

Consistency in Feedback and Marking Guidelines

At Howe Dell School, feedback is predominantly given 'live' and 'in the moment' during lessons. This will often be given verbally, however if written feedback is given it will be in **green** ink.

When responding to feedback or editing, learners write in **purple**.

Learning Titles


In English and Maths there should be a short learning title for each piece of work, which should be specific and skills based. To focus on high quality written work, learning titles may be prepared on stickers / written by an adult.

Writing

Secretarial

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



Spellings:

-  under a word means spelling correction required
- Sp in the margin to indicate a word in the line is spelt incorrectly,
- Sp x3 in the margin indicates that there are 3 incorrect spellings in the paragraph
- 'Best bet' spelling (a multiple choice approach)
- 'Seek and destroy' comment at end of work

Incorrect spellings identified will focus on common exception words and word lists within the spelling appendix of the National Curriculum for the relevant and previous year groups.

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 have chosen a great word/phrase or answered correctly.
Yellow highlighted box	This indicates a section of written work which needs to be proofread and edited. The acronyms ARMS and CUPS may be used (see below)

ARMS and CUPS

EDIT		PROOFREAD	
			
A add sentences and words	C capitals: sentences, names, places, months, titles, I	R remove words or sentences that my reader doesn't need	U usage: match nouns & verbs correctly and check tense <small>e.g. You were; we were; she was</small>
M move a sentence or word	P punctuation: . ? ! , " "	S substitute words or sentences for others	S spelling: check all words, use your resources

- ARMS and/or CUPS can be written in books to focus children on specific editing and proofreading skills.
- Adults can circle or highlight the relevant letters to identify which area needs to be addressed.
- Posters of the acronyms should be displayed clearly in classrooms for both adults and children to actively refer to.


The introduction of these will be phased. In year 1, the introduction of CUPS will be through verbal feedback. Year 2 upwards will all use CUPS. ARMS will be introduced from Year 3 with a focus on the A and S to begin with. From Year 4 upwards both CUPS and ARMS will be used.

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>For example, scribed by adult for child to copy or xx spelt the CVC words in the sentence independently</i>
I	This is used alongside the above to indicate sections of the work completed independently.

Additional symbols

VF	Indicates that specific verbal feedback has been received by the learner from an adult.
C	Conferencing has taken place between the adult and the learner (followed by a short explanation of what was the focus)
	Next Steps. This can be given where appropriate. Where 'next steps' have been given, the learner will complete the task and the adult will check that the

Writing adaptations

As part of adaptive practice, a variety of strategies may be used which could include highlighted lines, use of green and red coloured pencils for punctuation (to demarcate the start / end of sentences) and rainbow writing. These are examples and therefore, other adaptations may be in place for individuals / groups of learners.

Maths

At Howe Dell School we use Essential Maths. This resource is designed so that the next lesson is the next step and this curriculum design negates the need for next steps marking. We expect that depth of understanding comes in the lesson, not through marking. Pupils will often be asked to self or peer mark in mathematics lessons, following a section of independent practice.

Teachers will pick up misunderstandings and errors throughout the lesson and subsequent teaching/feedback will be adapted as required. Teachers may require children to "explain" or "prove" their answers to demonstrate understanding and develop reasoning skills. If so, teachers may write the word 'explain' or 'prove' in books. Number formation will also be addressed, where necessary.

Teachers are expected to look at maths books daily to inform the next steps in learning and make any adaptations to the next lesson, where appropriate.

Science and the Wider Curriculum

Research indicates that effective feedback is immediate and requires actioning in the short term. Due to the elapsing of time between lessons in these curriculum areas, reams of written feedback is not considered to be useful.

It is expected that for Science and Wider Curriculum, the majority of feedback would be verbal. However teachers should not miss the opportunity to reaffirm high expectations or to address ongoing secretarial issues through marking using the ARMS and/or CUPS marking code. Where in the wider curriculum outcomes are extended writing, teachers will apply marking conventions for writing.

Marking and feedback in EYFS

Whole class, group and individual verbal feedback is the primary method of providing feedback in the EYFS. This follows the same principles as in KS1 and KS2.

Presentation

Presentation is of the utmost importance. To reinforce this, adults should model handwriting of a high quality using the Letter Join font for the relevant year group. Children should also present their own written work in all subject areas using the appropriate Letter Join font for their stage of development.

Rubbers are not necessary (unless children are publishing their work or for a correction to a diagram or drawing) as pupils should learn not be afraid to make mistakes. Teachers should see mistakes as an aid to assessment. Mistakes should be crossed out with a single horizontal line. Teachers may request that children redo sections of their work.