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Assessment for learning – where the first priority is to promote learning

"**Assessment for learning** is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there"

Assessment for learning is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). It is not an add-on or a project; it is central to effective teaching and learning.

Aims for AfL
- Every child knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement.
- Every teacher is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential.
- Our school has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress.
- For parents and carers to know how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

Day to Day Assessment
- Learning objectives and accompanying success criteria made explicit and shared with pupils
- Peer and self-assessment in use
- Pupils engaged in their learning and given immediate feedback

Cautionary note our Marking and feedback Policy is a part of Assessment for Learning in the school. Without these underlying principles, marking and feedback become mechanistic activities and we lose sight of why we are placing such a priority on 'marking books' or talking with children about their work.

This policy aims
To give clear whole school guidance about the rationale, principles, strategies and expectations of effective marking and feedback at Hawthorn Tree Primary School, so that there is a *consistent and understood approach across the school* which promotes accelerates learning. The policy aims;
- To ensure that marking and feedback is systematic and detailed, and carefully follows the guidelines outlined, ensuring consistency in practice and expectation.
- To set out our expectations for high quality but manageable feedback and marking, which provides children with individual guidance on how to improve their work on a regular basis
- To ensure that effective learning results from feedback and marking
- To give teachers, teaching assistants the skills to provide effective feedback and marking and to set out the expectation that children should be involved in assessing their own, and others' work on a regular basis.

This policy is in conjunction with our policies: Learning and Teaching, SEN and Inclusion & Assessment.

Research has shown that:

- Children believe that the main purpose of marking is for the teacher to find out what they have got right or wrong.
- Children are rarely given time to read comments.
- Children often cannot understand or read comments.
- Children are rarely given time to make any improvements.

Marking and feedback are important because;
Feedback is information given to the child relative to learning goals and accompanying success criteria. When it is written, it is often referred to as marking.
The Education Endowment Foundation (EEF) Toolkit contains analysis of a wide range of interventions in education and *shows that feedback was the most effective*.

Pupils receiving high quality feedback make, on average, eight months more progress over the course of the year compared to another class of pupils that was performing at the same level at the start of the year. Quality feedback is a highly effective and low cost intervention. However, providing effective feedback is challenging and this policy aims to set out expectations and provide support and guidance to teachers and teaching assistants.

Marking is vitally important as it forms a part of the learning, teaching and assessment cycle. If marking is done well it has two functions: it provides an assessment record for the teacher and it provides good quality feedback to the child.

Marking should be selective, formative, effective and reflective' and close the gap between the work children have done originally and a higher level of work suggested by the feedback they receive.

Marking should be focused, modelled, targeted, actioned. Time should be dedicated by children in lessons to improving their work:
Dedicated Improvement and Reflection Time (DIRT).

The Purpose of our Marking and Feedback
- To have a positive impact on learning by identifying areas of strength and the next steps/areas to work on
- To add a challenge that will involve some real and identifiable progression
- To enable a regular dialogue between the teacher and child (feedback from the child to the teacher as well as the teacher to the child)
- To give a clear picture of how far a child has achieved the learning objective and accompanying success criteria.
- To identify common and individual needs to inform planning
- To empower children in self-assessment and peer assessment

Marking Principles
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular.
- Be manageable for staff
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content whilst supporting english across the school.
- Be consistently followed by teachers and Teaching Assistants across the school

- Use the agreed Marking Code (See Appendices) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

How can we improve our marking?
Here are my three principles of effective marking: it must be *timely*, *regular* and *actionable.*

1. Feedback must be *timely* otherwise by the time they get it back, pupils will have forgotten all about it. Marking must be given back by the next lesson after the work was done.
2. Feedback must be *regular*, because the more often pupils get quality feedback, the more they'll understand how to improve. For instance, pupils who get effective feedback once a week are likely to learn more than those who only get feedback once every two weeks. So what about pupils who get feedback every lesson…?
3. Feedback must be *actionable*, so that pupils can immediately put into practice the advice and guidance they are given on how to improve, and because otherwise, the feedback can get ignored.

