

Feedback at Repton Manor Primary School

At Repton Manor, we mark to move children's learning forward.

All pieces of learning	Definite right / wrong	Written pieces
<p style="background-color: yellow;">All pieces of learning will be marked / acknowledged.</p> <p>LO: Example Learning Objective (LO highlighted green or pink to show if the LO has been met - do not green / pink the entire learning objective).</p> <p>Green pen (positives)/pink pen (developmental) – comments (any comments should move learning on).</p> <p>Teacher to add 'H' if child received a significant amount of help, and 'M' for a moderate amount of help (green pen).</p> <p>Black pen – children's responses.</p> <p>Children to receive verbal feedback throughout all lessons in line with good practice.</p>	<p>Green highlights – definite right answers.</p> <p>Pink highlights – incorrect answers (please use discretion as to whether a note needs to be made for you to speak to the child if there are lots of incorrect answers as we do not want a child to be disheartened by lots of errors).</p> <p>If a child receives no 'pinks in a lesson', a developmental challenge will be provided to extend the child's learning.</p>	<p>ALL written work, to be marked as below, despite the book / lesson that the written work is completed in (we have the same expectations for all written work).</p> <p>Children will be given a checklist of what is expected of them when completing a piece of writing – for use for their first draft and editing (please don't include examples for independent writing).</p> <p>Learning will be marked following the criteria for age expectations below. If any child is working below, or above, year group level, please mark accordingly.</p>



For ALL written pieces of learning:

EYFS:

- Verbal feedback in the moment: Oral dialogue with children about their play, learning or special books.
- Annotation of learning and photographs by staff in learning journey.
- Children beginning to annotate their own learning and pictures, acting on verbal feedback in the moment.
- Success criteria to use symbols.

Year 1 & 2:

- Positives to be highlighted in green, consistent with the lesson learning objective.
- Each symbol to be written in the margin, on the line of the error, in pink pen and error circled.
- Success criteria to use symbols.

Mark	Meaning
Green highlight the word/phrase	Something they've done successfully, in line with the LO/aim of the lesson, eg: use of adjective/verb
ABC	Missing capital letter
	Missing punctuation
Sp (dotted line underneath incorrect spelling in pink)	Spelling error (linked to spellings taught) (write the correct spelling with x3 underneath the piece)
	Missing finger space
Pink wiggly line	Something doesn't make sense

Year 3 & 4:

- Positives to be highlighted in green, consistent with the lesson learning objective.
- Each symbol to be written in the margin on the line.

Mark	Meaning
Green highlight the word/phrase	Something they've done successfully, in line with the LO/aim of the lesson, eg: expanded noun phrases
P x ...	Missing capital letter or full stop or other punctuation
Sp x ...	Spelling error (linked to spellings taught) (write the correct spelling with x3 underneath the piece)
G x ...	Missing or incorrect grammar
∧ in pink, in between the words	Word or phrase missing

Year 5 & 6:

- Positives to be highlighted in green, consistent with the lesson learning objective.
- Each symbol to be written at the end of the paragraph / piece.

Mark	Meaning
Green highlight the word/phrase	Something they've done successfully, in line with the LO/aim of the lesson, eg: metaphorical language
P x	Missing punctuation
Sp x	Spelling error
G x	Missing or incorrect grammar

Published pieces of Writing

DO NOT HIGHLIGHT OVER THE CHILDREN'S FINAL PIECE OF WRITING

- Use a checklist as a sticker for the bottom of the piece – make sure to include criteria that the children **know** you are working on from your teaching of that unit. *Checklists can be differentiated according to ability and can be the same as the one used in the draft.
- **On the checklist**, highlight green for successes and pink for things they missed/need to add next time.
- At the bottom of the piece, add two green comments (about the composition of the piece and the impact on the reader) and one pink biro comment. The pink comment should act as their target for their next piece of writing. NB: EYFS and Y1 children who will not be able to read the comment, just to use the checklist.

Big Answers

DO NOT HIGHLIGHT OVER THE CHILDREN'S FINAL PIECE OF LEARNING

- At the bottom of the piece, add two green comments and one pink biro comment. The pink comment should act as their target for their next piece of learning. NB: EYFS and Y1 children who will not be able to read the comment, just to use a checklist – learning will be included on Tapestry.