

HOWITT PRIMARY COMMUNITY SCHOOL

(Part of Embark Academy Trust)



The Feedback and Assessment Policy **May 2022**

Howitt Primary Community School Feedback and Assessment Policy May 2022



Assessment

Assessment is an essential part of effective teaching and learning. It offers all pupils an opportunity to show what they know, what they understand and what they can do. It plays an integral part in teachers' planning, informs next steps, identifies a need for additional support, measures progress and celebrates success.

This policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) toolkit 2016. The DfE's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to written marking which can provide effective feedback in line with EEF's recommendations and those of the DfE's expert group.

As a school, we believe that feedback should promote a culture of success and must empower pupils to take responsibility for improving their own work.

Feedback

We believe feedback should be an ongoing learning experience for the pupils throughout all lessons. When they are given feedback, (from their teacher or their peers) they have the opportunity to recognise their achievements and clearly understand the next steps in learning and can respond appropriately. *'Effective feedback can potentially add nine months to a pupil's progress'* – Professor Steve Higgins of Durham University.

Aims

This policy aims to provide a consistent approach to assessment and feedback across the school. Its main purpose is to raise standards, recognise a breadth of achievement and ensure that all pupils achieve their best and their full potential. When assessing, we recognise the individuality of all pupils and recognise that praise and success are great motivators in the learning process.

The policy also aims to provide information to inform the school's strategic planning and ensure that pupils know what is expected of them in order to improve learning and to make expected or better progress.

This policy provides a clear and focused menu for effective feedback and an outline of symbols and procedures to be used so that written feedback is focused and purposeful, thereby ensuring that there is maximum impact on learning and progress.

Feedback must be **meaningful, manageable and motivating** and provide a level of **challenge** to pupils in **core and non-core subjects**. The review of the achievement is the key to moving learning forward, whether that is self-review by the pupil, peer review or feedback from an adult. **Live verbal feedback is given as often as possible.**

When and How Feedback is Given

During the task, wherever possible, give immediate **live feedback**, which gives praise, support or probing questioning. This is seen as the most effective form of feedback. Constant live feedback and the use of assessment for learning (AFL) strategies develop the pupils' ability to be constant reviewers of their work and gives opportunities for editing their own work. Teachers and TLAs can review the pupils' understanding during the learning using a mini plenary. The pause can also be an opportunity to address any misconceptions. The pupils can then amend and edit their work in response to the AFL discussions.

After the task and/or at the start of the next lesson, the teacher can provide verbal feedback on misconceptions to the whole class or a group of pupils.

Before the next session, feedback can be given in a written or verbal form.

Following the completion of assessments for the end of unit, topic or the end of term, verbal feedback is given to the pupils (as appropriate for the age and ability of the pupil). This is an opportunity to discuss the next steps in learning for the pupils.

Why we give feedback:

1. The pupils can act on feedback to improve their work as soon as possible so that, during a lesson, learning can be adapted to suit the pupils' needs.
2. To teach pupils to reflect on their work and respond.
3. To promote independence and to develop the pupils' ability to self-reflect and review their own work through teaching them to identify misconceptions.
4. To assess the impact of the learning.
5. To celebrate successful completion of a learning objective.
6. To celebrate positive progress towards successfully completing a learning objective.
7. To give next steps in learning on at least one piece of English and one piece of maths.
8. To make the journey of learning visible for the pupil.
9. To provide opportunities for pupils to respond with their own comments.
10. To use work as a diagnostic tool to assess concepts/skills have been understood/mastered. (This information to be used in future planning).
11. To have opportunities to level work using national criteria and track a pupil's progress.

Live feedback and use of Assessment for Learning Strategies (Learning Objectives and Success Criteria) –

Feedback is most effective when it is given **verbally** during a lesson or in the form of a comment that pupils have to respond to.

Learning Objectives should **not** be written out in full by pupil but reduced to a title,/success criteria which ensures they are clear about the learning intention: e.g. 'To use adjectives effectively' becomes 'Adjectives'.

Where possible, success criteria will be developed with the pupils through discussion of a comparison of several 'good' examples. For display in the room (not copied into books) the success criteria can be written in words or in a simple diagram.

All pupils have the same success criteria but differentiation provides access at different levels.

'**On the move live feedback**' is important through the lesson as the pupils are completing their independent learning tasks.

