

Feedback and Marking Policy

2023-24

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Introduction

This policy has been written for staff at Elmhurst Primary school to set out our approach to providing feedback to pupils both in writing (through marking) and verbally. This policy should be read alongside our Teaching and Learning and Assessment policies.

The purpose and aims of this policy and our approach to feedback are to:

- Improve pupil outcomes
- To extend the range, depth, and impact of feedback on learning
- Making optimum use of teachers' time to ensure the focus is on planning and assessment
- Over time, to develop pupils' expectations of self-improvement and ownership of their learning

The policy is underpinned by the following:

- Evidence from research such as the reports from the Education Endowment Foundation, and the work of Dylan William and John Hattie.
- Recommendations from the Marking Policy Review Group (March 2016) on reducing teacher workload
- The WfP pedagogy of Ross Young and Felicity Ferguson, which promotes pupil-conferencing as a highly effective tool for helping children become better writers
- The work of David Herbert from Eddison learning.
- A 'Growth Mindset' culture where mistakes are seen as an essential and valuable part of the learning process.

We believe in the following:

Feedback should always be *specific, helpful and kind.*

- Evidence shows that giving **effective** feedback to pupils will lead to some of the best pupil progress
- The sole focus of feedback should be to further children's learning
- Evidence of feedback is not driven by the need to provide additional evidence for external verification
- Marking work and providing extensive written feedback come at an 'opportunity cost' and must be balanced with the time staff have to plan good lessons and assess pupils' progress
- We believe the more specific the feedback is, the greater the clarity in terms of the teaching and learning steps
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil
- Wherever possible, children should receive 'live' feedback either within the lesson itself or in the next appropriate lesson
- The 'next step' is usually the next lesson
- As we know from cognitive load theory, new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning; we cannot assume that just because content has been taught that it has been learnt
- Our feedback approach identifies misunderstanding and mistakes as requiring distinct approaches
- **Providing less written feedback does not equate to not looking at books. Teachers are still expected to look through all books each day (either within or after a lesson) to inform next steps in teaching and to move learning forward**

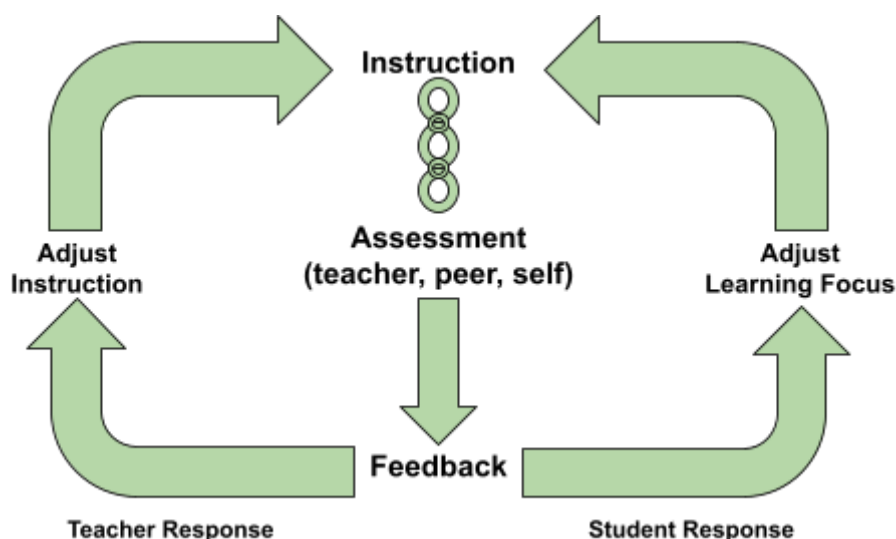
Laying the Foundations for Effective Feedback

As specified by the EEF report on effective feedback, “**feedback can only build on something**”. Therefore, we believe that before providing feedback on learning the conditions for this should be built in each classroom through the following principles:

