

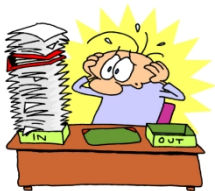


Feedback Policy

September 2026



www.teaguesbridgeprimary.org



Feedback Policy

Written on:	September 2016
Reviewed on:	1 st September 2026
Next review:	July 2027
Staff Responsibility	Mrs S. Abdulla
Governor responsibility	Clair Jenkins

Policy Statement

The purpose of this policy is to make explicit how teachers mark children's work and offer feedback. To be effective, this policy needs to be clear, manageable and consistently applied through marking, written and verbal across the whole school.

Introduction

A good teacher describes marking as "... a cruel mirror to the teacher's effectiveness.

Outstanding teachers recognise this and use such reflections when they need to; they also know that marking is their opportunity to promote and reflect the progress and learning that takes place in their classroom every day.

Children's work, their standards and books are a direct reflection of our own teaching. Some children will always produce 'good' work. At Teagues Bridge Primary School we expect all children to do this.

Marking is one of the most crucial forms of assessment available. It is when we show children that we value their efforts, when we judge our own effectiveness as teachers, and it is when we make strategic decisions about the next steps they need to take. More than anything, it is a rare opportunity to have an individual dialogue with every child through quality feedback.

Why mark Pupils ' work?

- High-quality marking of pupils' work makes a vital contribution to pupil progress.
- Marking provides children with clear and precise guide to how to improve their next piece of work and a clear expectation that they

concentrate on improving this aspect as the next small step in making progress.

- In effect, marking is a short-term target setting for pupils, as well as an opportunity for teachers to make accurate assessments of pupil progress and needs.

Aims of Policy

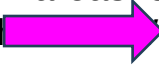
- o To raise standards of attainment by identifying examples of success in a child's work and areas for development.
- o To create a dialogue which will aid progression.
- o To raise self-esteem by providing positive feedback and establishing an 'I can...' culture.
- o To support the teacher in assessing a child's progress and to inform future planning and interventions.
- o To address any misconceptions and close the gap in the children's learning.
- o Where the child has met all the success criteria, a challenge comment can be written, allowing the child to be clear about the next steps in their progress.
- o To encourage self-assessment, thereby developing the pupils' understanding of the learning process and developing independence.
- o Where appropriate, to encourage peer assessment as pupils have high regard for the thoughts of their peers. The language used to discuss the work is also at an appropriate level i.e. 'child speak'.
- o To provide a consistent and progressive approach to marking and feedback throughout the school.
- o To encourage high standards of learning.

Principles of effective marking:

- Empower children to be more independent with what they are aiming to achieve by providing them with the relevant information or skills.
- points out technical errors, highlighting mistakes.
- Succinct
- Be manageable for staff.
- Be consistently followed by teachers and TAs across the school.
- Motivating and constructive for children.
- Encourage high standards of learning and presentation.
- Be written in handwriting that is legible and a model for the children.
- Allow specific time for the children to read, reflect and respond to marking.

- Inform future planning.
- Give clearer understanding of pupil progress.
- Give clear strategies for improvement through modelling or scaffolding.

Marking and feedback should

- o Inform the child about his/her progress and next steps.
- o Find out what the children can do.
- o Address any misconceptions.
- o Add CH next to any errors (miscalculation error) and then check children have corrected.
- o Children should not rub out mistakes.
- o Be manageable for teachers and accessible to children.
- o Provide clear feedback relating to the learning objective and success criteria.
- o Involve all adults working with children in the classroom.
- o Give recognition and praise.
- o Inform future planning and group target setting.
- o Respond to individual learning needs e.g. marking face to face with some and at a distance with others.
- o Show the children that their work is valued.
- o Take place at the earliest opportunity, especially if the next lesson builds on what has been taught earlier.
- o Marking should be live where possible.
- o Allow children time to respond and address the comment.
- o Remember to highlight up to three points in **green** for great (where they have been successful against the Success Criteria).
- o Not all work in all books needs to be marked.
- o Chance to shine should be marked thoroughly and next steps identified.
- o Common misconception words spelt incorrectly should be highlighted in **orange**
- o Handwriting, grammar and spelling need to be addressed daily. This needs to be ticked and any incorrect letter formation must be modelled by the teacher in **pink** and the children write 6 letters beside the teacher's letter. The teacher must be guiding them during this process.
- o Ensure that if you pick two different letters for them to practise that they are from the same letter families otherwise just choose one letter (a, c, d, o)
- o When areas for development and misconceptions are identified the teacher  writes a **pink** arrow and then write one next step to improve/close the gap/correct the misconception. Write an * underneath

