



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 all books across the whole curriculum. It 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 and improve their understanding
- To give pupils the opportunity to independently spot mistakes and edit/correct their work
- To give value to the children's work
- To give the children encouragement to embrace challenges
- To convey to pupil's the teacher's expectations of their work
- To provide consistency across the whole school and within year group classes

2. Marking symbols

Marking in all 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:

• → This is incorrect

✓ → This is correct

✓✓ → This is when a child has shown a deep understanding of the learning objective.

VF → verbal feedback

I → independent work (only for children who would normally be supported)

TA → supported work

○ → punctuation error- circle where the punctuation is missing. Children must write correct punctuation inside the circle.

SP → spelling (For less secure spellers, this should be written above the misspelt word, for more able spellers, this can be written in the margin for children to identify independently)

SPH → this means a child has used the wrong homophone.

* → to indicate missing words

In all lessons, children are expected to use 'Non-Negotiables' This means all work should be punctuated correctly according to their year group. All children should attempt to use neat, joined handwriting, which follows the Martin Harvey handwriting scheme. If any mistakes have been made, the teacher will write the correct symbol (see above) next to the mistake and the child will correct it in green pen.

4. Maths

In maths we use these symbols:

• → This is incorrect

✓ → This is correct

✓✓ → This is when a child has shown a deep understanding of the learning objective.

VF → verbal feedback

I → independent work (only for children who would normally be supported)

TA → supported work

Maths should be marked every day and, where appropriate, during the lesson to provide instant feedback.

At some point during **every** lesson, children should have the opportunity to edit/correct their work.

Whole class marking is acceptable, the children must use a dot or a tick to indicate a correct or incorrect answer.

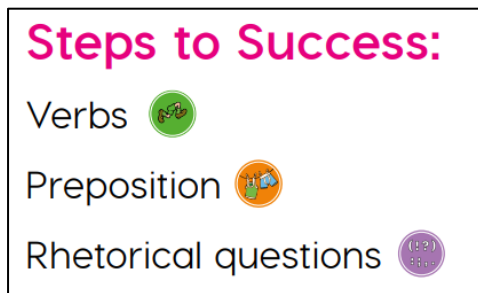
From whole class marking, children who require point of need intervention can be identified, this must be actioned as soon as possible. This information can then be used in class intervention plans.

5. English – The Write Stuff:

In English, teachers 'live mark' the children's writing during sentence stacking days. Teachers do not need to write in depth comments during these days. Only spelling and punctuation errors should be identified and children should have a chance to correct these in green editing pens.

In every 'sentence stacking' lesson the success criteria should be stuck at the top of the page so children know which objectives they are learning about in that lesson. Teachers and children should use this success criteria as an assessment tool to check the child has understood and achieved the objectives.

Example:



7. Marking and editing independent writing:

Within both KS1 and KS2 teachers should conduct an in-depth mark of the children's writing following a child's first draft during the independent writing week. The Write Stuff marking guidance and symbols should be used. Teachers should spend time reading the child's writing and should give relevant, constructive and purposeful feedback following these 5 lenses: Spelling, punctuation, re-read, re-write, add more. When we mark for editing purposes, it is important that children are encouraged to learn how to edit independently to improve their own writing. Time to respond to the teacher feedback and edit their work is given in an 'Editing lesson'.

The Write Stuff shows three ways to edit:

E1- revise – this is a minor change that can be quickly made to improve the writing, for example: spelling, punctuation, missed or additional words. This should be identified by the teacher and edited by the child in green pen.

E2- Rewrite- Teachers identify a section or paragraph to improve their writing. Rewrites can be attached to a sentence using * * or numbers depending on the year group or what the teacher deems appropriate for the child. In KS1, teachers should provide more guidance by giving them a sentence to rewrite.

E3- Reimagined – This is where the add more ^ symbol should be written to allow the child to 'deepen the moment'. Children can add more detail and more information to a certain section. This can be done in the book or slips of lined paper can be used as a flap over paragraph.

5. Foundation subjects, science and reading

The KS1 and KS2 marking symbols should be used in all subjects. A specific focus should be given towards identifying 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, however positive feedback can be given where appropriate, stamps and stickers can be used however they must not affect the presentation of the children's work.

6. 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.

Policy reviewed: September 2022

Next review: September 2023