'On the move live feedback' strategies

- Use **green pen**.
- The working walls are used to support independent learning and pupils are encouraged to refer to them during their learning.
- Ask the pupils questions to check their understanding
- Ask the pupils to reflect on the lesson objective to check understanding.

Written feedback

Who marks work?

- **Teachers** are expected to mark all work they undertake with pupils. **Teachers mark in green pen**. (These can be provided)
- **Teachers** use **S** to indicate a good amount of support has been provided for the pupil to complete the work. A **V** is used to show verbal feedback has been given. **EYFS** to use **I** if the work is independent and so do not use the **S** for supported.
- In maths, **supply teachers** to tick all the work and add their own initials in **green pen** at the end of a piece of marked work. All other work taught by the supply teacher to be ticked at the end and initialed only.
- **Teaching and Learning Assistants (TLAs)**: If TLAs write in any pupil's book i.e. reading log and home school reading record, they write in **black biro**.
- **All work should have some acknowledgement from an adult. However this may be a:**
 - a) **Green pen** to give written praise for effort or the quality of an outcome e.g. comments on how a piece of writing made the reader feel, how certain words are effective, etc.
 - b) **Green ticks above words/parts of the pupils' work** of achieved learning objectives. Two ticks can be used to show amazing use of vocabulary or phrases.
 - c) **Green pen** symbols of where to address errors or develop work are used for some pupils.
 - d) **Green pen** is used for the dot in the margin to indicate a correction is needed.
 - e) **Green pen** is used for examples/demonstrations of a process and next steps.

A **star** in the margin will indicate a positive and meaningful comment.

There should be a next step or challenge given to each pupil at least once a week in English and once a week in maths marking.

See Appendix 1 for the detailed marking process.

ALL comments should be either

- **Specific praise**
- **Example prompts**
- **Scaffold prompts**
- **Extension prompts**

And

- Focused
- Specific
- Written in pupil appropriate language
- Acted upon by the pupil
- Written in the handwriting style of the school.
- Linked to the learning objective of the session or a pupil's ongoing targets rather than trying to correct all mistakes.
- Read to the pupil or time allowed for pupils to read comments themselves (age and ability appropriate).

Wording of feedback examples

Specific praise

- A pupil can be given feedback about what they specifically did well e.g.
I really liked the adjectives xx and xx you used to describe Mr. Brown.
I really like your vocabulary choices.
The pupils could be asked to explain what they have done well so that their work can be celebrated.

Example prompts

- A pupil can be provided with a written example of how to achieve the learning objective through a modelled 'worked example'

Scaffold prompts. (These would usually be given verbally).

- A pupil can be provided with a series of steps to follow to address a misconception or improve their work e.g.
 1. Check the total in the ones column.
 2. Check your spellings in the first sentence.
 3. Make sure that you have used commas.

Challenge and Extension prompts in core and non-core subjects.

A pupil can be asked to explain what they did well or identify a successful feature in their work e.g.

I have used my atlas/research skills to

I have used and as persuasive language for my letter.

A pupil can be asked to improve a piece of work e.g.

Use a thesaurus to improve your vocabulary choices.

Underline the sentence, which has a subordinate clause.

Write a rhetorical question to complete your piece of work Improve your sentence by adding two adjectives.

Add an adjective here (indicate with an arrow)

How did you feel when the house caught on fire?

Write the last sentence again with two adjectives in it.

Rewrite your last sentence using punctuation.

Use an atlas to write about the features of.....

Complete an independent research task to share with your group.

A next step or challenge is indicated with a **green arrow**.

- In mathematics, extension tasks will be given or a **probing question** to extend the pupil's learning.

Pupils' responses

A **purple pen** is used by pupils for improving their work or completing a next step. If a child is writing a whole sentence or more, then they can respond in pen or pencil, whichever they normally use. **If writing in purple pen impedes the presentation of the pupil's work then they should use their own pen or pencil for responding to feedback.**

The pupil's response to marking must be completed before the next lesson.

Self and Peer review time.

The pupils will be taught the process of **self and peer review**.

Pupils are encouraged to independently check their work as an ongoing process:

- using thesauruses to improve their vocabulary/work
- self-marking against success criteria including checklists for extended pieces of writing
- self-marking mathematics using 'worked examples' and answer sheets, then amending errors
- responding to challenges set by their teacher.

Forms of Assessment

Teacher assessment

Assessment is a continuous process and an integral part of everyday teaching and learning activities: opportunities for assessment are incorporated into planning.

