

# Stocksbridge Nursery Infant School



## Feedback & Marking Policy

November 2020



**‘Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.’**

Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

## **Aim**

To ensure that we:

- To contribute to pupil achievement, self-confidence, pride and ownership of their work.
- Have consistent standard and manageable practices;
- Use marking and feedback to inform assessment
- Provide frequent feedback of a consistently high quality.

The implementation of the policy is the responsibility of all staff, over seen by the assessment lead.

## **Principles of marking and constructive feedback**

**The key purpose of marking and feedback is to support the child in their learning journey.**

- recognise, encourage and reward the child’s effort and achievement, and celebrate success;
- be directly linked to the learning objective/success criteria
- be meaningful to the individual child;
- give clear indicators of the next steps in their learning;
- be part of an ongoing dialogue with staff and the child;
- encourage the child to reflect on their learning;
- inform assessment and future planning

## **Workbooks**

Please store the workbooks in a place where they are:

- easily found by supply/cover
- kept in a neat, orderly way.

Where possible, workbooks are passed up through the school, so that the child understands their learning as a continuous journey.

We use the following workbooks:

- Writing – Y1&2 use A4 handwriting lined books. Rec use A4 yellow plain books.
- Reading Record book – bought pre-printed
- Reading Journals – A4 dark green, ½ plain, ½ lined
- Maths – A4 blue 20mm squared or red 10mm squared. Reception use A4 purple plain books
- History & geography back to back – A4 light green plain.
- Science
- RE & DT – back to back
- Sketch book – A4 black, plain

## Presentation

While some children struggle to present their learning neatly, all staff should convey a consistent expectation that we try our best.

All staff should model high standards of presentation and provide verbal and written reminders to children. Wherever written comments are made all staff should follow the school's handwriting scheme of work.

**In writing books**, children should:

- write in sharp pencil.
- use line spacing as modelled by Martin Harvey in CPD.
- Write on every line;
- Use pencil crayons for illustrations not felt pens;

**In maths books**, children should:

- Write in sharp pencil;
- Write one digit in one square;
- Use a ruler once skilled and trained to do so;

**Worksheets** should be:

- **Kept to a minimum otherwise we are doubling up on cost of books and photocopying**
- Titled, named and dated and have WALT and WILF/SC;
- Trimmed and stuck neatly in books on the correct day so there is a clear chronology of work;
- Stuck, if possible, so all the work can be read and the sheet is not sticking out;
- Be to the same standard as all other work;
- Marked.

**High quality writing frames** are used to inspire creative writing and support children in how they set out their work. A variety of frames is used linked to the theme or genre of writing.

Those children with Special Educational Needs and Disabilities (SEND) should be given special consideration. This may include:-

- pencil grips or special pencils/pens;
- a scribe;
- worksheets copied onto coloured paper or enlarged;
- larger lined books or plain paper;
- a slanted desk/surface

## Marking code

All work should be annotated with a letter next to the WALT. This may be done by the child or an adult. Marking code posters are displayed in all classrooms.

I	Independent
T/TA	Teacher/TA supported
V	verbal feedback given
L	Teacher/TA has looked at the work.

There should be a range in the level of support in any one child's workbook. Less able children must have examples of independent work and more able children must have examples of adult supported work.

All SEN children must be taught by the teacher regularly throughout a week. Marking can be done in any colour except red. Marking must not be done in pencil.

## **Feedback**

At Stocksbridge Nursery Infant School we embrace the principles of assessment for learning which involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

One key characteristic of assessment for learning is using marking and feedback strategies. Sharing learning objectives and success criteria should provide the focus for feedback from teachers as well as peer and self-assessment. Learners need information and guidance in order to plan next steps in their learning.

### **Written Feedback**

The most effective feedback is that done with the children present. No record needs to be made of this discussion; evidence of progress should be seen in the child's work.

Quality marking is the key to enabling children to understand their own achievements and to know what they need to do next to make progress. Feedback sets the child's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It provides positive feedback and promotes high expectations and progress linked to the main learning objectives.

### **Core Subjects**

Marking can be done using any colour pen (except red). Marking must not be done in pencil.

**In writing**, written marking, verbal feedback and next steps will be done with the focus group of children the adult is working with. Children must be given time to reflect and respond to this marking. Other groups will leave their books open for their work to be checked. These **do not** have to be marked, an L from the teacher will signal that the books have been looked at.

**In Maths**: ticks can be used to show good processes as well as correct answers and dots can be used to highlight an area to which needs revisiting. Next steps in maths will be planned for the next day of teaching and not given as tasks in marking. Numeral practise will be used to move learning and presentation forward.

## **How will we show progression throughout the school?**

### **Foundation stage**

In the Foundation Stage children are given feedback orally in a way which encourages them to value their learning and to be aware of their next steps.

