Marking and feedback aide memoir - to further increase the impact on pupil’s learning and progress through daily consistency

* Use your **green** pen for marking and **black** pen for marking challenge, ‘fix it’ prompts and verbal feedback.
* All English work will be quick marked using VCOP codes - punctuation is a generic expectation - according to the focus of the learning.
* Annotate ‘I’ for independent or ‘G’ guided/ adult led.
* Teacher writes a brief comment about WHAT has been learned [referring back to LO/ SC].
* A marking challenge is written [one per pupil per week in English and one per pupil per week in Maths a minimum] -
* ***Reminder Prompt*** *– reiterate the learning intention [“How do you think Cinderella felt here?”].*
* ***Scaffold Prompt*** *– teacher decides what they would like the child to do then find way of handing it back to them [“Describe the expression Cinderella has on her face. Do you think she was cross? or Cinderella was so cross because.....”].*
* ***Example Prompt*** *– teacher models a possible improvement then asks the child for an idea of their own [“Choose one of these or your own. Cinderella was sad because the ugly sisters made her clean. Cinderella was sad because she worked all day.”].*
* ***Steps Prompt*** *– teacher outlines steps to take to improve [“First... Then....”].*
* ***Challenge/Justify prompt*** *– teacher poses a challenge to child [“Can you tell me more about......”].*
* ‘Fix it’ prompt - relating to what is expected for their age and ability - spelling of common words, letter formation, etc. - quick fixes.
* Check prior challenges, corrections and ‘fix it’ actions have been completed by pupils.
* Work ruled off by pupil or adult.
* Check verbal feedback comments - all children should have some every week especially during guided/ adult led tasks.
* Check presentation is in line with our policy and high expectations.
* Topic work - ensure subject code is recorded [Science/ History/ etc.].
* Where appropriate, update Learning Ladders assessment grid at the front or back of pupil’s books.
* Ensure adult writing is in the agreed script, neat, legible and grammatically correct.
* **Finally, take pride in the learning that has happened because of your teaching!!!**

Early Years Learning Journals

|  |  |
| --- | --- |
|  | √ when information included |
| L&A |  |
| U |  |
| Sp |  |
| M&H |  |
| H&SC |  |
| SC&SA |  |
| MF&B |  |
| MR |  |
| R |  |
| Wr |  |
| Nu |  |
| SSM |  |
| P&C |  |
| TW |  |
| Tech |  |
| EUM&M |  |
| BI |  |

* Manage information - every child MUST have evidence/ information every ½ term for every strand to support assessment records.
* Mixture of ‘Tapestry,’ photos, post it notes, work, etc.
* All dated.
* Annotations to clarify - to include narrative of learning as required.
* Development Band referenced.
* Record any children’s comments or teacher/ child conversations.
* Ensure some [2 per week] have a next step comment to take learning [attainment] forward.
* Staff initial evidence - all staff contribute to Learning Journals.