ta
da

the comment indicating where you want them to respond to the correction and an * by the sentence/paragraph they need to improve. The * can be written in pink.

- o Responses must be marked to check accuracy and understanding. The teacher marking using a double tick
- o Children who have achieved the learning objective with no misconceptions will be given a challenge. Write the word CHALLENGE, write a challenge for them to complete followed by an *, indicating where you want them to record their response to the challenge. Generic challenge label to be used when the work requires the same challenge. The challenge should be checked and marked with double tick
- o When working with the group, the teacher/TA will address improvements, next steps and errors using verbal feedback. VF is written next to the area for improvement and the children then show a response to the VF.
- o Marking will take place during the lesson or as soon as practically possible. If this is the next day, it needs to be first thing before the learning is lost.
- o All marking should be using a green pen.
- o All adults should model neat handwriting when writing (Teacher/TA/HLTA).
- o Use the agreed marking symbols.
- o Provide children with the time to respond to marking and feedback given at the earliest possible opportunity.
- o Where verbal feedback is given VF, children should show their response next to the VF, younger children could draw a picture to show the improvement.

- o Highlight some good examples **green** and some areas for improvement in **pink**. Common exception words need to be highlighted **orange** when spelt incorrectly. Children must correct common exception words using their word card that should be accessible on their tables.
- o Each class will have a Target + marking group and their work must be marked regularly.
- o Handwriting to be marked.
- o Live marking ~ target a group each day, do not attempt to mark every child's book.

Work will be marked for key literacy skills using the marking code. Children must be familiar with the code.

All written work in any subject will be looked at and read by the teacher. A tick is written and marking code, dependent on the objective.

See appendix for marking code

OTHER METHODS OF MARKING

- o **Verbal Feedback With the child** - the best marking and feedback is without doubt the dialogue that takes place while the task is being completed.
- o **Paired marking** - this encourages proof reading by pairing the children up to check each other's work. Pairings should be ability based, and ground rules may have to be shared with the class beforehand.
- o **Self and Peer Assessment** ~ children will be given opportunities to reflect upon their own work by assessing their work in line with the success criteria for the lesson. They will also mark their partner's work.
- o **Shared marking** - teachers sometimes use one piece of work from an unnamed child to mark as a class on the interactive whiteboard. It allows the teacher to model the marking codes as well as reinforce the teaching points and success criteria.
- o **AfL labels** ~ children record what they have learnt in that lesson. This is to be used at least once a week when reviewing the learning. Assessing what they know.

Reflect on today's
lesson...

Demonstrate what you have learnt today:

Write a paragraph about your weekend using
subordinate clauses.

- o **Verbal feedback** ~ Verbal feedback is a significant element of learning which is engaged in throughout every lesson. Such feedback allows the teacher to tackle misconceptions, develop a child's understanding further or give positive praise. Such feedback is especially important for younger children, less able children or those with SEND. However, when undertaken with older children we encourage the children to record their response to the VF.

Regularity of marking:

- o All handwriting should be marked daily with a tick.
- o Handwriting errors to be addressed for any children who can't form their letters
- o Spellings should be identified for errors and children respond for target + marking group.
- o Chance to shine should be marked in detail (deep mark)
- o Maths problems and reasoning should have a deep mark.
- o AFL responses should be marked with a tick.
- o Flash back 4 should be marked daily with a tick by the children.
Misconceptions and errors can be addressed in the moment or during the next flashback 4, when you can plan several examples of the error for children to try.
- o Marking codes can be used for other aspects of writing and maths.
- o Foundation subjects should also be marked using the marking code.
- o Challenge can be used for extended writing/chance to shine/maths problem solving.
- o Prior knowledge checks marked by the children and errors and misconceptions addressed next session or next couple of days, teacher to make notes and then plan for this to be addressed.
- o

