

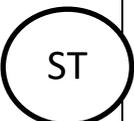
Penn Fields Marking Code

<p>Sp <u> </u></p>	<p>Spelling correction –students must write it out correctly 3 times in purple pen. The part of the word that is incorrect is underlined in green.</p> <p>Spelling. For lower ability, underline maximum of 3 spelling errors, and write an 'S' in the margin.</p> <p>For higher ability write 'S' in the margin but ask learners to find their own error.</p>
<p>☺ Good use of full stops</p>	<p>Smiley face before a positive comment</p>
<p>P O</p>	<p>Punctuation. Circle one punctuation error and write 'P' in the margin.</p> <p>For higher ability write 'P' in the margin but ask learners to find their own error.</p>
<p>→ Capital letters for names</p>	<p>Arrow before targets for improvement (maximum of 2 per marking session).</p>
<p>/</p>	<p>New paragraph required</p>
<p>✓</p>	<p>Tick where a pupil has applied a skill well.</p>
<p>✓✓ →</p>	<p>Double tick where a pupil has applied a skill exceptionally well and is moving forward in SOLO</p>
<p>C</p>	<p>Write this in the margin to show that capital letters are needed.</p>
<p>F</p>	<p>Write this in the margin to show that finger space is needed.</p>
<p>•</p>	<p>Full stop needed</p>

	Word missing.
	Doesn't make sense – read it carefully and correct.
	For wrong/not yet correct answers to questions, put an orange dot next to the answer (not a cross)
	You need to expand your answer...

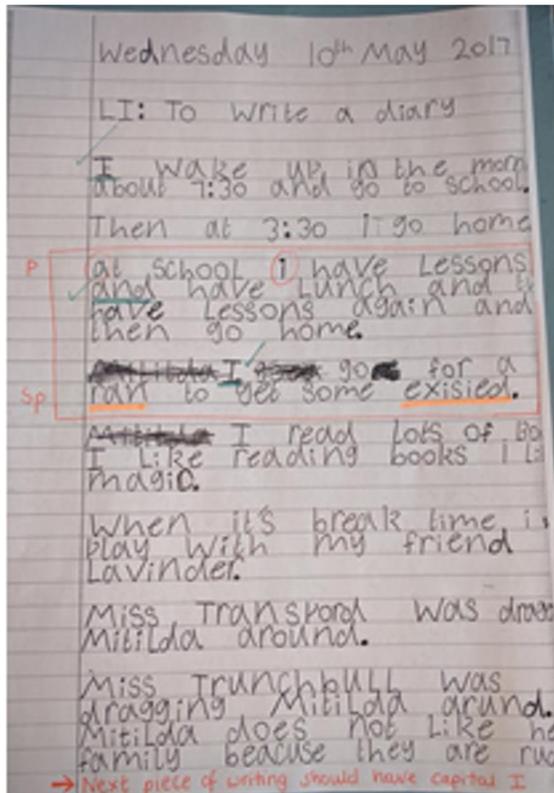
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Optional:

	Verbal feedback given.
   	TLSA, Teacher, Independent, Supply Teacher
Stickers/stamps/credits	For a great piece of work
   PA/SA	Students write PA for Peer Assessment, SA for Self Assessment

WAGOLL (What a good one looks like) Example

Penn Fields Marking Code



	At least two ticks and a moving forward comment
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- Don't have to mark the whole piece. You can be selective.
- Next step comments don't require a written response, but should be applied to the next piece of work.
- Examples of where learners have met the success criteria should be highlighted/underlined and ticked in green.
- More detailed feedback can/should be given verbally. This does not need to be recorded, as corrections/improvements in the next piece of work will be evident.

Feedback

Instructional feedback is a crucial part of ensuring learners can answer three key questions about their learning:

- 1) Where am I going?
- 2) How am I going?
- 3) Where to next?

Evidence suggests that instructional feedback has an even greater impact on SEN learners than it does with learners without SEN. There are three levels of instructional feedback, and when used they can close gaps in learning and build self-regulation and independence.