We need to be able to answer these questions
- Why do you mark children's work?
- What do you write?
- How clear is the feedback that you give the pupils through your marking?
- Can the children read your writing?
- Can the children understand your comments?
- Do you allow time for the children to respond to your comments?
- Do the children use comments of their own to improve their work?
- Is marking used to improve performance and inform future planning?

Definitions: *(refer to Appendix 1)*
A **learning objective or intention** describes what pupils should be able to know, understand or be able to do by the end of a lesson or a series of lessons

Success criteria describe the features that will provide the evidence of having met the learning intention.

Procedures

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups, non negotiables, marking ladders, layered targets, etc. as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

Expectations of marking and feedback
Marking and feedback will:
- Science and foundation subjects will be marked weekly/as required for assessment purposes.
- Written feedback will follow the marking code for English and Maths. See marking code.
- ***Verbal feedback will be indicated with a stamp or 'VF':***

- Improvement prompts will be written in English and Maths in order to improve a skill that will support the child to close the gap in their leaning, develop their learning and extend their learning.
- Marking and feedback will be consistent across the school.
- There will be sufficient time built in the lessons to read, reflect and respond to verbal feedback or marking, acting on improvements prompts.

Adults (Teachers and TAs) should ensure that:
- Everything they write in or on a child's books/work should be written in complete, correctly punctuated sentences, all letters (upper and lower case) should be correctly formed in the school's handwriting style, to model their formation to children

- Everything handwritten should be easy for children to read and understand. For younger children or children with SEN, when the feedback is read to them, it should be easy for the child to understand and respond to.

- Children are given time to regularly read and respond to comments.

Children should:
- Take pride and care in the presentation of their books reflecting the high standard that is expected, never graffiti, doodle or scribble on or in books,
- Take time to correct and finish off work where appropriate
- Cross out mistakes using a pencil / pen and ruler with one straight line
- Use quality writing equipment as appropriate (eg sharp pencil, writing pen)
- Use pencil for drawings or diagrams and pencil crayons for colouring. Felt tips should not be used in books
- Write the date and Learning Objective/title at the beginning of each piece of recorded learning. Younger and less able pupils will be supported to establish these routines (Los may be glued into books).
- Be given time to regularly read and respond to the comments made by adults in their books
- Children should be encouraged, on a regular basis, to comment on their own work so they can judge for themselves how well they are doing. This enables them to recognise their own levels of success and what they need to do to achieve more.
- Best practice in marking gives children regular, meaningful opportunities to respond to feedback, comment on whether they feel they have achieved the Learning Objective or met one of their own personal targets. Children should also be taught how to assess their own work and that of other children in the class.

Effective Marking and Feedback Strategies

Strategies for making Marking manageable
Marking can be very time consuming but it is an essential part of personalising and accelerating pupil attainment and progress. Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable;

- Plan which pieces of work will be marked in depth (it is not expected that all work for all pupils will be marked in depth).
- Some pieces of work can be marked with the whole class
- Peer marking which has been modelled and taught to children.
- Balance 'active' teaching time with time when pupils can work with increased independence, facilitating marking time with the children present.

Marking As Feedback
Feedback is a combination of specifying attainment and improvement on previous work and setting targets for future development (Closing The Gap question). It can take place either individually, in a group or the

whole class. Whenever possible, marking and feedback should be shared with the child by either the teacher or teaching assistant. This will be noted in the child's book by VF.

The following strategies can be used to mark, assess and provide feedback.

1. **Verbal Feedback**

   This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

2. **Success Criteria Ladders**

   Success Criteria ladders can be used in all subjects, especially at the end of a unit of work or after an extended written task. Ladders may include columns for self/peer assessment and teacher assessment or making reference to examples in their own work. These should be differentiated where appropriate. Example for older children:

Success Criteria ladder		
Pupil	Learning Objective: To practice writing a formal letter	Teacher
	1. First paragraph: explain what your letter is about	
	2. Use at least 2 different connectives	
	3. Include no more than 2 rhetorical questions	
	4. In the last paragraph, summarise your main points and demand compensation	

3. **Peer Marking**

   From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed (See Appendix 2), such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different colour pencil, which is then initialled.