Spelling and letter formation errors:

- o Spelling errors are persistent errors that the child has made or ones which the child is expected to be able to spell for their age. Orange words should be identified.
- o Prior knowledge checks marked by the children

- o Words will be identified by:
 - o **Writing SP:** in the margin and underline the wrong word with a green squiggly line, write the word for the children and then the children write it underneath 3X.
 - o For year 5 and 6 just place a **SP** in the margin near to the spelling error. Children are expected to use a dictionary to find the correct spelling of the word. Some children may need the word identifying but can still look up the correct spelling of the word.
 - o Children should be encouraged to always have dictionaries out when writing to support accurate spelling.
 - o Spelling corrections should be acknowledged and marked ✓ ✓ double tick

Acknowledgement of good work:

When marking teachers are welcomed to use a small symbol to identify when something has  well. A smiley face in the margin will be used to indicate what has gone well. Stamps or stickers will not be used. Children can be given a sticker, this can go on their sticker chart.

Response time/Fix it time:

Children will be provided with focused time to allow them to respond to the marking at the next available session.

BOOKS:

Foundation Stage Requirements

Children should have:

- o Phonics book
- o Reading diary
- o Learning journey book
- o Handwriting book/pattern book
- o Red word cards
- o Communication book
- o Floor book for music
- o Floor book for enrichment

KS1 Requirements

Children should have a:

- o Writing book;
- o Maths book;
- o Art Sketch book;
- o Spelling book
- o Read, Write, Inc. Phonics book;
- o History/Geography book
- o Science book
- o RE/PSHE
- o Floor books for Music
- o Floor book for enrichment
- o Reading record
- o Communication book

KS2 requirements

Children should have

- o Writing book;
- o Maths book
- o Reading journal
- o Spelling book;
- o Sketch book
- o Science book;
- o Reading Record
- o History/Geography
- o RE/PSHE
- o DT/French
- o Word catcher book
- o Communication book
- o Read, Write, Inc. Spelling book
- o Read, Write, Inc. Spelling log.

Presentation guidelines

- o All work should be dated.
- o Staff put the date on the learning objective to avoid time wasted.
- o If children need to colour a drawing etc. in their books, they should only use
Coloured pencils or wax crayons, not felt tips;
- o When children set out maths work, each number should be in a separate square and they should be taught to space out their work appropriately;
- o Children should avoid leaving blank pages in a book;

- o When children are using blank paper, they should use line guides if at all necessary;
- o Children should at all times be expected and encouraged to do their best work and not accept sloppy or careless work.
- o A straight line should be drawn through mistakes using a ruler.
- o The date should be underlined in pencil using a ruler if children are writing the date for a particular reason.
- o Learning objectives and additional information sheets should be stuck in straight and central on the page (no overlapping into the margin.
- o Children not secure with finger spaces should be given a card finger to help leave an appropriate space.
- o A new page should be started for a new piece of work.
- o Targets and Learning Objectives and titles for activities should be typed using the Nelson Font.
- o Work for display should be the children's best work, avoiding errors as far as possible.
- o Children should be discouraged from using rubbers, but may be used at the teacher's discretion—draw a single line through an error;
- o Children should be encouraged to take responsibility for their work and return books to where they are kept and to keep them clean, tidy and safe;
- o Children should be working in pencil in their books until awarded a pen;
- o Year 5 and 6 should be joining writing at length.
- o Use a pencil (only) in Maths books at all times.
- o Front covers should be stuck on all books with the name written neatly by the teacher and not the child.
- o Place a number on the cover if they move onto their 2nd, 3rd, 4th book.

Key Stage 1 and Foundation Stage:

- o Marked in green pen;
- o Reflection sheet to be used at least once a week
- o Verbal feedback
- o Children respond to VF with pictures or symbols
- o Chance to shine writing to be marked in detail
- o Promote the use of the writing checklist
- o Moderation grids in the back of the books
- o All children to have a whiteboard, pen and rubber.

