

Marking and Feedback of all books

Marking must always reflect the Learning Objective and Success Criteria as well as basic skills and age-related expectation for the year group. Children to use pen or pencil when writing in books. Children will respond to 'Fix its' using their purple pens.

All pieces of work in books need to be marked and feedback given.


Verbal feedback and formal marking to be completed by class adults only


All work marked by a person, other than the class teacher should be initialled

LO corner to be highlighted as follows (not the whole objective):

LO: Green means the concept has been understood

LO: Orange means it has not been understood or is not secure


-  Use Green pen to mark all work
- Use small ticks to indicate correct work
- Indicate incorrect work using a dot "."
- VF means verbal feedback given
- ⑤ means supported by adult


 The magnifying glass stamp identifies where a correction or improvement needs to be made - transcription, punctuation or grammar related (up to 3 stamps). This will be accompanied with:

~~~ Spelling corrections underlined with a squiggly line

\_\_\_ Underline missing capital letters

○ Circle missing punctuation

 Children respond in purple pen to 'fix it's'

 Use of Dojo stickers/stamper to celebrate work and achievements within work.

 Footprint stamp identifies children's next step

EYFS - live marking addressing letter formation as per cursive handwriting policy. Written account of independent or supported piece of work, including support resources used. Verbal feedback given to child to support area of need e.g. pencil grip, not hearing the end sound of a word

KS1 - if it is something the children are working on then it would be 3 occasions to be fixed, children to respond in purple pen

KS2 - would need a general comment related to the corrections for the children to respond to in purple pen

Children who have the magnifying glass stamp will complete their fix it's during the 'Fix it' time first thing in the morning

- If an objective is highlighted orange - the following morning, during fix it time will be a follow up with an adult to address the misconceptions - SLT will check that the right children are receiving the follow up
- Fix it's need to be followed up by the adult to ensure they have been addressed by the child, the adult will then tick to make sure they have responded
- When Success Criteria is used, children are to tick off to identify they have used it (self-reflection in their column) and then staff to tick off (in their column)

Success Criteria:



Self-mark:

Teacher mark:

|  |   |   |
|--|---|---|
|  | ✓ | ✓ |
|  | ✓ | ✓ |
|  | ✓ | ✓ |
|  | ✓ | ✓ |



### Marking and Feedback of all books - Mini Codes



Adults mark in green pen

VF Verbal feedback given

Ⓢ means supported by adult

~~~ Spelling corrections underlined with a squiggly line

___ Underline missing capital letters



Circle missing punctuation



LO: Green means the concept has been understood



LO: Orange means it has not been understood or is not secure



The magnifying glass stamp identifies where a correction or improvement needs to be made - transcription, punctuation or grammar related (up to 3 stamps)



Children respond in purple pen to 'fix it's'



Use of Dojo stickers/stamper to celebrate work and achievements within work



Use of footprint stamp at the end of the work to identify their next steps