4. **Quality Feedback Comments**

   Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. 'Correct' work is highlighted in green and areas for development are highlighted in purple, with a corresponding written prompt. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.
   Useful "Closing the Gap" comments are:

   - A *reminder prompt* – e.g. *"What else could you say here?"*

- A **scaffolded prompt**- e.g. "What was the dog's tail doing?", "The dog was angry so he…", "Describe the expression on the dog's face".

- An **example prompt** – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"

Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

The Use of Praise in Feedback
Counterintuitively …….cautionary note.
Praise is a very important part of teaching. Reward is more effective than punishment, and all children are pleased to receive praise when they deserve it, but there are a number of issues when praise and feedback are used together. Research (Dweck 2000), (Hattie 2012) has shown that feedback with praise has a lower impact on learning than feedback without praise.
"Praise the students and make them feel welcomed to your class and worthwhile as learners, but if you wish to make a major difference to learning, learning, leave praise out of feedback about learning".

Early Years Foundation Stage
Children in the Foundation Stage will receive continuous feedback and next steps in the form of:
- Verbal comments that recognise achievements
- Photographs to show success and achievements – these will be displayed around the classroom as well as entered into the child's Learning Journey.
- Children will have continuous access to their achievements in their Learning journey.
- Written comments will be used in the children's books/folders, where next steps will be identified.
- Teachers and adults in EYFS focus on giving verbal feedback to the children, but may write a comment with the child.

Equal Opportunities:
The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Specific Guidance
The appendices in this policy are provided to prompt and guide teachers when marking books. The Marking Codes should be used across the school. Further appendices give information on the types of comments that should be used or avoided, as well as guidance on how to develop self and peer assessments.

Appendix 1.

Learning intentions, activities and success criteria: definitions

Learning intentions or objectives ...outline what the children are going to learn.
Success criteria demonstrate how pupils can meet the learning intention

- Learning intentions (or objectives) outline what pupils are going to learn
- Success criteria demonstrate how pupils can meet the learning intention
- Learning activities are what pupils actually do to meet the learning intention

Learning Objectives

Learning Objectives are written in child-friendly language. They should be shared with pupils at the beginning of a lesson.

There are 3 main types of learning intention:

1. Skills (to be able to...)
2. Concepts (to understand...)
3. Knowledge (to know...)

Learning Objectives should not be muddled with the context of a lesson.

For example, 'to list what a pet needs to remain healthy' muddles the learning intention and the context.

'To be able to make a list' is the learning intention, while 'a healthy pet' is the context. They should remain separate.

Success criteria

Success criteria suggest ways to achieve a learning intention. They are like a recipe of ingredients which, when put together, will meet the learning intention.

Success criteria should be generic for all pupils with access to the same learning intention. Pupils could be involved in the writing of success criteria, to give them ownership.

Success criteria should be arranged a hierarchy of steps to success from easiest to most difficult (must, should, could) in an upwards ascending order.

The difference between learning objectives and learning activities

The learning objective is what students will learn rather than what they will do.

The teacher knows why the students are engaged in a particular activity, but the students are not always able to differentiate between the activity and the learning that it is meant to promote. A carefully framed learning intention will direct students' attention to the learning.

The learning intention emphasises what the students will *learn*, rather than what they will *do*.

The learning objective could also be called the learning intention or goal. The terminology is not important, but the purpose certainly is.

When pupils are informed about the learning objective, they will be more likely to focus on the purpose of the activity rather than simply completing the activity.

Sometimes the teacher makes the learning objective explicit before the activity or unit. Sometimes the learning objective is drawn out later.

Learning objectives and success criteria in action

Examples of learning objectives and success criteria.