There will be simple comments related to the learning objective and oral feedback, along with stickers and stamps.

Teachers/TAs to indicate level of support given using code:

I	Independent
T/TA	Teacher/TA support
V	Verbal feedback given
L	Teacher/Ta has looked at the work

## Key stage 1

In this phase the aim is to get the children more actively involved with the feedback process while continuing to value their achievements. Children should become increasingly confident about identifying their next steps. Self and peer marking can be introduced in Year 1 and used more regularly by Year 2.

Teachers to indicate level of support given using code:

I	Independent
T/TA	Teacher/TA support
V	Verbal feedback given
L	Teacher/Ta has looked at the work

## Writing

No printed labels are required.

## Year One

Writing verification grids will be placed inside the front cover of writing books. These will be printed on A3 paper so they can be folded out and used at ease. Targets achieved will be ticked and dated only when children have completed an assessed independent piece of writing.

<b>Autumn term</b> One group of children will be focussed on writing.	Written comments, verbal feedback and next steps should be done with the focussed group. Children should be given chance to reflect on their marking.  Labels displaying learning objectives and success criteria <u>do not</u> need to be used. You will mark according to a generic success criteria which will fold out from the back of the child's writing book.
<b>Spring term</b> Two groups of children will be focussed on writing. One group will be adult led.	Written comments, verbal feedback and next steps should be done with the focussed adult led group. Children should be given chance to reflect on their marking.  The independent group will leave their books open to be checked by the teacher. These <b>do not</b> need to be marked.  Success criteria labels to be introduced this term.
<b>Summer term</b> Writing should be more reflective to the year 2 practise.	Number of groups writing at any one time should be reflective of the current Year 2 practise.

## Writing in Year Two

Verification grids will be placed inside the front cover of writing books. These will be printed on A3 paper so they can be folded out and used at ease. Targets achieved will be ticked and dated only when children have completed an assessed independent piece of writing.

<b>Autumn/Spring/Summer term</b>	Number of groups writing at any one time will be decided by the class teacher.  Written comments, verbal feedback and next steps should be done with the focussed adult led group. Children should be given chance to reflect on their marking.  The independent groups will leave their books open to be checked by the teacher. These <b>do not</b> need to be marked
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## Maths

Teachers have the discretion to teach maths to suit their teaching style but also the nature of the class. Teachers should mark the books of the group they are working on. Independent groups should leave their books open for the teacher to look at.

**Foundation subjects** - level of marking as appropriate to piece of work. Teachers can use any colour pen (except red) to mark.

Workbooks should be presented in the following way:

- printed label on the front with child's name. Labels are consistent throughout school;
- Each piece of work should be dated at the top right hand corner
- Where a label is used to display success criteria it will use the following format:

15<sup>th</sup> September 2015

WALT: to know what an adjective is and to use some

**SC:**

- I know words which describe what something feels like
- I know words which describe what something looks like
- I know words which describe what something sounds like

- Self and peer marking can be introduced in Year 1 and used more regularly by Year 2 once ReflectED colours have been introduced.
- Simple, child generated success criteria should be used regularly to help children and adults structure their feedback.

## Other adult marking – summative/correcting mistakes

Where verbal feedback has been given there is no need to write the commentary given other than if it is needed for a job share partner.

For some learning it may be appropriate to simply tick the work and provide a short positive comment. Examples of when this may be appropriate include:

- calculations in maths (right or wrong);
- comprehension answers;
- grammar exercises;
- collaborative group work where more than one child has contributed to the finished product;
- peer assessed work;
- work with heavy adult input such as guided work;
- work where the child has already had an extensive verbal discussion with an adult.

All marking must be accurate. Where work is correct, it should be marked with a tick and where work is incorrect, it should be marked with a dot.

Not every mistake needs to be corrected (especially in independent writing), as this may be counter-productive to a child's motivation. All children are encouraged and reminded to self-correct.

High standards of grammar and punctuation are encouraged and mistakes are corrected as appropriate to the child's age and literacy development.

Stickers, stamps, smiley faces and may be awarded sparingly for good work.

### **Self Assessment:**

Self and peer marking can be introduced in Year 1 and used more regularly by Year 2 once ReflectED colours have been introduced.

### **Roles and Responsibilities**

#### **Governors**

- to ensure that the school shares, implements and monitors this policy
- to ensure that the policy is reviewed at least every 2 years

#### **The Headteacher / Assistant Headteachers**

- to ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on children's learning

#### **English, Mathematics Leaders**

- to ensure the effective implementation of this policy.
- to regularly monitor the implementation and effectiveness of this policy
- to provide feedback to Governors on the effectiveness of this policy

#### **Teachers and Teaching Assistants**

- to implement this policy and follow the identified guidelines.
- to ensure that children's work is marked appropriately, positively and within appropriate timescales.
- to provide workbooks for scrutiny as required and to act on any feedback given.

