margin/under the work for more confident writers. Whole class feedback grid used for timely feedback. Moving on comment as appropriate but at least 1 x per week Up to 5 spellings picked up in marking and feedback as appropriate. Independent self-correction and editing is modelled and encouraged. Peer-assessment modelled using visualiser.



Progression in Marking at West Hove Infants and Hove Juniors

		<ul style="list-style-type: none"> Simple peer-assessment modelled using visualiser. Success criteria grids used to support peer-assessment. 	<ul style="list-style-type: none"> Peer-assessment modelled using visualiser. Success criteria grids sometimes used to support peer-assessment. Children developing peer-assessment skills. More use of marking codes in writing during Peer-assessment. Green and orange comments written in some work as part of peer-assessment. 	<ul style="list-style-type: none"> Success criteria grids are used to support self and peer-assessment. 	<ul style="list-style-type: none"> Success criteria grids are used to support self and peer-assessment.
Maths	<ul style="list-style-type: none"> Green ticks used to acknowledge correct answers. Orange dots used to indicate answers to revisit or demonstrate number formation. Formation of numbers already taught picked-up. 	<ul style="list-style-type: none"> Green ticks used to acknowledge correct answers. Orange dots used to indicate answers to revisit or demonstrate number formation. Number formation and presentation always picked-up. 	<ul style="list-style-type: none"> Green ticks used to acknowledge correct answers. Orange dots used to indicate answers to revisit or demonstrate number formation. Number formation and presentation always picked-up. Orange arrows used to introduce further 'challenge' questions. 	<ul style="list-style-type: none"> All work is acknowledged with a tick and initials Praise/rewards are used Live and verbal feedback as a priority with marking codes/colours/stamp Self and peer-assessment Misconceptions are picked up and addressed the same day AFL guides the next lesson/groupings 	<ul style="list-style-type: none"> All work is acknowledged with a tick and initials Praise/rewards are used Live and verbal feedback as a priority with marking codes/colours/stamp Self and peer-assessment Misconceptions are picked up and addressed the same day AFL guides the next lesson/groupings
PE/Music/Outdoor Learning	<ul style="list-style-type: none"> Verbal feedback given using the language of the marking colours. Introduction to whole-class peer-assessment and suggestions for 'polishing'. 	<ul style="list-style-type: none"> Verbal feedback given using the language of the marking colours. Photographs used to record and celebrate learning in books. Learning objectives assessed by children and teachers on self-assessment sheets. Opportunities planned for self-assessment using age- and subject-appropriate vocabulary. Introduction of paired peer-assessment and polishing. 	<ul style="list-style-type: none"> Verbal feedback given using the language of the marking colours. Photographs used to record and celebrate learning in books. Learning objectives assessed by children and teachers on self-assessment sheets. Increased opportunities for self-assessment using age- and subject-appropriate vocabulary. Paired peer-assessment and polishing. 	<ul style="list-style-type: none"> Verbal feedback Increased opportunities for self-assessment using age- and subject-appropriate vocabulary. Paired peer-assessment 	<ul style="list-style-type: none"> Verbal feedback Increased opportunities for self-assessment using age- and subject-appropriate vocabulary. Paired peer-assessment
Science & Humanities	<ul style="list-style-type: none"> Verbal feedback given using the language of the marking colours. Introduction to whole-class peer-assessment and suggestions for 'polishing'. 	<ul style="list-style-type: none"> Marking boxes incorporating 'Working Towards, Working At and Greater Depth' success criteria introduced for self- and teacher assessment. Subject-specific spellings picked up in marking. Green comments celebrate learning. Introduction of paired peer-assessment and polishing. 	<ul style="list-style-type: none"> Marking boxes incorporating 'Working Towards, Working At and Greater Depth' success criteria used for self- and teacher assessment. Subject-specific spellings picked up in marking. Green comments celebrate learning. Further opportunities for paired peer-assessment and polishing. 	<ul style="list-style-type: none"> Subject-specific spellings picked up in marking. Pink/Green comments celebrate learning. All work is acknowledged with a tick or initials Further opportunities for paired peer-assessment and polishing. Misconceptions are addressed before the next lesson and moving on comments are used as appropriate to the task 	<ul style="list-style-type: none"> Subject-specific spellings picked up in marking. Pink comments celebrate learning. All work is acknowledged with a tick or initials Further opportunities for paired peer-assessment and polishing. Misconceptions are addressed before the next lesson and moving on comments are used as appropriate to the task