- 1) *Feedback is what happens second*’ (EEF 2007) ‘*It is of little use when there is no initial learning or surface information*’. The first task for our teachers, before feedback is delivered, is to provide effective instruction. (See T and L policy for further detail)
- 2) Understand the principles of effective feedback. The work of Dylan William states that:
 - Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.
 - Provide **specific** guidance on how to improve
 - High quality feedback may focus on:
 - The task
 - The subject
 - Self-regulation/ metacognitive strategies.
 - Feedback that focuses on a learner’s personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective
- 3) Opportunities for providing specific feedback should be planned (see appendix). For example:
 - Correction or inclusion of specific punctuation and grammar strategies
 - Checking for compliance with requirements for layout or presentation
 - Correction or inclusion of specific spellings or terminology
 - Inclusion of specific content in the writing
 - Deepening of specific aspects of writing by editing in, or extension

Providing feedback

Feedback is part of a cycle that should lead to pupil progress. Once teachers have provided initial instruction and assessed pupils through questioning and marking and looking at books, then it is time to provide the necessary feedback that will lead to pupils AND/OR teachers adjusting their practice, leading to improvement.



How and when do we provide feedback to pupils?

Below is an outline of the principles of how we provide feedback to pupils. A table summarising the frequency and nature of feedback required in each subject can be found in Appendix 1.

- **Live Feedback**

Live feedback is responsive in-lesson feedback provided by the teacher while pupils are completing some written work; it is aimed at embedding and deepening the current learning. Pupils should have the opportunity to respond to live feedback in all lessons. Pupils should make immediate improvements or adjustments to their work. Live feedback can be provided to the whole class by stopping the lesson and feeding back to all pupils, to a group of pupils or to individuals as necessary. **The frequency and type of feedback to different groups should be determined by the teacher.** Any changes or additions to work as a result of live feedback should be completed in green pen. Some suggestions for developing live feedback have been included in Appendix 2.

- **Planned Feedback - whole class, individual, group**

At the end of a lesson and before the next, all teachers should bring together their evaluation of the performance of pupils in the lesson through their in-class formative assessment strategies and through looking at pupil output from the lesson in the form of books. These will inform their next steps.

A simple way to gather the type of feedback you need to provide is to complete a grid on paper or post-its as you look through books after a lesson. The below template can be found in Appendix 4 of this policy. Teachers should adapt the headers to address the issues they wish to address but examples could include:

<p><u>Whole class successes</u></p> <p><i>Include examples and specific praise</i></p>	<p><u>Whole class concerns</u></p> <p><i>These can be used as a teaching point for the next lesson.</i></p>
<p><u>Individual successes</u></p> <p><i>Include examples and specific praise. Could be shared with the whole class if appropriate.</i></p>	<p><u>Individual concerns</u></p> <p><i>Identify individuals who will need individual feedback in private.</i></p>
<p><u>Group concerns</u></p> <p><i>Identify any concerns which do not relate to the whole class but require more than individualised feedback. This group may need to be addressed together.</i></p>	<p><u>Presentation/SPaG issues</u></p> <p><i>Identify any pupils who may need to improve their presentation either for this piece or the next. Identify any SPaG issues which need addressing.</i></p>

When teachers identify misconceptions or errors from the lesson which were not addressed through live feedback in the lesson, this feedback may need different approaches (as outlined above).

- **Whole Class Feedback:** If all pupils have clearly struggled or missed key learning then the lesson itself might have to be re-taught or partly re-taught. Where this is not a key part of the learning from the lesson, the teacher may want to use this feedback in the next lesson as a teaching point (where it is an error, they might use the mistake anonymously or write a similar sentence with the same error). For mistakes, the teacher might share an example of an anonymous or fictional piece where the child has

confused describing a character with listing their clothing, piling up adjective after adjective. Pupils may be asked to edit or improve this example. (see the next session for an outline of the difference between an error and a mistake).

- **Group Feedback:** some pupils would benefit from targeted conversation with the teacher before the next lesson. This could be done at playtime, or assembly time during assembly interventions.
- **Individual Feedback:** Teachers should clearly identify those pupils who need individual feedback to move their learning on and work with them to give this feedback. If their errors are very specific and entrenched then they may need to work with them on a 1:1 basis during an assembly or break time as a responsive intervention. Other pupils may be referred to your SLT as a candidate for catch up or tuition.
- **Presentation:** Where pupils have not met your expectations for presentation, they may need to fix or re-do part or all of their work. This should be communicated to pupils kindly and respectfully, and framed positively in terms of taking pride in their work.