Key Stage 1 and 2 Marking Guidelines:

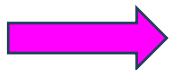
- o Mark in green pen
- o Children should self-assess; peer assess and use reflection comments at least 2x a week.

- o Pens stored centrally and given out/taken in each lesson in year 5 and 6.
- o Teacher to use the marking code
- o All children should have access to a whiteboard, pen and rubber.
- o Pencils should be sharp and ready for the children; children do not sharpen pencils. If they require another pencil they do so from the spare pot.
- o KS2 ~ spare pot for pens.
- o Promote the use of the writing checklist
- o Moderation grids in the back of the books

Use green ink when marking

- o A smiley face is used to acknowledge a child has done a piece of work really well with no errors, this symbol is placed in the margin.
- o If you have a child whose work you are particularly pleased with, please give them a sticker for their sticker booklet, which is kept in their drawers.
- o Children should be encouraged to complete corrections allowing time during the school day for these, as far as possible.
- o Unfinished work should be marked, but it is important to establish why the work is unfinished and possibly comment on this.
- o Spelling errors need to be addressed. Writing SP by the margin and a green wiggly line underneath the incorrect spelling. Children then write the correct word three times.
- o Common misconception words spelt incorrectly should be highlighted in orange, children should then self-correct and write the correct word 3X.
- o Handwriting needs to be addressed daily, highlight the word in pink and then children write the word or letter again, using the correct letter formation and correct joins. Children write 6 letters and 6 words.

Examples of deep marking:



- Use a range of subordinating clauses in your writing to vary your sentences.

*(this is where the child will make the improvement)

MONITORING

Senior leaders will monitor work to evaluate the impact of the policy and give support and guidance to staff.

Presentation Success Criteria for Maths



Short date or date can be added to LO by the teacher.



Write 1 number or symbol per square.



Draw a line down the centre of the page (or fold the page).



*Learning Objective stuck in neatly.
If you make a mistake, draw a small line through it e.g. $5 + 5 =$ using a*

ruler. KS1 use a bracket around the mistake (fjdksjf).



Pencil to be used. Ensure that this is sharp and not too small to hold.

Presentation Success Criteria English



Long date or recorded on LO by the teacher.



Learning Objective stuck in neatly.



Always write on the lines given, using your best handwriting.



Start writing next to the margin but don't write over the margin line.



If you make a mistake, draw a neat line through the word. e.g. school. KS1 use brackets around the mistake (fksfs).



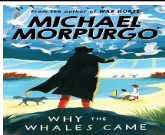
Always check your work to make sure your presentation is the best it can be.



Do not leave more than one finger space between words.

Examples of how the learning objective and Success Criteria should look.

Learning Objective for English

ENGLISH		
TEXT:		Vocabulary:  speech,  direct,  inverted commas,  comma,  full stop,  question mark,  exclamation mark,  punc-tuation,  dialogue
Date: 12 th May 2025	Purpose: To be able to use direct speech in my own writing. Audience: Base 7 peers	CT, TA, I
Previous learning: I already know. How to use inverted commas for direct speech.		
Learning Outcome: To punctuate direct speech with inverted commas and other punctuation within the inverted commas.		
Success Criteria: By the end of today's lesson:		

I can (skill):

- ✓ Use inverted commas to indicate direct speech.
- ✓ Use full stops, commas and capital letters correctly when using direct speech.
- ✓ Use a new line for a new speaker.

I will know (knowledge):

- ✓ When I need to use inverted commas.
- ✓ What other punctuation I need to use.
- ✓ When I need to use a new line.

Writing Target

To use parenthesis my writing.

Daily Starter ~ Prior learning check

Underline the **relative clause** in the sentences below.

The house where I was born has been demolished.

The old house that is next to our school is for sale.

We visited the funfair that came to our town.

My uncle who lives in Australia has sent me a present.

My friend whose rabbit I look after is on holiday.

Learning Objective for maths:



MATHS

Assessment for learning: adding fractions

Vocabulary:

$\frac{7}{10}$ fraction, part, whole, proper, improper, $+$ add, $\frac{7}{10}$ denominator, $\frac{7}{10}$ numerator

Date: 12.05.25

CT TA I

Concrete

Pictorial

Abstract

Learning Outcome:
To add two fractions

Previous learning:
I already know:

- How to calculate fractions.
- What a numerator and denominator are.