Progression in Marking at West Hove Infants and Hove Juniors

Art & D&T

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| <ul style="list-style-type: none"> • Verbal feedback given using the language of the marking colours. • Introduction to whole-class peer-assessment and suggestions for 'polishing'. | <ul style="list-style-type: none"> • Photographs and artwork demonstrate learning in books. • Marking boxes incorporating 'Working Towards, Working At and Greater Depth' success criteria introduced for self- and teacher assessment. • Introduction of paired peer-assessment and polishing. | <ul style="list-style-type: none"> • Photographs and artwork demonstrate learning in books. • Marking boxes incorporating 'Working Towards, Working At and Greater Depth' success criteria introduced for self- and teacher assessment. • Further opportunities for paired peer-assessment and polishing. | <ul style="list-style-type: none"> • Photographs and artwork demonstrate learning in books. • Pink/Green comments celebrate learning. • Further opportunities for paired peer-assessment and polishing. • All work is acknowledged with a tick or initials | <ul style="list-style-type: none"> • Photographs and artwork demonstrate learning in books. • Pink/Green comments celebrate learning. • Further opportunities for paired peer-assessment and polishing. • All work is acknowledged with a tick or initials |
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Appendix 3: Feedback examples

I am learning to compare the suitability of different materials. WB 15.11.21

Materials (nouns)		Properties	
wood	metal	hard	stretchy
plastic	glass	shiny	rough
fabric	brick	transparent	waterproof
rubber		opaque	not waterproof

Draw a superhero outfit including a cape, goggles and waterproof boots.

What material is your cape made of?
cotton.

Why did you choose this material?
Because it is good for the environment.

What material are your goggles made of?
plastic.

Why did you choose this material?
Because it is clear.

What material are your boots made of?
rubber.

Why did you choose this material?
Because it is waterproof.

Give a reason why glass would be a good choice of material for goggles.
Because it is strong.

Give a reason why glass may not be a good choice of material for goggles.
Because it can shatter and hurt eyes.

Success Criteria	✓	✗
I can identify different materials.	✓	
I can compare properties of materials.	✓	
I can suggest why a material may not be suitable.	✓	

eyes

I need a brave and strong superhero to save the world.

I need someone who is not afraid.

A hero who is smart and you will need a laser and ropes and lassos!

A * A!

afraid

afraid

afraid

afraid

Save

What went well	What we can improve on as a class
<p>Everyone is really trying to use fronted adverbials.</p> <p>Exciting adjectives and interesting verbs</p> <p>Some of us are remembering a comma after a fronted adverbial.</p> <p>I can imagine the scene in my mind!</p>	<ul style="list-style-type: none"> Avoid making your sentences too long. Remembering capital letters and full stops for every sentence. Use a capital letter for proper nouns (places and people).
Fabulous sentences from 4 Amber writers	Editing tasks
<p>Tranio's eyes flickered from shop to shop. Rory</p> <p>In the streets below, Tranio heard tradesmen selling their expensive jewellery. Dylan</p> <p>Beyond the massive city walls, Pompeii's greatest protector stood. Chloe</p>	<ul style="list-style-type: none"> Read your writing aloud. Can you spot mistakes and correct them? Where have you forgotten to use a comma after a fronted adverbial? Use the adverbial word bank to help you write some extra sentences.

1. What went well:

- So many interesting facts...they were a joy to read
- Use of the Edit Page is really improving!
- Great use of brackets to add extra information to sentences

2. Things to edit and improve:

- Capital letters for place names
- Missing question marks for rhetorical questions
- Use Pop Out Practice for words you weren't sure on
- Remember the Word of the Week

Quadrant Feedback

10.11.21.

3. Excellent work from:

- William: The day became night and flashes of volcanic lightning hit the mountain hard.
- Molly: Pompeii was a modern and exciting city.
- Monica: people thought Mt. Vesuvius was a big friendly giant (BFG).

4. Moving on tasks:

- Introduce your next paragraph with a topic sentence.
- Try to UPLEVEL a sentence from your paragraph (write it out on the Edit Page with improvements)

Appendix 4: Edit Page Progression

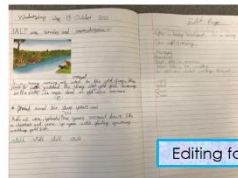
Edit Page Progression KS2: Y3



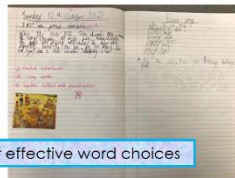
Use of working wall to reinforce how to use edit page

Collecting vocabulary in the build-up and using when writing

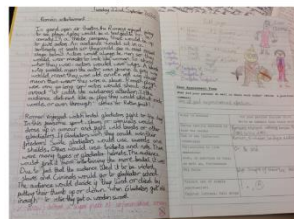
Link to spelling focus



Editing for effective word choices

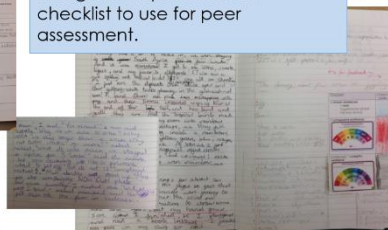


Edit Page Progression KS2 - Year 4

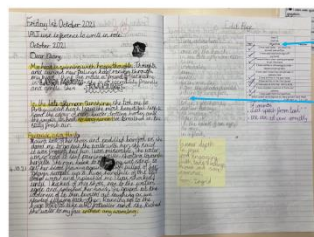


Roman Entertainment - Pop out practise to improve spelling alongside steps to success checklist to use for peer assessment.