- **Peer Feedback, Self-evaluation and Marking**



Peer feedback is encouraged. This could involve reading one-another's work and making suggestions for improvement. Peer feedback is likely to be mostly verbal. Written marking can be provided on a post-it note by a peer but pupils should only write in their own exercise books, unless marking questions in maths or other subjects where only a tick or cross is required. Self-evaluation is encouraged and some units of work include a final reflection which allows pupils to evaluate their own output and learning (e.g. in Art or Computing). Self-marking is also a useful tool for teachers where the answers are either right or wrong. Self and peer marking should always be checked for accuracy.

- **Written Marking**

The school does expect to see written marking in books. As a minimum there should be acknowledgement of all pieces of work in the form of ticks or a brief comment. This shows pupils that the teacher values their work and has read it and will help to motivate pupils. Written feedback should model handwriting expectations and accurate spelling and grammar.

Please see the section below for specific information about written marking in each subject.

Our marking code should be used to support the correction of SPaG errors in all subject areas. The marking code mirrors the language that the pupils use in their writing lessons taken from the work of Ross Young, using the acronym **CUPS** (Capital letters, Use of vocabulary, Punctuation, Spellings). Both KS1 and KS2 should use the below codes when marking. When responding to marking codes in their work, pupils should use green pen.

	Double tick to identify elements the pupils have done particularly well. Could be accompanied by a word e.g.  description
C	Capital letters
U	Use of Vocabulary
P	Punctuation
S	Spelling

Marking errors and mistakes

Careless mistakes should be marked differently to errors resulting from misunderstanding.

A mistake is when a pupil has given an incorrect response not through lack of understanding but due to something else (e.g. carelessness, being distracted, not checking thoroughly). Once identified as a mistake, this can be marked as incorrect and pupils should be able to adjust their work accordingly (marking codes could be used here).

An error is made when a pupil gives an incorrect response due to a lack of understanding. This error is likely to have been made several times and pupils may require further intervention in order to correct their work. In written marking, hints or questions could be provided to lead pupils to the correct answers.

Dickens uses adjectives to present
① Pips feelings in Great Expectations.
① At Miss Havishams house
② estella is rude to Pip and Pip
says he feels "humiliated" and
"hurt". This suggests he feels
out of place and is aware that
① Estellas social class is higher
than his class.

Errors vs. mistakes

In this example, the student has failed to use an apostrophe correctly on three separate occasions (indicated by ①), suggesting an underlying misunderstanding. This could be classed as an **error**. In contrast, the missing capital letter on "estella" (indicated by ②), is the only incorrect use of capitals and could be classed as a **mistake**.

Curriculum: Variation in Feedback

Feedback, verbal or written, will vary depending on curriculum area. In all areas of the curriculum, teachers will note the difference between errors (misunderstandings) and mistakes and will mark accordingly. Misunderstandings (errors) will be marked with hints or questions to guide children's thinking or may feed into future teaching, whereas mistakes may be dotted with the simple instruction for children to fix them. In all areas, feedback will promote the highest of expectations.

Writing Lessons (KS2)

Conferencing:

During a class writing project, and throughout the writing process, teachers need to conference with individual pupils as frequently as possible. During the 30 minutes of writing time in each lesson, the teacher should conference with a number of pupils. You might already know which pupils you want to conference with that lesson, based on what they have done in the previous lesson - it is useful to keep a list of pupils you have conferenced with in each writing project.

A good pupil conference follows these principles:

- **Part 1:** Ask an open ended question which either prompts the pupil to reflect on the aspect of the writing that needs improvement, or which prompts them to come up with their own improvement agenda.
- **Part 2:** Decide on a specific strategy in response to this (usually closely related to the project product goals). This may be re-teaching that day's mini-lesson or a previous mini-lesson if required.

- **Part 3:** Teach (or re-teach) this **writing strategy** and tell them that you want them to try that strategy straight away.
- **Part 4:** Child articulates what they are going to do in response to feedback.

