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| **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** | | All pieces of learning will be marked / acknowledged.  **LO: LO highlighted to show if the LO has been met - do not green the entire learning objective and the piece is not in need of developmental marking.**  Pink pen (developmental) comments - any comments should move learning on.  Teacher to add ‘H’ if the child received a significant amount of help, and ‘M’ for a moderate amount of help.  Black pen – children’s responses/edits.  **Children receive verbal feedback throughout all lessons in line with good practice.** | Green highlights – definite right answers.  Pink highlights – incorrect answers.  If a child receives no ‘pinks in a lesson’, a developmental challenge will be provided to extend the child’s learning.  Maths learning to have development feedback at least once a week. Mathematical vocabulary will be used. | **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).  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.  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.  **Published pieces and answers to Big Questions will have 2 green comments and 1 pink.** | | **For written pieces of learning:**  **Children are transitioned on to their new year group’s feedback approach i.e. during Autumn, Y1 may receive similar feedback as EYFS.**  **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. * 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 | | https://lh6.googleusercontent.com/5S3qDvjMsY6CSPFHOGD0YO0RawMKPyxcpQM5Szaiaa2jnJ1dSmvWVWKOquwu6DKOZb27pKY66yFClzcT_CMmBP8OoxVgn7cHptuAJ1pniFVw6qozVUxxKl8XIXW1DWZmEkmfI8DcQIB4mm_mUxC-RLgVSvWrWWIriSSFFhzqowUl6xRUkL_1CPzqh8bYCUoHj0Zj | 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 | | | | |

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| **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. * **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 and one pink biro comment. The pink comment should act as their target for their next piece of writing.     **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. |