Pupils' self-assessment

We encourage the pupils to assess their own work in a variety of ways, dependent on the age of the pupils. For example: smiley faces, ticks, self-reflection, peer-assessment and feedback, the 'thumbs up' approach, self-assessment/peer assessment grids.

Formative assessment

Teachers continually assess learning through observation of pupils. Marking of pupils' work is completed in accordance with the school's feedback and assessment policy. This process encourages self and peer assessment which are believed to be fundamental elements in the assessment process.

Teachers assess in order to plan the next stage in learning, by:

- discussing misconceptions and sharing pupils' own attempts and learning;
- checking understanding;
- reshaping tasks during lessons to meet the needs of pupils;
- ensuring pupils use their targets independently on a daily basis;
- providing evaluative marking which focuses clearly on the learning objectives and gives areas for improvement;
- ensuring support and challenge is provided;
- ongoing AFL feeds into careful and focused planning to address the next steps in learning for the pupils;
- identifying opportunities for peer and self-evaluation.

Assessment for learning (AFL) – Principles

We believe that AFL:

- is part of effective planning;
- focuses on how pupils learn;
- is central to classroom practice;
- is a key professional skill;
- is sensitive and constructive;
- fosters motivation and progress;
- promotes understanding of goals and criteria;
- helps learners know how to improve;
- develops the capacity for self- assessment and peer assessment;
- recognises all education achievement.

AFL- Key characteristics

The key characteristics of AFL are that it:

- is embedded in teaching and learning;
- involves sharing learning goals with learners;
- aims to help pupils to know and recognise the standards for which they are aiming;
- involves pupils in self-assessment and peer assessment;
- provides feedback that leads to pupils recognising their next steps and how to take them;
- is underpinned by the confidence that every pupil can improve;
- involves both teachers and pupils reviewing and reflecting on assessment feedback.

Diagnostic assessment

We use diagnostic assessment to identify pupils' strengths and areas for development. We can then plan for the next steps in their learning to ensure pupils make expected or better progress and achieve their potential.

Staff identify strengths and weaknesses through:

- individual programmes of work;
- IEPs;
- target setting;
- marking and feedback;
- specific activities/tasks;
- focused interventions.

Summative assessment

We believe in using information that leads towards a summary of where pupils are at a point in time. This is an essential tool for identifying progress over time. For example:

- Assessment for specific tasks – at the end of a topic or after teaching a specific skill or concept.
- SATs/standardised assessments/phonics check/EYFS baseline.
- Standardised tests.
- Writing assessment at the end of each term.
- Formal assessments take place at the end of each full term.

The summative assessments inform and support any teacher assessments.

Schedule of Assessment

Progress and attainment data is collected three times a year for every pupil. Disadvantaged pupils and SEND pupils are tracked through a barriers tracking sheet which identifies progress as well as interventions and support undertaken. Assessments take place in order to inform the data. The assessments include summative assessments, formative assessment and monitoring of pupils' books.

Timetable

Most formal assessments are carried out at the end of a term.

EYFS Assessments	
Baseline	Baseline within the first six weeks of starting/ the 2-year-old provision /nursery/ reception.
Mid Point	Midpoint assessment: 2 year olds' check, mid-point for nursery and reception
End of Yr	End of year assessment for the 2 year olds/nursery/reception

Key Stage 1						
	Reading	Writing	Spelling /SPAG	Maths	Science	Topic
Autumn 1 Progress Reviews (starting point)	Phonics review	Writing assessment			End of each unit assessment	Knowledge maps at the start and end of each topic. This will include key questions.
Autumn 2 Progress reviews	NFER Yr 2 Phonics diagnostic Yr 1	Longer writing assessment	NFER Yr 2	NFER Yr 2		
Spring 1	Phonics diagnostic Yr 1					
Spring 2 Progress reviews	NFER Yr 1&2 Phonics review.	Longer writing assessment	NFER Yr 1&2	NFER Yr 1&2		
Summer 1						
Summer 2 Progress reviews	NFER Yr1 SATs Yr 2 Phonics check Yr1 and Yr 2 retakes.	Longer writing assessment	NFER Yr1 SATs Yr 2	NFER Yr 1 SATs Yr 2		

Key Stage 2						
	Reading	Writing	Spelling /SPAG	Maths	Science	Topic
Autumn 1 Progress Reviews (starting point)	Salford Reading				End of each unit assessment	Knowledge maps at the start and end of each topic. This will