Following the principles of live feedback, pupils should act on their feedback given during conferencing in green pen. Further information on conferencing can be found in the Writing For Pleasure Centre's mini-book on pupil-conferencing.

Teachers should keep a conferencing register to ensure that all children have access to support regularly. Examples of pupil-conferencing proformas can be found in the Pupil Conferencing Mini-Book. Teachers should make a particular point of looking in more detail at the books of those pupils with whom they have not conferenced that day. **Teachers are expected to look at writing books daily to inform the next steps in learning and to adjust and design future mini-lessons according to the needs of the class.**

Teachers may wish to ask pupils to put work into two piles at the end of the lesson, according to whether the pupil has had a conference or not during the lesson, so that the teacher knows which books to prioritise looking at before the next lesson.

Author's Chair / Peer Feedback:

Peer feedback is a crucial part of **writing** lessons. Each writing lesson is split into the following three elements: mini-lesson, writing time, author's chair. **Author's Chair** provides an opportunity for pupils to share their work with their peers (either whole class or in pairs or groups) and to provide advice, feedback or to suggest strategies for others to try. Consider this as an additional teaching opportunity where you can give advice yourself to all writers (not just the one receiving the feedback).

- Step 1: The writer introduces their work
- Step 2: The writer reads
- Step 3: A listener describes what the piece is about
- Step 4: Another listener offers compliments
- Step 5: The writer asks for advice**
- Step 6: Listeners offer suggestions and ask questions

(Young and Ferguson, 2020)

At intervals during a writing project, pupils will also support one another to proofread their work together to identify transcriptional errors.

Written feedback:

General principles of written marking for writing lessons:

- Written marking should **not** be used to teach concepts or strategies: if there is a major issue with a child's writing **do not** write this in their book - use a pupil conference for this feedback.
- Written marking may comment on specific product goals or mini-lessons that the pupils have achieved well **OR** it may direct pupils towards transcriptional errors using CUPS but **only after** pupils have had a chance to do this themselves first

During writing projects, there are **several** points where teachers will provide some written feedback to pupils. This is not to say that teachers will not provide any other feedback. Teachers should encourage pupils to check for transcriptional errors themselves throughout the process.

- 1) *After mini-lessons*
- 2) *After the drafting process is complete*
- 3) *After pupils have proofread their work ready for publication*
- 4) *After pupils have completed their project*

After mini-lessons:

Written feedback may be appropriate after mini-lessons where pupils have not received feedback via a conference/live feedback.

After the drafting process is complete:

Teachers should leave a brief comment about 1 - 3 compositional elements only. This can include specific positive comments about the pupil having met expectations of one or more of the mini-lessons or from the product goals. This may be a brief note to yourself so that you can follow this up in a pupil-conference.

After the pupils have proof-read their work ready for publication:

Pupils should use CUPS to edit their work during (and before) the editing process and should bring their proof-read work to the teacher for approval during the lesson. Teachers should provide feedback at this time to direct pupils to correct any further transcriptional errors ahead of publishing. If not all pupils have had this feedback during the lesson, the teacher should use CUPS in written marking **at this stage only** to direct pupils to any further corrections required ahead of publication. Please see **Appendix 3** for details of CUPS checklist for each year group.

After the pupils have completed their project and published it:

Teachers should make a comment on an element of the work which has been successful as a celebration of achievement through the writing project.

Reading Lessons

Marking and feedback should relate to the desired reading outcome not on writing outcomes, although spelling and grammatical errors should be picked up on using the CUPS marking code. It is expected that the majority of feedback in reading is verbal and within the lesson, following the live marking principles.

All work should be acknowledged. Where appropriate and where live feedback has not been provided for a pupil, teachers could ask a clarifying question to pupils in the form of written feedback.

Teachers may wish to ask pupils to put work into two piles at the end of the lesson, according to whether the pupil has had feedback or not during the lesson, so that the teacher knows which books to prioritise looking at before the next lesson.

Mathematics

At Elmhurst, we teach a mastery curriculum for mathematics. We follow the marking advice from the National Centre of Excellence in the Teaching of Mathematics (NCETM) which advises that within a mastery curriculum, 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 through marking in the same way that they do in other curriculum areas and children will be expected to address these. Teachers may require children to "explain" or "prove" their answers for assessment purposes. If so, teachers will use the word 'explain' or 'prove'. Number formation will be addressed, where necessary, in written feedback, throughout EYFS and KS1.

