



Marking and Feedback - Key Stage Two



<p style="text-align: center;"><u>English</u></p> <p>Two ticks before LO indicates fully achieved. One tick before LO indicates partially achieved. A pink dot before LO indicates not achieved. Children self-assess by colouring a small circle next to the LO: green is confident; yellow is beginning to feel confident; red is not confident. If a unit of work is based around a novel, stick a picture of the cover in English books.</p> <p><i>Short green comments</i> may sometimes be appropriate. <i>'Think Pink'</i> questions should provide a feed forward challenge and these should be on the majority of pieces of work. <u>Spellings</u> - choose up to two spellings from a piece of work (appropriate to the level of the child) and write those words on the top right of the next three pages in English book, to be practised three times on the next three days.</p> <p><u>Guided Reading</u> Children's work should be marked in <i>green pen</i> with <i>'Think Pink'</i> questions only where appropriate. Mark on questions or top of page which VIPERS skills have been applied.</p>	<p style="text-align: center;"><u>Maths</u></p> <p>Two ticks before LO indicates fully achieved. One tick before LO indicates partially achieved. A pink dot before LO indicates not achieved.</p> <p>Children self-assess using a traffic light system by colouring one square next to the LO: green is confident; yellow is beginning to feel confident; red is not confident.</p> <p><i>Green ticks</i> indicate correct answers. <i>Pink dots</i> indicate incorrect answers (not crosses). Teacher will choose a maximum of 3 corrections for children to complete below teacher comments. Indicated in <i>pink pen</i> by a 'c'. Complete under the heading <i>'Corrections'</i> at the bottom of a piece of work.</p> <p><i>Short green comments</i> may sometimes be appropriate. <i>'Think Pink'</i> comments should provide a further challenge. These may be printed tasks.</p>	<p style="text-align: center;"><u>RE</u></p> <p>'Contents page' at the beginning of each topic with the title of each lesson; respond booklet at the end of each topic.</p> <p>Two ticks before LO indicates fully achieved. One tick before LO indicates partially achieved. A pink dot before LO indicates not achieved.</p> <p>Children self-assess using a circle in top left corner of page.</p> <p><i>Short green comments</i> may sometimes be appropriate (but avoid generic praise). <i>'Think Pink'</i> questions on the majority of pieces of work.</p>
<p style="text-align: center;"><u>Science</u></p> <p>Two ticks before LO indicates fully achieved. One tick before LO indicates partially achieved. A pink dot before LO indicates not achieved.</p> <p><i>Short green comments</i> may sometimes be appropriate (but avoid generic praise). <i>'Think Pink'</i> questions on the majority of pieces of work.</p>	<p style="text-align: center;"><u>Foundation Subjects</u></p> <p>Two ticks before LO indicates fully achieved. One tick before LO indicates partially achieved. A pink dot before LO indicates not achieved.</p> <p><i>Short green comments</i> may sometimes be appropriate (but avoid generic praise). <i>'Think Pink'</i> comments and questions only needed where appropriate.</p>	<p style="text-align: center;"><u>Extended Writing</u></p> <p>Two positive marking codes in <i>green</i>. One <i>'Think Pink'</i> code in pink pen, which requires action from children. (This could be for children to reread work and use purple "polishing pen" to correct errors, or an editing and up-leveilling task to be completed below feedback) E.g. * <i>Fronted adverbials</i> * <i>Semi-colon</i> -> <i>Now use a sentence that uses an embedded clause to describe your character</i> Teachers may draw around a section of text in pink highlighter to be improved. Children use <i>purple pen</i> to correct within their own writing (will usually take place at the end of a writing task). Purple pencils in Y3 until children are using pen. <i>Spellings</i> - as English</p>
<p style="text-align: center;"><u>Codes</u></p> <p>VF - Verbal feedback ST - Supply teacher S - Supported I - Independent (for children who often work with support) // - new line or paragraph</p>		