Reception (numeracy): farm animals

Learning intention: to be able to count a set of objects reliably

Success criteria:

- Count one by one
- Move each animal as you count it
- Put the animals in a line to check accuracy

Year 2 (literacy): making jelly

Learning objective: to be able to write instructions

Success criteria

- Write everything in the correct order
- Use bullet points, numbers
- Use a verb to start each sentence
- Use a given scaffold sheet in the process

Year 5 (literacy): The Jungle Book

Learning objective: to write complex sentences

Success criteria:

- Use appropriate connectives
- Include main and subordinate clauses
- Vary the position of the sub-clause for effect

Appendix 2

Our Agreement on Marking Partnerships

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.

- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.

- Tell our partner the good things we see in their work.

- Listen to our partners advice because we are trying to help each other do better in our work.

- Look for a way to help our partner achieve the learning objective with more success.

- Try to make our suggestions as clear as possible.

- Try to make our suggestions positive.

- Get our partners to talk about what they tried to achieve in their work.

- Be fair to our partner and respect their work. We will not talk about their work when they are not there because we wouldn't want them to do it to us and it wouldn't be fair.

Appendix 3

Pupil Self-Evaluation Prompts
Self-evaluation is rooted in good practice. To encourage children to evaluate their learning they may need prompts. For example:

- I have learned to _____
- I found out that _____
- I have got better at _____because I can now _____
- My _____is improving because _____
- I enjoyed this work because _____
- My work is good because _____ but I could make it even better by _____
- I'm proud of this work because _____
- I get mixed up when I try to _____I need help with this.
- I found this hard because I don't know how to _____
- I needed to use _____to help me.
- I found this work hard. It would help me if _____

Appendix 4

Turning Vague Feedback into Specific Feedback
Effective feedback needs to be specific and should guide the child in order that they
can improve. Overly general feedback can easily be turned into more specific,
helpful feedback by thinking through exactly what the child needs to do.
Examples as follows.

Be more careful with your presentation.	*Underline your headings and leave a line space between each section in your writing.*
Improve these sentences.	*Try to turn two or three of your short sentences into one sentence by using connectives.*
Use adjectives/interesting vocabulary.	*Can you think of 3 different words to describe the house/wolf etc*
Punctuation.	*You must use a capital letter at the start of a sentence/for the names of people and places.*
This is a very long sentence.	*Re-read this sentence. Can you turn it into 2 or 3 sentences by adding full stops?*
Form your letters/numbers properly.	*Be careful with how you write the letter d. It should start like this…*
Remember full stops.	*Read your work from * to *. There should be two full stops – can you work out where they should go?*

Appendix 5
Marking code at Hawthorn Tree Primary School
English

- The learning objective is written or displayed in the children's books. Success criteria are set in English, Maths and foundation books listing the skills to succeed the learning objective. The skills on the success criteria will be differentiated.

- The teacher will share the learning objective and success criteria with the children. *During the lesson or at the end the teacher will tick the learning objectives to indicate the learning objective has been met*.

- *The success criteria will be self-assessed* by the children through verbal feedback, this may be completed by a dialogue between the teacher, teaching assistant and the children or with peers. Or marking the success criteria with the children. **Sa**

- **Sp** in the margin indicates a spelling error. This will be corrected by the teacher and written three times by the child correctly. Where appropriate, the child will look up the correct spelling in the dictionary and write the spelling three times.

- Also, time will be set in lessons to learn misspelt words.

- ↑ (purple), An arrow indicates an improvement prompt. In English improvement prompts can be written in the form of a:

   Reminder prompt:
   This reminds the child to use a skill that the teacher has taught them:
   e.g. Can you write the plural of child?
   e.g. Edit this sentence with inverted commas.
   e.g. Can you think of another word/synonym for 'said'.

   Scaffold prompt:
   This gives the child the opportunity to edit their writing.
   e.g. Can you write this sentence again with the conjunction whilst.
   e.g. Can you change the adjective to a simile to describe the character.

   Example prompt:
   This can enhance the child's writing by modelling the use of a skill.
   Can you add action to the speech in your piece of writing.
   The teacher writes the example:
   Gently, Ella crouched down, cupped her hands to her mouth and whispered, "Everything is going to be alright, I promise."