Teachers are expected to look at maths books daily to inform the next steps in learning and all maths work must be acknowledged by the teacher.

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 and acknowledgement marking. However teachers should not miss the opportunity to reaffirm high expectations or to address ongoing secretarial issues through marking using the 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.

High Expectations and presentation

Presentation is of the utmost importance. Presentation will be marked in the same way across the curriculum with a symbol appropriate to the level of presentation be

ing noted onto work. Rubbers are not necessary (unless children are publishing their work or for a correction to a diagram or drawing) as pupils must not be afraid to make mistakes. Teachers need to 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.**

<u>Marking symbols for presentation</u>	
pr 😊	Good quality presentation
pr 😐	Presentation needs improvement
pr 😞	Presentation is unsatisfactory

Impact of the feedback policy

If this policy is working well we should see evident progress in all pupils' work. Teachers are responsible for reflecting on whether their feedback is having an impact and to make changes to their practice if this is not the case. The SLT are responsible for monitoring the impact of individual teachers' feedback on pupils and to support them to improve their practice. The impact of the policy should be seen by teachers and SLT in the following ways:

- Identified errors addressed by the teacher in verbal feedback or to the whole class stop happening with time: in books, you should not see an error picked up in Autumn term still happening in Spring if your feedback has been effective.
- The impact of marking on learning should be evident through the range of feedback given and the nature of pupils' responses to it. Much of this should show a deepening of pupils' understanding and their use of subject knowledge. Books should show evidence of continuous improvement in a range of specific ways .e.g presentation, grammar, sentence construction, etc
- Teachers should be able to talk with confidence about pupils' work and how they have helped them to improve
- Pupils can tell you what the teacher has fed back to them and what they have been working to improve - some of this is evident in their books in green pen
- Pupils can talk about their learning with confidence, talk about their mistakes and how they have fixed them.
- Pupils can demonstrate how they have extended, deepened, or refined their learning because of feedback.
- Pupils in older cohorts are beginning to self-edit their own work as they do it, without the need for frequent live feedback.

Appendix 1: Summary of Feedback Expectations

	Reading, Science and Wider Curriculum	Writing	Maths
During each lesson	<p>Live feedback</p> <p>Pupils respond in green pen to teacher feedback (this could be whole class, group or individual feedback).</p> <p>Re-do elements of work if presentation is poor.</p>	<p>Pupil-conferencing</p> <p>Pupils respond in green pen to teacher feedback (this could be whole class, group or individual feedback).</p> <p>Use the author's chair to allow pupils to provide peer feedback and advice.</p> <p>Self or peer proofreading where required.</p> <p>Re-do elements of work if presentation is poor.</p>	<p>Live feedback</p> <p>Pupils respond in green pen to teacher feedback (this could be whole class, group or individual feedback).</p> <p>Explore Task: pupils add new strategies reviewed in the 'Master' section of the lesson in green pen.</p> <p>Pupils mark work together (self or peer marking) in green pen.</p> <p>Dot used for errors/mistakes.</p> <p>Re-do elements of work if presentation is poor.</p>
After each piece of work / lesson	<p>Read and acknowledge all work. Add a brief written comment if desired.</p> <p>Double tick to indicate successful elements of a piece of work. Focus on specific skills covered in the lesson if any written feedback is provided.</p> <p>CUPS used as a marking code.</p> <p>Gather information for next lesson feedback e.g. whole class feedback template.</p> <p>Re-do elements of work if presentation is poor.</p>	<p>Read and acknowledge work completed after each lesson. Add a brief written comment if desired.</p> <p>Gather information for next mini-lesson or future pupil-conferences.</p> <p>After drafting is completed: written comment on compositional elements of the work.</p> <p>After proofreading is completed: CUPS marking where required.</p> <p>After publishing: written comment on final piece.</p>	<p>Read and acknowledge all work. Add a brief written comment if desired.</p> <p>Double tick for successful elements of a piece of work. 'Explain' used to elicit further elaboration.</p> <p>Check accuracy of self and peer marking.</p> <p>Gather information for next lesson feedback e.g. whole class feedback template.</p> <p>Re-do elements of work if presentation is poor.</p>
<p>Next lesson planned feedback (depending on your assessment)</p> <p><i>You would not do ALL of these but select as appropriate</i></p>	<p>Lesson replanned or aspects replanned if all/most children have not understood.</p> <p>Celebrate specific good examples of work.</p> <p>Share any whole class issues (including SPag) and use examples for pupils to review at the start of the lesson. Pupil work might be used as a teaching point.</p> <p>Feedback with a specific group or individual on an identified area.</p> <p>Share good examples of presentation or concerns about presentation.</p>	<p>Mini writing lesson focus might change or be repeated.</p> <p>Pupil-conferencing - select children to conference with in response to progress within a previous lesson or move onto other pupils.</p>	<p>Lesson replanned or aspects replanned if all/most children have not understood.</p> <p>Celebrate specific good examples of work.</p> <p>Share any whole class issues (including SPag) and use examples for pupils to review at the start of the lesson. Pupil work might be used as a teaching point.</p> <p>Feedback with a specific group or individual on an identified area.</p> <p>Share good examples of presentation or concerns about presentation.</p>