Autumn 2 Progress reviews	NFER All Yr Groups	Longer writing assessment	NFER All Yr Groups	NFER R All Yr Groups	include key questions.
Spring 1	Salford Reading (Yr 6 SATs Practice)			(Yr 6 SATs Practice)	
Spring 2 Progress reviews	NFER All Yr Groups	Longer writing assessment	NFER All Yr Groups	NFER All Yr Groups. (Yr 6 SATS Practice)	
Summer 1	Salford Reading				
Summer 2 Progress reviews	NFER Yr3,4 &5 SATs Yr 6	Longer writing assessment	NFER Yr3,4&5 SATs Yr 6	NFER Yr3,4 &5 SATs Yr 6	

Topic work is assessed through the monitoring of the pupils' books, pupil interviews and the knowledge map completed in the pupils' learning journals.

We use a triangulation of data, a review of pupils' books and pupil interviews to gain an overall view of school improvement and next steps.

Whole School Data

Staff keep appropriate records of assessment that informs planning. Teachers enter pupil data onto the school tracker system (Itrack) to monitor progress over time and know whether pupils are on track to make expected or better progress or achieve their potential. The data submitted onto Itrack is reviewed and monitored by Embark's School Improvement Director: Philip Searson.

The data is **analysed** in order to support pupil progress discussions and to review the focused interventions and the impact that they have had, including identified groups of pupils. Subject leaders monitor data for individual subjects. This information feeds into **pupil progress meetings** with teachers, to ensure the best deployment of resources, to ensure that each pupil has the opportunity to achieve their potential and/or make at least expected progress. The data analysis and review meetings also inform the key priorities for school improvement.

Data reports are presented to governors, giving up-to-date information about attainment and progress of cohorts and groups. The senior leadership team (SLT) use comparative data from the local authority, the Embark Trust and national benchmarks to compare the school's attainment and progress for all groups. This forms the reports to governors throughout the year.

A **monitoring schedule** is set up for each term where subject leaders, SLT, governors and teachers take an active role in monitoring progress and attainment, feeding into the next steps.

The school is supported in its school improvement and next steps by the School Improvement Director of Embark, Philip Searson.

Reporting

Parents'/Carers' Meetings

All parents/carers of all pupils are invited to attend two consultations per year (during the autumn and spring terms) in order to discuss their child's progress with the class teacher. School records are used to inform these meetings. Individual Education Plans (IEPs) and any particular concerns, e.g. attendance, are shared at these meetings as well as how parents/carers can support their child's learning. Additional meetings with parents/carers can be arranged.

Written

In line with statutory guidance, parents/carers receive a written report annually in the summer term. Parents/carers of the Reception pupils receive a report in July to explain their child's EYFS level of development. Parents/carers of the Year 1 pupils (and the Year 2 pupil retakes) receive a summary of the phonics screening check and their score. Parents/carers of the Year 2 and Year 6 pupils receive a summary of the national curriculum standards that their child has attained in their end of key stage statutory assessments.

The setting of next steps provides the teacher and SLT with a clear focus for the intended outcomes in attainment and progress.

Individual targets are identified on IEPs.

Equal Opportunities/Inclusion

The achievements of each pupil are assessed with respect for ethnic and cultural origin, gender, physical or mental ability. Differences are celebrated, special needs are understood and each pupil's potential is nurtured. It is our aim that all SEND pupils are given the appropriate support to enable them to access the full curriculum. Individual pupils may be identified as needing outside agency support. This takes place through liaison with the SENDCo, Ellinor Edgeley. All pupils are given opportunities to show what they have learned and what they can achieve.

This policy is to be used in conjunction with:

- Subject Policies
- Teaching and Learning Policy.
- Equality Policy
- SEND Policy.