   The teacher then writes: Write an example of speech and action.

- When a children are assessed at 2c (*new assessment system to be added*) or above, children will self- assess their work using a marking ladder. This will be shared with the children at the beginning or an end of unit piece of writing. The making ladder shares the skills needed in writing to make it a successful piece of writing. As the children write and at the end of the piece of writing, the children will assess whether they are able to apply the skills set in the marking ladders. Verbal feedback with teachers/ teaching assistants will enable the child to assess these skills. The children and the teacher will tick each skill on the marking ladder and the children will evidence the skill in their writing using a coloured crayon **(colour??)**

- Whenever possible, marking and feedback should be shared with the child by either the teacher or teaching assistant. ***This will be noted in the child's book by VF***.

Expectations of Marking

The marking should be related to the learning objective, although other aspects of the learning may be commented upon. All work should be marked and comments should be brief and focussed. Any adult's writing should be a good example to the children e.g. legible to a child, joined where appropriate, correct letter and number formation, correct spellings, punctuation etc.

- ***When marking, supply teachers should record the S symbol for supply and their initials after marking***.
- When marking writing, ***Teaching Assistants should record the TA symbol and their initials***.
- Rewards, such as stickers and team points should be used to celebrate success and good effort.
- Time must be allowed for the children to read and action there corrections or complete the Closing the Gap tasks.
- ***Children should initial after comments to show they have read them either independently or with adult support.***
- Consideration will be given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.

Appendix 5 Marking code at Hawthorn Tree Primary School   English/ Phonics
Early Years Foundation Stage

✔ **green**	During the lesson or at the end the teacher will tick the learning objectives to indicate the learning objective has been met & a feedback comment.
Sp green	Sp in the margin indicates a spelling error. This will be corrected by the teacher and written three times by the child correctly (more able children towards the end of EYFS tricky words)
↑ (purple),	An arrow indicates an improvement prompt which may be a; Reminder prompt: a Scaffold prompt: or an Example prompt. EYFS underline in purple as an improvement prompt correction next to the upwards purple arrow
VF green Frog symbol stamper 	Whenever possible, marking and feedback should be shared with the child by either the teacher or teaching assistant.
S in a circle	Child had support
🔴	Children self-assessment Red for recap. I need to recap ….
🟡	Children self-assessment Yellow for ok I can… with some support

	Children self-assessment Green for go I can … independently
'Pedagog' designed EYFS/ KS1 stamps	KS1 use an agreed range of stamps for feedback to children.
'Pedagog' designed EYFS Phonics stampers	
LO	EYFS use Learning Objective and either write it in books or say it verbally in more practical maths activities. EYFS use Success criteria in verbal form.
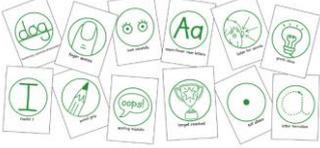
Appendix 5 Marking code at Hawthorn Tree Primary School   **English**

KS1

Teacher use of green means something done well meeting SC and LO. Use of purple means corrections or improvements are needed.

✔ green tick	During the lesson or at the end the teacher will tick the learning objectives to indicate the learning objective has been met.
Sp	Sp at the bottom of the piece of work spelling to be corrected underlined in child's work this will be shown by the teacher and written three times by the child correctly. Where appropriate (more able), the child will look up the correct spelling in the dictionary and write the spelling three times.
↑ (purple),	An arrow indicates an improvement prompt which may be a; Reminder prompt: a Scaffold prompt: or an example prompt:
VF	Whenever possible, marking and feedback should be shared with the child by either the teacher or teaching assistant. ***This will be noted in the child's book by VF***.
S (initial)	When marking, supply teachers should record the S symbol for supply and their initials after marking.
Childs name in pencil	Children should initial after comments to show they have read them either independently or with adult support.
S in a circle	Shows child has adult support during the piece of work.
^ Inverted triangle ^ Inverted triangle	Word missed out Need to add something/adjective to improve sentence.
✔✔ green tick	Shows an example of ambitious vocabulary used by the child.
Child self assesses, **circles** in	This could be to indicate good use of vocabulary (connectives/ openers/