Appendix 2: Practical Tips for Live Feedback

An essential part of live feedback is ensuring that pupils are acting on the feedback provided. In order for this to be visible in books, pupils use green pens to respond to the feedback. This can be done as a whole class, in groups or individually.

In the classes where live feedback is best embedded, pupils are well-trained to use green pens without prompting (this is more likely to be seen in KS2) and do this automatically without prompting from the teacher. These same teachers plan for live feedback opportunities and build some opportunities for pupils to respond to feedback in lessons, as well as responding to what is happening in the lesson and using this as an opportunity to provide live feedback.

Below are some practical ideas to support teachers to embed the use of green pens to act on live feedback.

- Ensure green pens are always readily available and accessible.
- Support pupils to write neatly in green pen (as they are biro they can be slightly scratchier than the usual pens/pencils).
- Take time to **teach** pupils that when you give individual or whole class feedback, they should respond in green pen in their books. Pupils will need lots of practice with this.
- Model your own use of green pen to make changes to your work.
- Use a signal for pupils to get their green pens ready
- Clearly set your expectations as to when you will **always** want pupils to use green pen (e.g. when acting on feedback, when adding different strategies to an Explore Task, when proofreading).
- When giving whole-class feedback in the middle of a lesson, try to anticipate opportunities for this feedback to be responded to using green pen
- Praise pupils (or give certificates) who respond to live feedback in the expected way, either in response to individual or whole class feedback
- Build-in key deepening questions to planning and ask pupils to complete these in green pen either during or after a piece of work
- Ask pupils to use specific vocabulary in a piece of work and add in using green pen if they have not (this is particularly useful in Science)

Appendix 3: Editing Checklist for Years 3 - 6

Year 3 Editing Checklist

	Checked it!
<p>C Capitals Remember to use capitals:</p> <ul style="list-style-type: none"> To start all sentences For all proper nouns <i>names of people places brand names days months</i> To start speech For titles. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>U Use of vocabulary</p> <ul style="list-style-type: none"> Change your most boring or repetitive words. Choose verbs and nouns carefully. 	<input type="checkbox"/>
<p>P Punctuation I used commas for lists <i>Eggs, bread, milk, flour and sugar</i> <i>She opened the lid, put her arms inside, lifted the pig out and held it against her cheek.</i></p> <p>Fronted adverbials <i>Carefully, the class edited their work for commas.</i></p> <p>Speech marks to show what a character said <i>"Hey, watch it!" said an orange lump on a chair.</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>S Spellings</p> <ul style="list-style-type: none"> Read your writing and circle any unsure spellings. Look up your unsure spellings using your common word list, spell checker, the internet or a dictionary. I've spelled all of the word wall words correctly. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Year 4 Editing Checklist