Assessment strategies menu – to be used throughout a lesson

<p>Pre-learning tasks to assess prior knowledge</p>	<ul style="list-style-type: none"> • Range of answers Skellig, what is he? Owl, human, imaginary friend, ghost, angel • Statement ‘these shapes are the same’ agree or disagree • Odd one out show 3 similes and 1 metaphor • What went wrong 10-2=12 • Put in order character from bravest to most cowardly • Opposing statement if you read a magazine without paying, is it theft? • True or False prime numbers are divisible by 2 • Convince me $\frac{1}{4}$ is smaller than $\frac{1}{2}$ • Pupil generated ROA the wolf disguised himself as grandma because... • How many questions can you come up with? Given vocabulary/pictures • What is the learning objective? Given pictures • What do you think this is about? Given words from a poem, story etc.
<p>Co-construction of Success Criteria to ensure children know stages in learning</p>	<ul style="list-style-type: none"> • Give 2 to 3 examples: What do you see? • Show a good example and a bad example...what went wrong? • Demonstrate, doing it right or wrong? • Eavesdropping on conversations and noting ideas • Comparing good and not so good
<p>The initial pen in hand live feedback to check for misconceptions</p>	<ul style="list-style-type: none"> • NO HANDS UP rule as teacher walks about and decides on best feedback approach: • peer coaching • 1:1 with a pupil • 1:1 with a group • Pupil as teacher • Whole class to stop to clarify/explain/change direction
<p>Ongoing questions for live feedback to check understanding</p>	<ul style="list-style-type: none"> • Tell me more • Tell me what you have done • Tell me what you are going to do first • What do you mean by? (key question, even if the teachers thinks s/he knows what they mean by it) • What do you think? • Give me an example of what you mean? • Can you develop on that? • How could you change this to make it clearer?
<p>Mid-lesson learning review to check understanding</p>	<ul style="list-style-type: none"> • Modelling review of one pupil’s work via visualiser stops. • Self and co-operative improvements. • Progress Wall in each classroom to allow pupils to add questions to be discussed as part of the mid-lesson pit stop. • Use of the differentiator technique for Isabella Wallace training

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| | <ul style="list-style-type: none">• Lolly sticks for random choice of pupils to explain learning /opinions• Think- Pair – share talk partners to discuss.• Checking pre- work checklists for planning work against success criteria• Choose (circle best example) – swap (with partner) – choose (they circle best example)• Pause and undertake co-operative review against success criteria• Build /extend a sentence idea as a class• Pupils leading pit stop review (Captain's Log)• + - learning points written on flip sheets• ABCD multiple choice card reviews• Traffic light signs/mats (with pupils physically moving)• 'Exit pass' where pupils write what they have learnt• Dry wipe board 'show me' sessions• Get one pupil to answer – another to summarise• Write marking comments on strips of paper and give to pupils to match to examples of work• Looking at incomplete examples/ weaker/good examples – What is missing? |
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Howitt Primary Community School Marking Process

The date is written on the top line and underlined. Ensure that this is in a normal handwriting size and not larger than the pupil's normal handwriting. Key Stage 2 to include the year in the date.

The title of a piece of work is written in the middle of the line and underlined with a ruler in pencil (from Y2 to Y6). The title has capital letters for all main words. Key Stage 1 to aim to write the title in the middle of the line.

The learning objectives should **not** be written out in full by pupils but reduced to a title which ensures they are clear about the learning intention: e.g. 'To use adjectives effectively' becomes 'Adjectives'.

Where possible, success criteria will be developed with the pupils through discussion of a comparison of several 'good' examples. For display in the room, (not copied into books), they can be written in words or in a simple diagram. All children have the same success criteria but differentiation provides access at different levels.

After the success criteria have been developed, pupils are set off in their learning and an assessment of where teacher or peer to peer intervention is needed is done through the '**On the move live feedback**'.

'On the move live feedback' strategies

- Use green pen.
- In mathematics, have part of working wall with errors and solution columns, then as you see the common error, write up the error and correct method on the wall so the pupils can refer to this.
- Ask the pupils questions to check understanding.
- Ask the pupils what they are learning to check understanding.

Assessment for learning

- is central to classroom practice;
- is a key professional skill;
- is sensitive and constructive;
- fosters motivation and progress;

Use

- Mini plenaries can be used to address misconceptions – stop a group or whole class to address a common error or misunderstanding. Stop and ask the pupils questions to check understanding.
- Ask the pupils what they are learning to check understanding.
- In mathematics, have part of working wall with errors and solution columns, then as you see the common error write up the error and correct method on the wall so the pupils can refer to this.
- On the move marking or checking will identify next steps or if a misconception or lack of understanding needs addressing in the lesson.

Marking

Adults to always model a **high standard** of writing, spelling and grammar ensuring that all comments and all marking are grammatically correct.

Any pupil writing in pen should cross out in pencil using a ruler.