Success Criteria:

By the end of today's lesson:

I will know (knowledge):

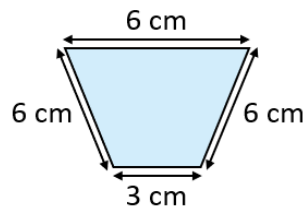
- ✓ How to add the numerator.

I can skills:

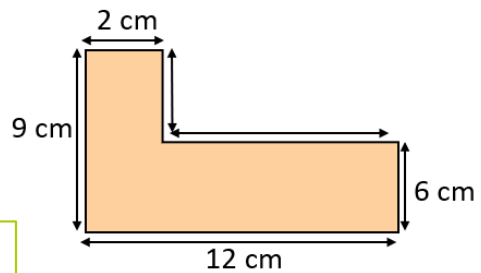
- ✓ Keep the denominator the same.
- ✓ Add the numerator

Flash back 4

- 1) Calculate the perimeter.



- 2) Work out the missing lengths.



- 3) $69 \div 3 =$



- 4) 

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Chance to Shine Writing Label ~ Independent writing



14th November 2018

Trip to Theatre Link

L.O.: To write a recount

Following our trip to the Theatre this morning, write a recount on the things we did and saw. 

My Target

To use an expanded noun phrase with a conjunction

Learning Objectives and Success Criteria should also be evident in their cross-curricular books and science books.

Learning objectives should include handwriting S.C. and SPaG.

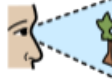
Don't use I can in the L.O.is implies they can do it.

Instead of target use: 'I am working on....'

The following is an example of the L.O. used for RWI. Phonics:

Phonics
Week Commencing:
Previous learning:
- I already know the following sounds: - I can read and write words from set ____
Learning Outcome:
- To recognise the sounds..... - To read and spell words from set - To read for meaning
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Foundation subjects LO:

Art
Vocabulary:  monotype  artist  installation
Date: 19 th January CT, TA, I, HLTA
Previous learning: I already know: (Yrs 3/4) - That we can make a creative response to artwork - How to make a mono print
Golden threads:         
Drawing Sketchbook Printmaking Painting Collage Making Purpose Visual Literacy Articulation
Learning Outcome:

To understand what monotype printing is and be able to identify monotype prints made by artists

Assessment for learning: What is a monotype print?

Success Criteria:

By the end of today's lesson:

I will know (knowledge):

- What the word 'monotype' means
- About the monotype artist Kevork Mourad

I can (skill):

- Make visual notes in my sketch book
- See how artists use monotypes in their work
- Share my responses to the artwork I explore

Assessment for learning label to be used once a week to check knowledge/learning has stuck.

Reflect on today's
lesson...

Demonstrate what you have learnt today:

Write a sentence about your weekend using a
subordinate clause

Examples of Peer assessment and Self-assessment

PEER-ASSESSMENT



What has your partner done well?

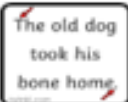
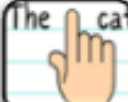
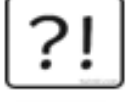
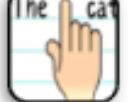


What can they improve for next time?

SELF-ASSESSMENT

- Look back at the success criteria.
Underline where you think you have achieved this.
- List the interesting vocabulary you have used.
- Choose a part of your writing to improve put a * next to it.

Writing checklist to be on tables at all times and teacher to refer to this continually.

