

## Marking and Feedback Policy- Motivating, Meaningful and Manageable

#### **Feedback**

At Featherstone, all children are given feedback based on Learning Objective and the Success Criteria as set out at the beginning of work. Feedback is also given to help children to improve their basic writing skills. Feedback can be given to the children verbally or in writing and it will always help the children to make progress in their learning.

Verbal feedback plays a large part in good practice at Featherstone Primary School. Children will receive focused, purposeful, individual feedback within lessons and immediate progress will be seen. This will be evidenced by pink stars to show verbal feedback has been given.

Where written comments are used to further progress, teachers will model good presentation by using the agreed school handwriting style when marking pupils' books. This is Cursive font. All marking will be done in <u>blue</u> or <u>black</u> ink.

We operate a 'green for seen' and a 'pink for think' system.

Learning Objective proforma to be used in all year groups, indicating the level of independence and the marking approach used:

Date:				Lesson:	
What are you learning to do?		Today I am learning to			
How am I going to do this?		I am going to do thi	s byusing the		
Assessment: Self			Peer	Teacher/ TA	
CT Independent		dent	Group work	TA	

The following marking policy pages are to be used as a tool kit to aid and enhance verbal feedback and should be used at teacher discretion to ensure marking is purposeful and effective.



# <u>Featherstone Primary School Marking policy – EYFS</u>

EYFS	
	Verbal feedback- the impact of which must be seen in children's work.
	Identifying success in green
	Pink to mark errors / developments- children to respond to these (usually in same lesson)
Green colouring pencil	Children work back into their work as a result of feedback. This must be checked for accuracy.
*	Green star- Verbal from an adult has been given.
~~~	Spelling: Words that a child should be able to spell, should be underlined with a pink line.
	If a child misspells a word that is ambitious for them, instead of a pink line the teacher corrects the word above, where appropriate.
Your next step	<ul> <li>A quick simple note to give children something to work towards improving in the next lesson.</li> <li>To be reviewed at the beginning of the next lesson.</li> <li>To be used at teacher discretion.</li> </ul>
Next steps stamp	
Assessment stamp	Assessment note- for adults to inform future planning and to provide evidence for moderation

# Featherstone Primary School marking policy (Years 1-6)

	Evidence of the success criteria in the work will be highlighted green.
	<ul> <li>Positive comments should be linked to the why the children's work has been highlighted green or to celebrate other specific</li> </ul>
	success in the work.(Where teachers feel a written comment is appropriate)
	<ul> <li>         • Maths work – should be ticked in green.     </li> </ul>
	If work is incorrect.
	denotes spelling errors.
	In Key stage 1, errors in all year group appropriate common exception words and phonetic words that children should be able to spell should identified. Phonetically plausible attempts at words are acceptable depending on the child's current development.
	In Key Stage 2 – All spelling errors should be identified.
	<ul> <li>If a child misspells a word that they should know, they are expected to correct this word themselves using resources available in the room.</li> </ul>
	If a child misspells a word that is ambitious for them, teacher corrects the word above.
	denotes grammatical error or writing that does not make sense. The child will be expected to re-read and correct this.
	denotes missing punctuation, incorrect use of capital letters and letter reversals. The child will be expected to correct this.
	Denotes an omission.