Marking and Feedback - Key Stage One



<p><u>English</u></p> <p>LO highlighted in green indicates fully achieved. LO highlighted in yellow indicates partially achieved. LO highlighted pink indicates not achieved. Children self-assess using a traffic light system at the top of every piece of work.</p> <p>Short green comments may sometimes be appropriate (but avoid generic praise). Prompt question on labels should be on the majority of work 'Think Pink' questions on the majority of work to provide a further challenge or enable children to revisit their work. Use of symbols for English feedback. See attached sheet.</p> <p>Spellings - choose up to two spellings from a piece of work (appropriate to the level of the child) and write those words on the top right of the next three pages in English book, to be practised three times on the next three days.</p> <p>Guided Reading Children's work should be marked in green pen. Mark on questions or top of page which VIPERS skills have been applied.</p>	<p><u>Maths</u></p> <p>LO highlighted in green indicates fully achieved. LO highlighted in yellow indicates partially achieved. LO highlighted pink indicates not achieved. Children self-assess using a thumbs up/down system.</p> <p>Green ticks indicate correct answers. Pink dots indicate incorrect answers (not crosses). Teacher will choose a maximum of 3 corrections for children to complete below teacher comments. Indicated in pink pen by a magnifying glass symbol. Complete under the heading 'Corrections' at the bottom of a piece of work.</p> <p>Short green comments may sometimes be appropriate (but avoid generic praise). 'Think Pink' comments should provide a further challenge. These may be printed tasks.</p>	<p><u>RE</u></p> <p>'Contents page' at the beginning of each topic with the title of each lesson; respond booklet at the end of each topic.</p> <p>LO highlighted in green indicates fully achieved. LO highlighted in yellow indicates partially achieved. LO highlighted pink indicates not achieved.</p> <p>Children self-assess using a red/amber/green circle in top left corner of page.</p> <p>Short green comments may sometimes be appropriate (but avoid generic praise). 'Think Pink' questions on some pieces of work.</p>
<p><u>Science</u></p> <p>LO highlighted in green indicates fully achieved. LO highlighted in yellow indicates partially achieved. LO highlighted pink indicates not achieved.</p> <p>Short green comments may sometimes be appropriate. 'Think Pink' questions on the majority of pieces of work.</p>	<p><u>Foundation Subjects</u></p> <p>LO highlighted in green indicates fully achieved. LO highlighted in yellow indicates partially achieved. LO highlighted pink indicates not achieved.</p> <p>Short green comments may sometimes be appropriate. 'Think Pink' comments and questions only needed where appropriate.</p>	<p><u>Extended Writing</u></p> <p>Two marking code symbols in green pen, matched to the success criteria for the piece of writing. One 'Think Pink' marking code in pink pen, which requires action from children.</p> <p>Children use purple pencil to correct within their own writing (will usually take place at the end of a writing task).</p> <p>Spellings - as English</p>

Codes

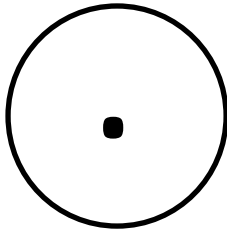
VF - Verbal feedback

ST - Supply teacher

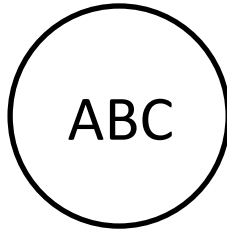
S - Supported

I - Independent (for children who often work with support)

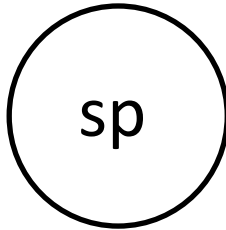
Key Stage One Marking Symbols



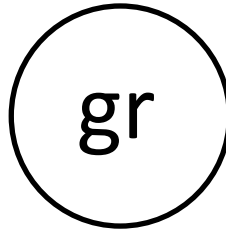
full stops



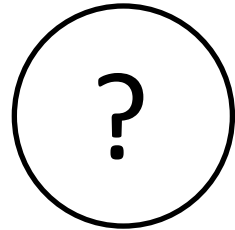
capital letters



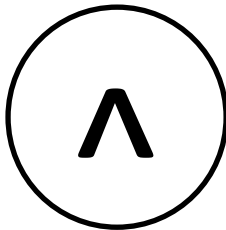
spelling



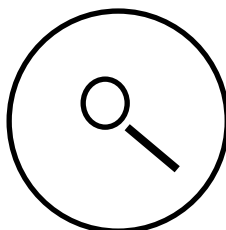
grammar



question marks



missing information



magnifying glass

(highlights an error to
be found and addressed)