- **Teachers** are expected to mark or check all work they undertake with pupils.
- **Use green pen to mark.** (These can be provided)
- There are exceptions to marking everything. In Y2 and Key Stage 2 spellings in spelling journals must be checked.
- Reading strategies in the reading journals are not expected to be marked but will be monitored for high expectations.
- **Teachers** use **S** to indicate a good amount of support has been provided for the child to complete the work. A **V** is used to show verbal feedback has been given. **EYFS** to use **I** if the work is independent and so do not use the **S** for supported
- **Supply teachers** to tick mathematics work and to add their own initials in black pen at the end of a piece of marked work. All other work taught by the supply teacher to be initialed only.
- If **Teaching and Learning Assistants** (TLAs) write in any pupil's book, they write in black pen.
- **All work should have some acknowledgement from an adult. However this may be a**
 - f) **Green pen** to give praise for effort or the quality of an outcome e.g. comments on how a piece of writing made the reader feel, how certain words are effective, etc.
 - g) **Green tick for words/parts of the pupils' work** of achieved learning objectives.
 - h) **Green pen** symbols/dot of where to address errors or develop work.
 - i) **Green pen** is used for examples/demonstrations of a process and next steps. (See '**Wording of feedback examples**' in the Feedback and Assessment policy)

Symbols

Use an arrow in the margin (if there is one) at the end of the pupil's work for the next step in learning.

Topic and science books must be marked with ticks and comments. Next steps are challenges: asking questions, extending the learning of the key skills.

A **star** is used in the margin for a positive and meaningful comment (see the examples of positive feedback comments in the Feedback and Assessment policy).

- **EYFS – marking is completed with the pupil and verbal feedback given each time.** Ticks in **green** are used to show an understanding of the objective.
- **Key Stage 1** – Tick above words, phrases in **green** to show the pupil that the learning objective is achieved.
- Underline in **green** the incorrect spellings and write spellings at the end of the work for the pupil to respond to. This is limited to three spellings.
- Underline in **green** the incorrect grammar and the pupil corrects where appropriate and not over the top of the original writing. There can be a next step at the end of the work to reflect the corrections.

- Use **sp** or **gr** in the margin to show a correction needed – limited to three of each at the most.
- **Use an arrow** in the margin (if there is one) at the end of the pupil's work for the next step in their learning.
- **Lower Key Stage 2** –Tick above words or phrases in **green** to show the pupil that the learning objective is achieved.
- **Underline in green** incorrect spelling, grammar and punctuation to be corrected. Use a **sp** or **gr** in the margin to indicate the correction. The pupil needs to correct the mistake in **purple** pen. Only correct a maximum of three of each spellings/grammatical corrections.
- For the **most able pupils**, put a **dot** in the margin alongside the mistake and the pupil can find their own mistake and correct it.
- **Use an arrow** in the margin at the end of the pupil's work for the next step in learning which could be a grammatical correction. The next step must be concise and clear and move the learning forward.
- **Upper Key Stage 2** –Tick above words, phrases in **green** to show the pupil that the learning objective is achieved.
- For the **most able pupils**, put a **dot** in the margin alongside the mistake and the pupil can find their own mistake and correct it. These pupils are expected to use a dictionary/thesaurus; this is to promote independence. For a small number of pupils, use the marking procedure for Lower Key Stage 2 (above).
- **Use an arrow** at the end of the pupil's work for the next step in learning. The next step must be concise and clear and move the learning forward.

Grids

The longer piece of writing is marked by using **green** ticks above the words or phrases and the focus of the longer piece of writing. **A self-assessment grid** is used by the pupil as a checklist, which the **teacher can complete** after the writing is complete. The grid can, at times, also be used for **peer-assessment**.

Ensure that grammar, format or content already taught is used by the pupil.

Ensure that handwriting is of a high standard.

The marking will need to be tailored to the needs of the pupil and their ability. The focus of marking is to move the learning forward. If there is an amazing word or phrase used in the English writing then **two ticks** together can be used. Please see the examples given.

Ensure that **the ticks are small** so that the pupil can see what you are ticking.

There should be a next step or challenge given to each pupil at least once a week in English and once a week in mathematics marking.

A pupil always likes a positive comment and if this is used then refer to the 'Wording of feedback examples'. The comment must be meaningful not just a 'well done'

A **purple pen** is used by pupils for improving their work or completing a next step. If the pupil is writing a whole sentence or more then they can respond in pen or pencil, whichever they normally use. If writing in **purple pen** impedes the pupil's learning then they should use their own pen or pencil for responding to feedback.

The pupil's response to marking must be completed before the next lesson.