<u>Year 1 Writing Checklist</u> 		
Capital letters at the start of every sentence and a full stop.		
Capital letter used for every proper noun		
Full-stops used correctly		
Separate words with spaces		
Use a range of conjunctions - and, but, so		
Exclamation and question marks used accurately		
Spell phonemically regular words correctly.		
Spell all Year 1 words accurately		
Use spacing between words that reflects the size of the letters		
Write capital letters, lower case letters and digits with correct size and orientation		
Re-read sentences to check they make sense		

Child friendly objectives for writing, Maths and Reading

Published Mini	Editing Error	Transcription Year 2	Handwriting Horse	Writing Year 2	Punctuation Post
I think about what I am going to write by planning or jotting out what I am going to write about.	I think about what I am going to write sentence by sentence.	I can spell lots of words correctly by sounding out phonemes and writing down graphemes.	I can form lower-case letters of the correct size relative to one another.	Co-ordination conjunctions I can use <i>or</i> , <i>and</i> , <i>but</i> .	I can use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.
I know what to include in different kinds of writing.	I can write stories about things that have happened to me and other people. Some are real and some are made up.	I can spell by learning new ways of spelling phonemes.	I can use some of the strokes needed to join letters and understand which letters next to each other cannot be joined.	Subordination conjunctions I can use <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i> .	
I plan using words, pictures, and new vocabulary.	I can put all my ideas that go together in one place, so it makes sense to the reader.	I can spell by learning some words with each spelling, including a few homophones.	I can write capital and lower-case letters and digits of the correct size and the right way.	I can use expanded noun phrases for description and specification.	
I can take on the role of a character that I am going to include in my story.	I can make simple changes and corrections to my writing by thinking about how good it is with my teacher and friends.	I can spell by learning to spell common exception words.	I can use spaces between words that matches the size of my letters.	I know the difference between a statement, question, exclamation, or command.	
I can write about real events, recording these simply and clearly.	I choose my words really carefully to make the reader want to read my writing.	I can learn to spell more words with contracted forms.		I can use the present and past tense correctly and consistently, including the progressive form (<i>ing</i>).	
	I can reread my writing to check that it makes sense.	I can learn to spell by learning the possessive apostrophe (<i>'</i>).		I can use some features of written Standard English.	
	I can check for mistakes in spelling, grammar and punctuation.	I can use the difference between homophones and near-homophones.			
	I can read about what I have written clearly.	I can add suffixes to spell longer words including <i>-ment</i> , <i>-ness</i> , <i>-ful</i> , <i>-less</i> , <i>-ly</i> .			
		I can apply spelling rules.			
		I can spell words using letter names.			
		I can write them neatly using sentence starters dictated to me.			

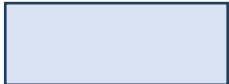
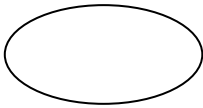
New vocabulary I need to know, learn and understand noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.	I know what I need to include for these different types of genre Stories, recounts, instructions, non-chronological reports, letters, adverts, posters, poems.
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YEAR 2					
Comprehension					
Literary Link will help you to understand about the different types of reading materials there are in Year 2.	Working Writer will help you to look at how authors and poets have chosen to use certain words and sentence in Year 2.	The Reviewer will help you to go into a text and review the facts in Year 2.	Sequencing Skills like everything in order! She will help you to sequence the events in a text in Year 2.	Whereas will help you to hunt for clues in a text about how events might be feeling or why something is happening in Year 2.	Predicting will help you to see the future and see what might happen in a text but what might happen next in Year 2.
I can find features in a non-fiction book that are different to the main text e.g. captions and labels.	I can find pictures in the text such as repeating words or phrases.	I understand from reading what has happened and why it has happened using the text and pictures.	I can retell a story, talking about the main events in the correct sequence.	I can link for clues and explain why an event happens in a story.	I can make a sensible guess of what might happen in a text I have not read before.
I can find some different features of a non-fiction text and say how they help me find information.	I can find examples of rhyming, alliteration or simile.	I can answer questions about links talking about events and characters.	I can talk about why some events in a story are more important.	I can link for clues and explain how a character feels and why they feel like that and can justify with evidence from the text.	I can explain why it is a sensible guess, using what has happened so far in the story.
I can say why I think an author has chosen a point in story to tell.	I can find a word in a page if that means the same as another word.	I can make links between the event or place of information and another.	I know lots of different stories, fairy stories and traditional tales and can retell them talking about characters and key events in the correct order.	I can link for clues and explain why characters do something or say something and can justify with evidence from the text.	I can predict what might happen from details stated and implied.
I can read lots of different types of non-fiction but which are laid out in different ways.	I can talk about and really understand the meaning of words, linking new meanings to words I already know.	I can use new words from a text to answer questions.	I can say what has happened in a story in the correct sequence and explain why things happen.	I can link for clues and make simple links between parts of information in a non-fiction book.	
I can read about with fluency and confidence.	I can ask questions to improve my understanding of the text.	I can find specific information on a page of non-fiction text, often using features to help me find what I need, e.g. captions, labels, headings.	I can identify main ideas from more than one paragraph, and I can summarise what I have read.	I can order from what is said to done from the text.	
I can explain and discuss a variety of texts that are read to me and that I read myself.	I can identify how words and phrases have been used to create effects which build or enhance e.g. to create clear images or attractions for the reader.	I can think the text makes sense and I can discuss and explain the meaning of the word in context.			
I read for pleasure at home and at school.					
I read a wide range of genres, including fairy tales, traditional tales, poems, myths and legends, and I can recall some of them orally.					