This policy will be reviewed as necessary. Monitoring of marking and feedback will be done in line with the monitoring and evaluation schedule

Name:		A	B	C	Collection
Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:					
To write sentences in order to create short narratives and non-fiction texts.					
To use some features of different text types (although these may not be consistent).					
To reread their writing to check that it makes sense and make suggested changes.					
To use simple sentence structures.					
To use adjectives to describe.					
To use the joining word (conjunction) 'and' to link ideas and sentences.					
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.				
	finger spaces.				
	full stops to end sentences.				
	question marks.				
To spell most words containing previously taught phonemes and GPCs accurately.					
To spell most Y1 common exception words and days of the week accurately The you your they be he me she we no go so by my here where love come <del>someone</del> once ask Friend school put push pull full house our there a do to today of said says are were was is his has I					
To use -s and -es to form regular plurals correctly.					
To use the prefix 'un'.					
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word)					
To write lower case and capital letters in the correct direction, starting and finishing in the right place.					
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.					



## Working towards the expected standard

	A	B	C	Collection
Title of piece Date Genre				
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:				
<ul style="list-style-type: none"> <li>demarcating <b>some</b> sentences with capital letters and full stops</li> </ul>				
<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling <b>some</b> correctly</li> </ul>				
<ul style="list-style-type: none"> <li>spelling <b>some</b> common exception words* (<b>statutory requirements NC</b>)  <i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i></li> </ul>				
<ul style="list-style-type: none"> <li>forming lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>				
<ul style="list-style-type: none"> <li>forming lower-case letters of the correct size relative to one another in <b>some</b> of the writing</li> </ul>				
<ul style="list-style-type: none"> <li><u>using</u> spacing between words.</li> </ul>				

\* Refer to National Curriculum

**Some:** skill/knowledge is starting to be acquired and is demonstrated correctly on occasion, but is not consistent or frequent

**Most:** the statement is generally met with only occasional errors

## Working at the expected standard

	A	B	C	Collection
<b>Title of piece</b> <b>Date</b> <b>Genre</b>				
<b>The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</b>				
demarcating some sentences with: <b>capital letters and full stops</b>				
and with some use of: <b>question marks</b>				
using present and past tense mostly correctly and consistently				
using co-ordination (or / and / but)				
using some subordination (when / if / that / because)				
segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others				
spelling many common exception words*  <i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i>				
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters				
using spacing between words that reflects the size of the letters.				

## Working at greater depth within the expected standard

	A	B	C	Collection
Title of piece Date Genre				
The pupil can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:				
making simple additions, revisions and proof-reading corrections to their own writing				
using the full range of punctuation taught at key stage 1 mostly correctly  <i>capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes to mark contractions (e.g. won't) and singular possession (e.g. John's hat)</i>				
spelling most common exception words*  <i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i>				
spelling most words with contracted forms*  <i>e.g. can't, didn't, hasn't, couldn't, it's, I'll</i>				
adding suffixes to spell most words correctly in their writing, e.g. <u>-ment</u> , <u>-ness</u> , <u>-ful</u> , <u>-less</u> , <u>-ly</u>				
<u>using</u> the diagonal and horizontal strokes needed to join letters in most of their writing.				

### \* Refer to National Curriculum

Some: skill/knowledge is starting to be acquired and is demonstrated correctly on occasion, but is not consistent or

frequent

Most: the statement is generally met with only occasional errors

<b>Number and place value</b>			
• Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.			
• Count, read and write numbers to 20 in numerals. Count in multiples of two and tens			
• Given a number, identify one more and one less.			
• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer).			
• Read and write numbers from 1 to 10 in numerals and words.			
<b>Addition and subtraction</b>			
• Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs.			
• Represent and use number bonds and related subtraction facts within 10.			
• Add and subtract one-digit and two-digit numbers to 10, including zero.			
• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.			
<b>Multiplication and division</b>			
• Solve one-step problems involving multiplication, by calculating the answer using concrete objects and pictorial representations with the support of the teacher.			
<b>Fractions</b>			
• Recognise, find and name a half as one of two equal parts of an object or shape.			
• Recognise, find and name a quarter as one of four equal parts of an object or shape.			
<b>Measurement</b>			
Compares, describes and solves practical problems for:			
• lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]			
• mass/weight [for example, heavy/light, heavier than, lighter than]			
• capacity and volume [for example, full/ empty, more than, less than, half, half full, quarter]			
• time [for example, quicker, slower, earlier, later]			
Recognise and know the value of different denominations of coins to 20p			
• Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)			
• Recognise and use language relating to dates, including days of the week, weeks, months and years			
• Tell the time to the hour and draw the hands on a clock face to show these times			
<b>Properties of shape</b>			
• 2D shapes [for example, rectangles (including squares), circles and triangles]			
• Describe position, direction and movement, including whole and half turns.			



