Appendix 3: Writing Feedforward policy

Marking of Writing

Conferencing is used with each child at least once a fortnight to allow adults to provide specific feedback to individual or small groups of children in the lesson. Children will be grouped with others who require similar precision teaching, acting on feedback there and then, before applying this into their own, more independent work. Staff use RUMBA to structure their conferencing:

Read and praise
Unpick and clarify
Model
Boost vocabulary
A clear next step

Conferencing **C**   Verbal Feedback **V**

A matrix is created and used in all extended writing pieces in years 1 - 5. The template for which is as follows:

KS1: Specific elements taken from the following:

In addition, a specific objective focusing on composition is included.

KS2:

Code:		Me	Peer	Adult
	Specific features/structural elements linked to the genre			
	Composition			
	Vocabulary			
	Grammar			
	Punctuation			

The number of each of these objectives may vary.

The features in these are hierarchically order, with the trickiest elements being placed at the bottom of each section. Children in the class reflect on their own writing, as well as collaborate with a peer on assessing theirs. The adult will highlight what the children have successfully included using a tick and will also provide a next step in the matrix by using:

Whole class feedback sheets are created by the adults for each unit or for a specific objective within a unit. They record who they have conferenced with, work to share, who needs further support, any comments

about presentation, basic skill errors and any misconceptions. For pupils with SEND or other additional needs, the adults may use more in-depth marking to highlight their next steps.

Whilst writing, children are to identify specific features of their writing in their margin using the following codes (specific codes are used in specific year groups in line with the National Curriculum):

KS1 and KS2   *KS2 only*

?	Question mark	N	Noun
!	Exclamation mark	Ad	Adjective
" "	Inverted Commas	V	Verb
,, and	Commas in a list	Adv	Adverb
, c	Commas for clauses/Sentence types	Con	Connective/Conjunction
'c	Apostrophe for contraction	NP	Noun phrase
'p	Apostrophe for possession	ENP	Expanded noun phrase
( ) - - , ,	Parenthesis	FA	Fronted adverbial
- h	Hyphen	MV	Modal verb
: L	Colon to introduce a list	RQ	Rhetorical question
: B	Colon to separate boundary	RC	Relative clause
; L	Semi-colon for detailed list	N	Noun
; B	Semi-colon to separate linked boundary		

Children will identify **one** example of these features in the margin. Adults will tick in green to agree or dot in pink if an incorrect grammar term has been selected. If a child has not identified a key piece of grammar (as specified in the scoring matrix or input), the teacher will input the code in the margin. Where errors are made within the writing piece, adults will show these with a pink dot in the margin.