



## Abingdon Primary School

### Marking and Feedback Policy

At Abingdon Primary School we strive to provide a secure, happy and caring environment in which everyone feels motivated to learn through challenging themselves. We endeavour to create a school where all children and staff feel valued and are encouraged to fulfil their potential. Our core values foster respect, responsibility and resilience and the working of this policy should reflect these.

This policy should be evident and consistently used in books and across children's learning experience.

#### Feedback and Marking Policy

This policy will outline how Abingdon Primary School uses feedback and marking to maximise children's learning outcomes. The implementation of this policy is the responsibility of all staff.

#### 1. Aims

Marking is an integral part of classroom practice and has the following aims:

- To provide pupils with a system which clearly shows what they have achieved and how to develop their understanding.
- To give the pupils advice on how to progress by indicating whether their learning needs to be consolidated, corrected or challenged further.
- To give value to the children's work.
- To give the children encouragement to embrace challenges and develop their Growth Mindset.
- To convey to pupils teacher's expectations of their work.
- To provide consistency across the whole school and within year group classes

#### 2. Reception

After focus work, children's learning is marked using a feedback stamp. This shows whether the task was teacher or adult assisted or independent. Children are consistently provided with verbal feedback (VF) and their misconceptions are modelled by the adult. When appropriate, (usually in Summer term) feedback stickers are also used which show capital letters, finger spaces and full stops.

### 3. KS1 and KS2

Marking in both key stages should be completed in **purple pen** and all feedback should be responded to in **green pen**.

Staff should use the following codes in all books:

VF → verbal feedback

I → independent work

TA → supported work

P → peer work

SP → spelling

• → This is incorrect

✓ → This is correct

✓✓ → This is very good.

### 4. Maths

Maths should be marked every day and during the lesson to provide instant feedback. In addition to the marking codes, the following feedback sheet should be provided within each lesson:

L.O: To read and write numbers up to ten million.		
 Consolidate <input type="checkbox"/>	 Corrections <input type="checkbox"/>	 Challenge <input type="checkbox"/>
 <b>Challenge!</b>	Miley has this number: 824,650  She takes forty thousand away. Her answer is 820,650  Is this correct?  Explain how you know.	

This provides the children with a next step in their learning, identifying whether they require consolidation (through intervention), to correct their mistakes (which have been indicated with a dot) or attempt the challenge available.

Teachers should allocate time for children to respond to this feedback before the next lesson.

### 5. Foundation subjects, science and reading

Within these subjects teachers must use the marking codes and acknowledge the learning by issuing a stamp, sticker or tick.

A specific focus should be given towards presentation, spelling and punctuation to ensure consistency across the curriculum.

Where applicable these subjects should be marked as a whole class to provide instant feedback.

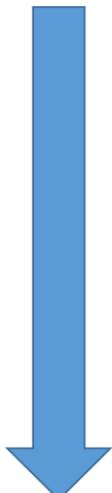
No written comments are necessary.

## 6. English

Within both KS1 and KS2 teachers should follow the mastering proof-reading pro-forma to ensure feedback is differentiated.

### Mastering Proofreading - Progression within a year

This progression would be evident within **each** year group with a progression in spelling and punctuation **expectations**.

Dependence	The amount of text	Who with?	What you are proofreading for?	Whose writing?	Who has identified the error?
 Independence	Words	With a TA / Teacher	One word / Punctuation mark	Teacher-generated writing	Teacher underlines and provides correction; children copy to journals for learning.
	Sentences	With a partner	Several words / punctuation marks	Someone else's writing	Teacher underlines; children find, correct and copy in journals.
	Paragraph	On own	Many or any words / punctuation marks.	Own writing	Teacher indicates line (spot, star, marks with sp etc.) Children finds and corrects.
	Whole text				Teacher indicates a larger section by placing a bracket in the margin for children to find and correct.
					Child proofreads and finds alone.

This should be used in conjunction with the marking codes and children should evidence spelling corrections within their books. Where appropriate success criteria lists should be used within lessons.

## 7. Editing and re-drafting

### 7.1 KS1

Within KS1 the editing and re-drafting should take place the day after the completion of the independent write. In KS1 the independent write should be completed on the Thursday, allowing time for the editing lesson to take place in the same week.

In addition to using the assessment framework to mark the independent write, teachers should complete a one page feedback sheet which will address common misconceptions, examples of

good work and next steps. This will provide the input for the editing lesson and will replace individual written comments.

Proof-reading for spelling and punctuation should take place during this lesson following the mastering proof-reading pro-forma.

It is the expectation that by the end of year one pupil's should be able to proof-read, however it is not necessary for them to edit.

Within year 2 it is expected that most children should be proof-reading and editing their writing with guidance from the teacher's marking.

## 7.2 KS2

Within KS2 it is the expectation that all year groups should be given time to edit and proof-read their written drafts prior to completing their independent write.

During the drafting stage, all children should be provided with a success criteria which has been formed from their year group assessment framework.

The children's draft will be marked using the marking codes and one page feedback sheet. Teachers should use this to provide children with common misconceptions, good examples and next steps. In addition to this children should edit their work by including any areas of the success criteria which have not been attempted.

Proof-reading should also take place during the editing lesson which is formed from the mastering proof-reading per-forma.

## 8. Independent Writing

All teachers must mark against their year group's assessment framework. To ensure consistency, teachers should mark against the following codes:

✓ = target achieved

. = incorrectly used

n/a = not applicable to text type

Blank = is applicable but not used.

This should be used to inform summative assessment and should be used in conjunction with the assessing writing guide (Appendix 1).

Completed by: Holly Clarke  
Rachel Sutton

Reviewed: September 2019

Next review: September 2020