	Checked it!
<p>C Capitals Remember to use capitals:</p> <ul style="list-style-type: none"> To start all sentences For all proper nouns <i>names of people places brand names days months</i> To start speech For titles. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>U Use of vocabulary</p> <ul style="list-style-type: none"> Change your most boring or repetitive words. Choose verbs and nouns carefully. 	<input type="checkbox"/>
<p>P Punctuation I used commas for lists <i>Eggs, bread, milk, flour and sugar</i> <i>She opened the lid, put her arms inside, lifted the pig out and held it against her cheek.</i></p> <p>Fronted adverbials <i>Carefully, the class edited their work for commas.</i></p> <p>Speech marks to show what a character said <i>"Hey, watch it!" said an orange lump on a chair.</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>S Spellings</p> <ul style="list-style-type: none"> Read your writing and circle any unsure spellings. Look up your unsure spellings using your common word list, spell checker, the internet or a dictionary. I've spelled all of the word wall words correctly. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Year 5 Editing Checklist

	Checked it!
<p>C Capitals</p> <ul style="list-style-type: none"> To start all sentences For all proper nouns <i>names of people places brand names days months</i> To start speech 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>U Use of vocabulary</p> <ul style="list-style-type: none"> Change your most boring or repetitive words and choose your verbs and nouns carefully. 	<input type="checkbox"/>
<p>P Punctuation Fronted adverbials and subordinating clauses</p> <ul style="list-style-type: none"> <i>Carefully, the class edited their work for commas.</i> <i>Before you carry on your sentence, put a comma.</i> <p>Relative clauses <i>The baby, who had been quite happy till then, started to scream.</i></p> <p>Parenthesis</p> <ul style="list-style-type: none"> <i>The door - huge, heavy and solid - stopped them going further.</i> <i>One day (it was March 10th 2015) it actually stopped raining.</i> <i>The cat, or so its owner said, was seventeen years old.</i> <p>Apostrophes for possession and contractions I can't believe the aliens' spacecraft landed here. It destroyed the dog's kennel. I wouldn't want to be here when mum gets home!</p> <p>Punctuate speech correctly, using commas, new speaker new line, and speech marks. <i>"Who would like a balloon?" asked Tyler. "I would," replied Jagdip.</i></p> <p>End your sentences with some punctuation . ? !</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>S Spellings</p> <ul style="list-style-type: none"> Read your writing and circle any unsure spellings. Look up your unsure spellings using your common word list, spell checker, the internet or a dictionary. I've spelled all of the word wall words correctly. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Year 6 Editing Checklist

	Checked it!
<p>C Capitals</p> <ul style="list-style-type: none"> To start all sentences For all proper nouns <i>names of people places brand names days months</i> To start speech 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>U Use of vocabulary</p> <ul style="list-style-type: none"> Change your most boring or repetitive words and choose your verbs and nouns carefully. 	<input type="checkbox"/>
<p>P Punctuation Fronted adverbials and subordinating clauses</p> <ul style="list-style-type: none"> <i>Carefully, the class edited their work for commas.</i> <i>Before you carry on your sentence, put a comma.</i> <p>Relative clauses <i>The baby, who had been quite happy till then, started to scream.</i></p> <p>Parenthesis</p> <ul style="list-style-type: none"> <i>The door - huge, heavy and solid - stopped them going further.</i> <i>One day (it was March 10th 2015) it actually stopped raining.</i> <i>The cat, or so its owner said, was seventeen years old.</i> <p>Apostrophes for possession and contractions I can't believe the aliens' spacecraft landed here. It destroyed the dog's kennel. I wouldn't want to be here when mum gets home!</p> <p>Punctuate speech correctly, using commas, new speaker new line, and speech marks. <i>"Who would like a balloon?" asked Tyler. "I would," replied Jagdip.</i></p> <p>End your sentences with some punctuation . ? !</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>S Spellings</p> <ul style="list-style-type: none"> Read your writing and circle any unsure spellings. Look up your unsure spellings using your common word list, spell checker, the internet or a dictionary. I've spelled all of the word wall words correctly. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Appendix 4: Planned Feedback Template

<u>Whole class successes</u>	<u>Whole class concerns</u>
<u>Individual successes</u>	<u>Individual concerns</u>
<u>Group concerns</u>	<u>Presentation/SPaG issues</u>