Ship's log - Use of edit page to re-write a chosen paragraph in purple pen after receiving feedback.

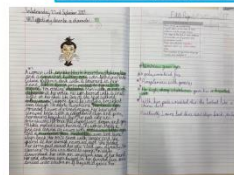


Edit Page Progression KS2: Y5



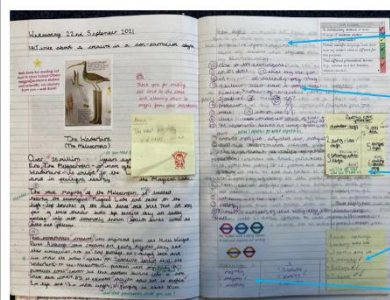
Clear understanding of 'what we need to check' for in writing

Pencils shows independent editing as they write. Focus of improving word choices (e.g. verbs/adjectives).



Purple pen indicates response to feedback, with clear asterisks

Edit Page Progression KS2: Y6



Clear understanding of purpose of writing

Finding grammar focus (e.g noun phrases/verbs) and triple and trying them on edit page

Drawing on the author's style from the core text and the child's own reading

Understanding of current spelling focus and attention to it in editing

Pop-out practise spelling

https://docs.google.com/presentation/d/1t3V0sPZPL3_GJE1jUO2IYZawgiYWb-ew/edit#slide=id.p1

Appendix 5: Marking Bookmarks

WEST HOVE INFANT SCHOOL	
Reception Marking Bookmark	
Green = Great Orange = On the way	
Punctuation	⊙ ? ! ☞
Capital letters (ABCDEFGHIJKLMNOPQRSTUVWXYZ)	A
Finger spaces (Spaces between words.)	9
Adjectives (small, big, happy, sad)	☆
Target	⊙
Busy bee words	8
Letter formation	1
Sound it out	₹
Read and check	📖
Insert	✓
Unaided	Ⓛ
Support	Ⓢ
Independent	Ⓜ

WEST HOVE INFANT SCHOOL	
Year 1 Marking Bookmark	
Green = Great Orange = On the way	
Punctuation	⊙ ? ! ☞
Capital letters (ABCDEFGHIJKLMNOPQRSTUVWXYZ)	A
Finger spaces (Spaces between words.)	9
Adjectives (small, big, happy, sad)	☆
Target	⊙
Cursive	abc
Conjunctions (and, but, so, or, because)	Ⓜ
Sound it out	₹
Writing on the line	↓
Super starter (Amazingly, Once, After that)	SS
Powerful verbs (shouted, zooms, rushing)	PV
Read and check	📖
Spelling	~~~~~
Insert	✓
Support	Ⓢ
Independent	Ⓜ

WEST HOVE INFANT SCHOOL	
Y2 Marking Bookmark	
Green = Great Orange = On the way	
Punctuation	⊙ ? ! ☞
Capital Letters (ABCDEFGHIJKLMNOPQRSTUVWXYZ)	A
Finger Spaces (Spaces between words.)	9
Adjectives (great, pretty, beautiful)	☆
Powerful Verbs (rushed, screaming, shouts)	PV
Super Starters (Amazingly, Once, While)	SS
Cursive	abc
On the line	↓
Spelling (Practise 3 times)	~~~~~
Noun Phrases (some big, green monsters.)	☆
Adverbs (Happily, quickly, yesterday)	ly
Co-ordinating Conjunctions (and, or, but)	Ⓜ
Subordinating Conjunctions (when, if, that, because)	Ⓜ+
Insert	✓
Target	⊙

Appendix 6: Targets

My Money Targets:



To combine amounts to make a total.

☐

To find different ways to make the same total.

☐

To solve problems, including change.

☐

My Conjunction Targets:



1. To use 'and', 'but' and 'or'

☐

2. To use 'when', 'if', 'that' and because'


☐

3. To start sentences with +

☐

Appendix 7: Self- and Peer-Assessment

MR. TOP TIPS



Editing tips...

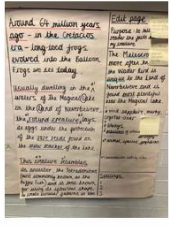
10 MIN

Editing station carousel

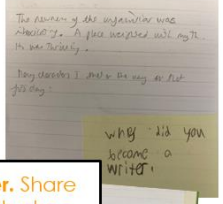
Editing Stations

- Punctuation Point
- Vocabulary Valley
- Spelling Square
- Grammar Garden


Teacher models by editing modelled writing - with edit page (or use visualiser)



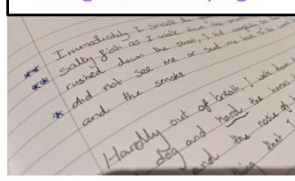
Show you are a writer. Share your draft writing with chn - scribbles and all!




Listen to peers and **maggie words/phrases** to add to edit pages.



Numbered asterisks in the margin and edit page



Strips of lined paper over sentences or paragraphs



Quadrant feedback - keep it simple/short/focussed