Number and place value			
• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.			
• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.			
• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.			
• Read and write numbers from 1 to 20 in numerals and words.			
Addition and subtraction			
• Represent and use number bonds and related subtraction facts within 20.			
• Add and subtract one-digit and two-digit numbers to 20, including zero.			
• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = [] - 9$ .			
Multiplication and division			
• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.			
Fractions			
• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.			
• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.			
Measurement			
Compares, describes and solves practical problems for:			
Recognise and know the value of different denominations of coins and notes.			
• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.			
Properties of shape			
• 3D shapes [for example, cuboids (including cubes), pyramids and spheres]			
Describe position, direction and movement, including whole, half, quarter and three-quarter turns.			

Number and place value			
• Given a number, identify one and ten more and one less up to and beyond 100.			
• Identify and represent numbers using objects and pictorial representations including the number line, beyond 100; and use the language of: equal to, more than, less than (fewer), most, least.			
• Read and write numbers from 1 to 50 in numerals and words			
Addition and subtraction			
• Represent and use number bonds and related subtraction facts within 20, beginning to memorise the facts.			
Multiplication and division			
Fractions			
• Recognise, find and name a half as one of two equal parts of an object, shape or quantity, in various contexts, using reasoning.			
• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity, in various contexts, using reasoning.			
Properties of shape			
• 2D shapes [for example, rectangles (including squares), circles and triangles] <i>explaining some of the properties that indicate the name of the shape.</i>			
• 3D shapes [for example, cuboids (including cubes), pyramids and spheres] <i>explaining some of the properties that indicate the name of the shape.</i>			
• Describe position, direction and movement, including whole, half, quarter and three-quarter turns, <i>being able to plan a short route using simple commands.</i>			

Y2 Working towards expected standard			
<ul style="list-style-type: none"> <li>The pupil can partition a two-digit number into tens and ones to demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as <math>35 &lt; 53</math> and <math>42 &gt; 36</math>).</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can recall at least four of the six number bonds for 10 and reason about associated facts (e.g. <math>6 + 4 = 10</math>, therefore <math>4 + 6 = 10</math> and <math>10 - 6 = 4</math>)</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. <math>23 + 5</math>; <math>46 + 20</math>; <math>16 - 5</math>; <math>88 - 30</math>), they can explain their method verbally, demonstrate their method using concrete apparatus or pictorial representations</li> </ul>			
<ul style="list-style-type: none"> <li>Know the value of different coins</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can recognise and name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe their properties e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres.</li> </ul>			
Y2 Working at expected standard			
<p>The pupil can partition any two-digit numbers into different combinations of tens and ones. This may include using apparatus, explaining their thinking verbally or in pictures (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).</p>			
<ul style="list-style-type: none"> <li>The pupil can add and subtract any 2 two-digit numbers using an <b>efficient strategy</b> within 100 (e.g. <math>48 + 35</math>; <math>72 - 17</math>) and can demonstrate their method verbally, using concrete apparatus or pictorial representations.</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships ( e.g. if <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing <math>35 \div 5 = 7</math>; sharing 40 cherries between 10 people and writing <math>40 \div 10 = 4</math>; stating the total value of six 5p coins).</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can identify 1/4, 1/3, 1/2, 2/4, 3/4 of a number or shape and knows that all parts must be equal parts of the whole. The pupil can use different coins to make the same amount (e.g. on a number line or pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can read the time on the clock to the nearest 15 minutes</li> </ul>			

<ul style="list-style-type: none"> <li>The pupil can name and describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and lines of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).</li> </ul>			
<b>Y2 Working at greater depth within expected standard</b>			
<ul style="list-style-type: none"> <li>The pupil can reason about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 + ?</math>; together Jack &amp; Sam have £14. Jack has £2 more than Sam. How much money does Sam have? ; pupil can reason that the sum of 3 odd numbers will always be odd etc).</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can solve unfamiliar word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that <math>18 \times 5</math> cannot be 92 as it is not a multiple of 5).</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can read the time on the clock to the nearest 5 minutes.</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given and estimate points in between</li> </ul>			
<ul style="list-style-type: none"> <li>The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them)</li> </ul>			



# RED

I don't know anything  
about it (yet)





# YELLOW

I know a little but need  
some help



**GREEN**

**I am confident**



# BLUE

I can coach



# Stocksbridge Nursery Infant School

## Marking Code

**Annotate with a letter next to the**  
**WALT**

<b>I</b>	<b>Independent</b>
<b>T</b>	<b>Teacher/TA supported</b>
<b>V</b>	<b>Verbal feedback given</b>
<b>L</b>	<b>Looked at by the teacher</b>