



Consistency in written feedback

At The Reddings School, all marking is in **green** ink. Adults that support a group are expected to mark learners' work.

Secretarial

In order to develop independence in learners editing and improving their own work a graduated response is used, appropriate to the level of attainment.

Spellings

- Wiggly line under word or pink highlighting of word
- SP in margin or annotated dot to indicate a word in that line is spelt incorrectly
- 'Seek and Destroy' comment at end of work

Punctuation

- Circle to indicate missing punctuation
- P in margin or annotated dot to indicate missing punctuation in that line
- 'Seek and Destroy' comment at end of work

Written Response	Explanation of use
//	This indicates that a new paragraph is needed. This may be used by an adult initially, moving onto learners indicating this themselves.
^	Indicates missing words
Pink highlighted text	You need to have a think.
Green highlighted text	I like what I've seen

Maths

We tick correct answers using a green pen. Where errors have been made teachers may use crosses, dots or pink highlighter.

Next Step.

Where appropriate, a next step symbol- highlighted pink is used to explicitly show learners what the next step in their learning is. These may require a learner response. These should be highlighted in pink pen



Achievement against learning intention



Skills based learning intentions are used with the level of success against these indicated with a smiley (indicating the learning intention has been met) or straight face (indicating the intention has been partially met). An open mouth face indicates that discussion with an adult is needed; when adult support has been given, this is then ticked and initialled.

Level of Independence

We recognise that the majority of work in the classroom is guided through high quality teaching and assessment for learning.

S	This indicates that the work has been supported by an adult. This may be used to indicate that the entire piece has been supported or a particular section or question.
I	This is used alongside the above to indicate sections of the work completed independently.

Peer and Self-Assessment.

Peer assessment is seen as a valuable tool in developing self-assessment. Peer and self-assessment are carried out using purple pens, clearly demonstrating the impact of the process.

Whole Class Feedback.

Teachers may choose to give whole class feedback when they feel this is the most appropriate means for their class. This will be clearly highlighted in learner's books. This may include the use of whole class feedback sheets, or given verbally as part of a maths meeting.

Learner Response

Learners respond to feedback using purple pen. This may be, amongst other things, making edits and improvements to work, answering a question, making corrections or giving a written explanation.

Learner Self-Assessment

	Learners show self-assessment against the learning intention by using smiley and straight faces on completion of a piece of work
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Additional

	Indicates that specific verbal feedback has been received by the learner
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Stamps are used to indicate and celebrate a good standard of handwriting or presentation