Word Reading
- I can use different strategies to decode words when reading aloud. - I break words into sounds or smaller words. - I use my phonics skills. - I read on to check it makes sense.
- I can decide groups of letters knowing that sometimes they can make different sounds in different words. - I can read words with suffixes that I have learnt. - I can read words ending with 't' sound (girl, light, tongue). - I can read words with the 's' sound, such as... - I can read most of the Year 2 common exception words. - I can read words that have had or more syllables. - I can check that the text makes sense as I read, and correct mistakes I make. - I can apply my knowledge of root words, suffixes and prefixes, both to read about and to understand the meaning of new words I meet.

 I can recognise and use the inverse relationship between addition and subtraction. I can use place value and number facts to solve problems. I can read and write numbers to 100 in digits and words. I can use $\leq$, $\geq$ and $=$ signs. I can compare and order numbers from 0-100. I can identify represent and estimate numbers. I can recognise the place value of each digit in a 2-digit number. I can count in tens from any number forward and backwards. I can count in steps of 2, 3 and 5.	I can recognise and use the inverse relationship between addition and subtraction. I know that addition can be done in any order, but subtraction can't. I can add 3-digit numbers. I can add and subtract two 2-digit numbers and ones. I can subtract 2-digit numbers and tens. I can add and subtract 2-digit numbers and ones. I can derive and use related facts to 100. I can recall and use addition and subtraction facts to 20. I can solve one-step addition and subtraction problems.	 Year 2 Maths Targets I can solve one-step problems involving $\times$ and $\div$. I know that multiplication of two numbers can be done in any order. I can calculate division statements. I can calculate multiplication statements. I can recognise odd and even numbers. I can recall and use $\times$ and $\div$ facts for 2, 5, 10, and 10 times tables.	I can tell and write the time to 5 minutes including $\frac{1}{2}$ past/to the hour. I can compare and sequence intervals of time. I can solve problems adding and subtracting money and give change. I can find different ways of putting coins together that make the same amount. I can recognise and use symbols for pound £ and pence p. I can compare and order lengths, mass, volume/capacity and frequency graphs. I can measure to the nearest unit using mass, area, temperature and frequency graphs. I can choose and use appropriate standard units to estimate and measure.	I can use mathematical vocabulary to describe position, direction and movement. I can order and arrange combinations of objects in patterns and sequences. I can compare and sort common 2-D and 3-D shapes. I can identify 2-D shapes on the surface of a 3-D shape. I can identify and describe the properties of 3-D shapes. I can identify lines of symmetry in 2-D shapes. I can identify and describe the properties of 2-D shapes.	I can ask and answer questions when comparing categorical data. I can ask and answer simple questions by sorting categories by quantity. I can answer questions about tables. I can interpret and construct simple tables. I can interpret and construct simple bar charts. I can interpret and construct simple pictographs.
Number and Place Value	Addition and Subtraction	Multiplication and Division	Measurements	Fractions	Geometry
					Statistics

Feedback codes

Feedback Symbol	Meaning
	Double tick ~ corrections seen and completed.
CH	Check answer/sentence/word Check errors
SP	Spellings need correcting
//	New paragraph needed
VF	Verbal feedback
	Finger space
	Finger space too big
	Write on the line
	Missing punctuation (commas, semi colon, full-stop, capital letter, ! and ?)
	Improvement
	Asterix for where the children write the response to the improvement.
	Need to try harder