choice of coloured pencil	ambitious vocabulary)
Child self assesses and corrects in a chose of coloured pencil	Child self assesses for example capital letters/ proper nouns.
With learning objective	**Children self-assessment** Red for recap. I need to recap …. Yellow for ok I can… with some support Green for go I can … independently If TA/ teacher agree with child self assessement corresponding face ticked in green. If don't agree TA/ teacher circle the face that feel reflects the child learning.
'Pedagog' designed KS1 stamps	KS1 use an agreed range of stamps for feedback to children. This code is fixed in the back of books for children who are using it.
Self-assessment of success criteria	Children choose to colour the face which shows how well they have met the Success criteria Met/ nearly met/ unmet

Appendix 5 Marking code at Hawthorn Tree Primary School   English
KS2

✔ green	During the lesson or at the end the teacher will tick the learning objectives to indicate the learning objective has been met.
Sp green	Sp in the margin indicates a spelling error. This will be corrected by the teacher and written three times by the child correctly. Where appropriate, the child will look up the correct spelling in the dictionary and write the spelling three times.
↑ (purple),	An arrow indicates an improvement prompt which may be a: Reminder prompt, a Scaffold prompt or an Example prompt. Teacher/ TA informs child in purple writing.
✔ self assessement 		LO	
---	---	---
Pupil	SC	Teacher
	SC	
	SC	
I would improve ….				Children will self- assess their work using a marking ladder. This will be shared with the children at the beginning or an end of unit piece of writing. The making ladder shares the skills needed in writing to make it a successful piece of writing. As the children write and at the end of the piece of writing, the children will assess whether they are able to apply the skills set in the marking ladders. Verbal feedback with teachers/ teaching assistants will enable the child to assess these skills. The children and the teacher will tick each skill on the marking ladder and the children will evidence the skill in their writing using a blue pen/ crayon.
VF green	Whenever possible, marking and feedback should be shared with the

(Verbal feedback given.)	child by either the teacher or teaching assistant. ***This will be noted in the child's book by VF***.
S green (initial)	When marking, supply teachers should record the S symbol for supply and their initials after marking.
TA green (initial)	When marking writing, Teaching Assistants should record the TA symbol and their initials.
Child's initials	Children should initial after comments to show they have read them either independently or with adult support.
Self-assessment Child colours LO 'O' in Code red/ amber/ green	Self-assessment Green achieved/ amber almost but not fully/ red not achieved
Self-assessment Chart back of book. 'I can assess my writing. Level …	Self-assessment Child highlights areas achieved. Teacher/ TA verifies with date.
Child response to marking	Clearly identified, use of different colour (orange or pink)

Appendix 5 Marking code at Hawthorn Tree Primary School   **Maths**

Marked in green pencil	Self and peer marking
✓	Answer is correct (marked in green)
✓c	Answer incorrect, c next to answers that are to be corrected (marked in green)
↑	Improvement prompt in purple If up to 4 calculations when skill is being practiced are incorrect, teacher writes 2 of these for child to correct using upward arrow next to the calculation.
↑ CQ	Challenge question in purple – a challenge question to be set for those who have no corrections
↑ FS	Further support – this may be in the form of TA support during the next lesson or intervention outside of the maths lesson.
RQ (KS2)	Read the question carefully
O (KS2)	Choice of operation error
WO (KS2)	Working out error
PV (KS2)	Place value error
VF (KS1 and 2)	Verbal feedback
With learning objective 🔴 🟠 🟢	**Children self-assessment** Red for recap. I need to recap …. Yellow for ok I can… with some support Green for go I can … independently If TA/ teacher agree with child self assessement corresponding face ticked in green. If don't agree TA/ teacher circle the face that feel reflects the child learning.

Work to be peer or self-marked after 5-10 min to all self-assessment and teachers/TA to intervene. This should be *completed in green pencil*

Aims of marking in Maths
- To show that we value the children's work encourage them to value it too
- To feedback to children on performance, supporting their progressive development
- To provide an assessment record.

Appendix 5 Marking code at Hawthorn Tree Primary School
Read Write Inc

Verbal feedback is given in Read Write Inc throughout every session, both individually and to the group.

Green highlighter	During the lesson or at the end the teacher will highlight words/phrases in green to indicate areas of success (e.g. words/phrases to show good use of language, accurate use of phonics to spell, accurate punctuation).
Purple highlighter	During the lesson or at the end the teacher will highlight in purple to indicate areas requiring improvement (e.g. missing capital letters/full stops, spelling choices that need correcting).
Sp	Sp at the bottom of the piece of work spelling to be corrected underlined in child's work this will be shown by the teacher and written three times by the child correctly. Where appropriate (more able), the child will look up the correct spelling in the dictionary and write the spelling three times.
^ Inverted triangle or ____ purple line	Need to add something/adjective to improve sentence. This may have a target alongside to offer an improvement prompt.
↑ (purple),	An arrow indicates an improvement prompt which may be a; Reminder prompt: a Scaffold prompt: or an example prompt. This may be linked to the purple highlighted word/phrase, inverted triangle or purple line to support a child in making appropriate improvements.
S in a circle	Shows child has adult support during the piece of work (this may be at the bottom to show support was given throughout, or alongside a particular improvement to indicate the child required support to edit/improve their work)
Child self assesses hold a sentence using a coloured pencil	Child self assesses hold a sentence by ticking and correcting each word in a coloured pencil.
'Pedagog' designed KS1 stamps	KS1 use an agreed range of stamps for feedback to children.

Hawthorn Tree Primary School v3 Feb 2015

Marking framework for Read Write Inc (RWInc)

Children mark their own hold a sentences (from year 1) by ticking with a coloured crayon.
Marking stamps can then be used by an adult/with the child if appropriate to highlight one 'green tick' and one 'purple target' which the children can reflect on/act upon where necessary with their partner at the beginning of the next session.
For the other writing in the get writing books adults will circulate around the children whilst they are working with a green and purple highlighter pen.
Highlight green to show successes e.g.
- words/phrases to show good use of language
- accurate use of phonics to spell
- accurate punctuation.

Highlight purple to show areas that need improvement e.g.

- missing capital letters/full stops.
- Spelling choices that need correcting
- A line to insert a missing word or where detail may be added (a word may be needed here to explain what this is for e.g. adjective, connective, time word etc.)

Using the highlighters can be done throughout the lesson, and therefore for each word/grapheme/punctuation mark you highlight you can briefly explain why you have highlighted it/what needs improving, so children are getting instant feedback and can improve their work immediately.

You may not get around all children within the lesson (or you may highlight the first part but not get chance to highlight the final part of their work) but you can highlight the work after the lesson and give improvement prompts to be looked at at the beginning of the next lesson.

The hope is that by using highlighters and marking during the lesson, you no longer need to do a green and purple comment, although on occasion you may feel it is necessary to write a short comment (particularly if the improvement prompt is not obvious simply by highlighting).

The purple pen can still be used to give targets, an arrow followed by e.g.

- sp for spelling followed by the word to be practised
- a letter to be practised
- check your sentence makes sense
- check punctuation
- add an adjective
- extend your sentence

Once improvements have been made (next to/above the purple highlighted area), these can be ticked in green to show they have corrected the error and you have acknowledged this.

You can, if you wish, use the target stampers again for their writing where appropriate.

I have included examples of the marking in books for orange group.

To improve our feedback response time, the first five minutes of every lesson should be spent looking back at previous work. Children can discuss with a talking partner what their successes and improvements were and make improvements/corrections as necessary. Working with a partner should allow children time to verbalise their strengths/weaknesses and partners can help make corrections as necessary (training them to support each other rather than always needing you!). During this time you can circulate and support children with any corrections they are struggling with.