FF	Sound it out
	Come and speak to the teacher
I	Independent
PG	Paired or group work
T	Worked with the teacher
TA	Worked with the Teaching Assistant
HLTA	Working with higher level teaching assistant
	Everything achieved ~ good job.
	Highlight work (sentences words, punctuation etc) green for great ~ if the SC/LO has been achieved ~ highlight 3 examples.
CHALLENGE	A challenge should be used when children have done everything correctly. If everything is correct then write the word CHALLENGE, write a challenge for them to complete followed by an *, indicating where you want them to record their response to the challenge.

	A generic CHALLENGE label can be used if more than one group need this.
	Highlight work in pink ~ pink for think ~ When the SC/LO has not been achieved. Just find one example.

Effective marking and feedback

EXCEPTIONAL

- Exceptional standards of inclusion have been sustained over time so that barriers to learning and/or well-being for pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, are reduced exceptionally well to ensure highly positive outcomes and experiences for pupils.
- Leaders' actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life and have ensured that they feel they belong within the school community.
- Exceptionally high standards in the curriculum and teaching have been sustained. Across all subjects and phases, well-planned, effective and highly responsive teaching quickly and securely develops the knowledge, and skills pupils need to be successful.
- Leaders' actions have a transformational impact on the learning of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to learning and/or well-being. These pupils are now exceptionally well prepared for current and later learning, and for future success.
- Leaders' actions have a transformational impact on the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils now achieve consistently high outcomes and are exceptionally well

prepared for their next steps. The difference between the attainment rate of the school's disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally.

STRONG STANDARD

- Strategies exist to acknowledge/celebrate the achievement of targets.
- Children are involved in setting targets for improvement.
- There is a very good level of response to teachers marking.
- Comments from the teacher are focused and diagnostic, revealing very good subject knowledge.
- Children demonstrate understanding of their LO.

EXPECTED STANDARD

- All children are set relevant, accurate LO's
- Self-assessment is a regular activity: children know what they are good at and what they need to do to improve.
- Children respond to prior learning.
- Children respond to comments/codes from the teacher

NEEDS ATTENTION

- There is sufficient work in the books to allow marking to have impact.
- Work is marked regularly.
- Children know how well they have done in relation to the LO.
- Marking builds confidence.
- The majority of marking is about recognising success.
- The teacher's handwriting is readable.
- The teacher's spelling and use of standard English is accurate.

URGENT ATTENTION

- Marking does little to help children to improve.
- Work is not marked regularly.
- Children do not know how well they have done in relation to the LO.
- Marking does not celebrate learning.
- The majority of marking does not recognise success.
- The teacher's handwriting is not easy to read.
- The teacher's spelling and use of standard English are inaccurate.
- Work is marked incorrectly.
- The advice given to children is inaccurate.
- There is insufficient work in the children's books to allow marking to have impact.

Marking prompt checklist



Marking	Colour/Symbol
Achieved success criteria	Highlight
Not achieved success criteria	Highlight
Green for great	Identify where the children have shown the SC/LO in their work and highlight these 'green for great'.
Encouraging children to check their work when there is a mistake.	Put CH next to the error (miscalculation) and children try correct.
Verbal feedback	Give children verbal feedback to help them make an improvement ~ Write in green pen VF
Spelling	Sp: in the margin and underline the wrong word with a green squiggly line, write the word for the children and then they write it underneath 3X.
Letter/number formation	Pink , model how to write the letter/number forming it correctly, children then respond by copying the letter/number.
If success criteria not achieved	Put a pink arrow then next step. Follow this with an Asterix to show the children where you would like them to respond. E.g. → Improvement: Rewrite the pink sentence, using the correct punctuation. ★
Marking Next step comments.	Response to marking needs to be marked with a double tick. Always mark in green .
Spelling mistake if it is a common exception word.	Highlight the word in orange and ask the children to find the correct word on their card and write this out 3x.

No errors or misconceptions	CHALLENGE
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