	Maths – work that is incorrect should be highlighted pink. The child will be expected to correct this.
Green biro	Children must work back into their work as a result of feedback. This must be checked for accuracy.
	This should include: correcting spellings that have identified, correcting errors in maths work, grammatical errors, punctuation errors and completing any pink arrow comments that have been given.

* Green star	Evidence of Teacher/TA on the spot intervention in a lesson/ soon after the lesson, where verbal feedback has been given.  Children MUST work back into this feedback with a green pen.  A green star within a piece of work shows that you have discussed an error or misconception – the child has then gone in and corrected this with a green pen.  A green star with a tick or smiley face will evidence positive verbal feedback.  A green star followed by T/TA 1:1 will show that one to one feedback has been provided after the lesson.  A green star followed by 5,10 or 20 will show that following this work the child has done a 5,10 or 20 day challenge.
→ Pink arrow	A child has not achieved part of the success criteria  Used by staff where appropriate. If there is an error/ misconception based on the learning objective from that day that can be consolidated with a written comment staff may do so.  This must consolidate an area of learning.  Children must respond to this in a green pen.
Vaur naar step  Next steps stamp	A child is ready to move on in their learning or has a misconception on an area which wasn't part of the success criteria.  This is something for the child to focus on in following lessons. This must be reviewed before giving a child another next step to work on.
Assessment stamp	Assessment notes: Notes for Teacher and TA to aid assessments.

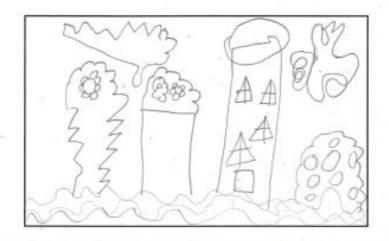
#### Example of marking – EYFS





## Examples of marking - Key Stage One

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Assessment Self		A CONTRACTOR OF THE PARTY OF TH	Peer	Teacher/T	
How arn I going to do this	2	Imagining w	io de this by: hat Beegu's planet laoks lik äves to write a description		
What are you learning to do?		Today I am learning to use descriptive language.			
Date: Menday 6th March 2017		Group All Lesson English			



There is a bush next to the house and it has july stranger to the house and it has july stranger to the house and it has july stranger to the house is furple and the windows are yellow the glass is opage. There is a green variety douds.

Super use of adjectives to describe use a comma between adjectives

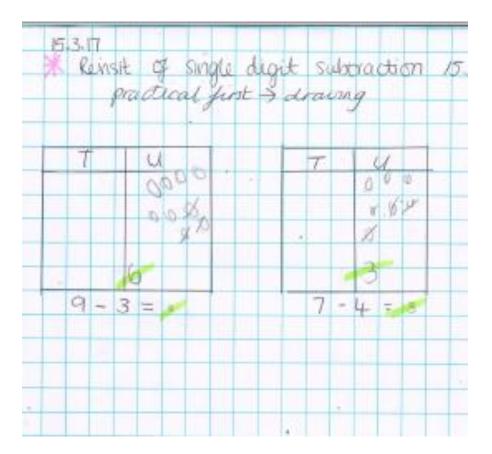
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ch other		The child has been given a next step in the

been given.

The second piece shows where this has been achieved independently and a praise comment has

Date: Wednesday 15- March 2017	Groups: Red and	Izasan Maths			
Meat are you learning to do?	LO Today I am learning to subtract I and 2 digit numbers using visual maths.				
tow am I going to do this?	- llaing the	ig the numb dienes to fi addition n sisual mat s the lens n	nd Tar umber o hs. vith sa	id II sentence ti pport	
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The child has struggled to understand the concept of recording visual maths.

They have then received rapid intervention and completed additional questions with an adult to demonstrate new understanding.

This has then been applied to correcting the original piece of work.

	Sale: Medicarday 50 and Training 18th february 2017				ne.t/hlas	Sahja	Sabject: English	
What are gos learning like size in to dat			Ne are last	learning to write a simple necretive				
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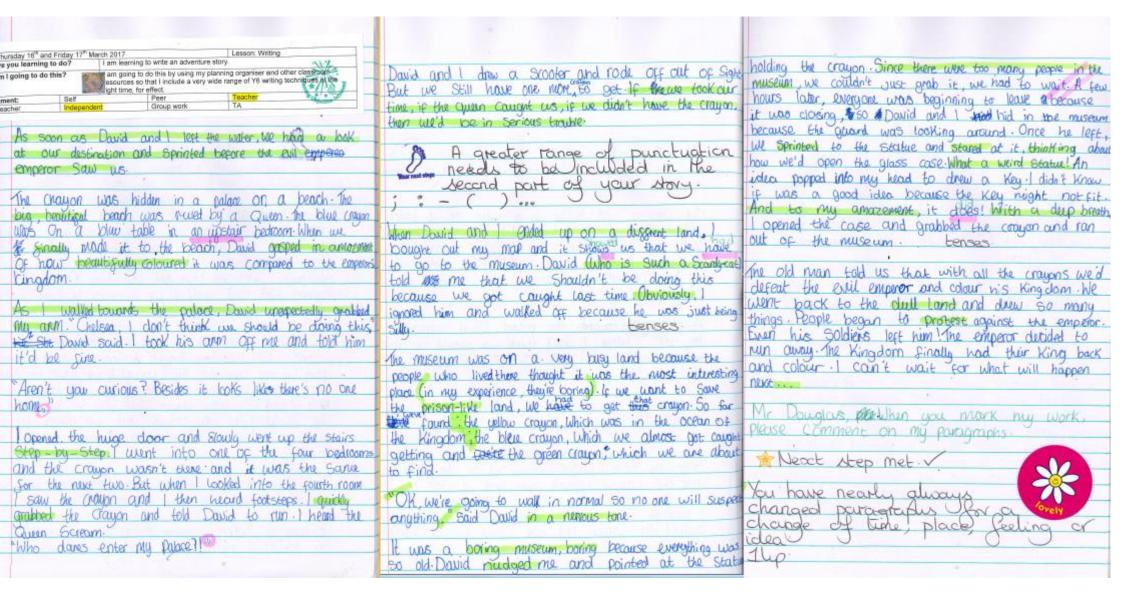
Olsi wrote independently wing his plan to help him

Assessment note used to denote independence and prior input.

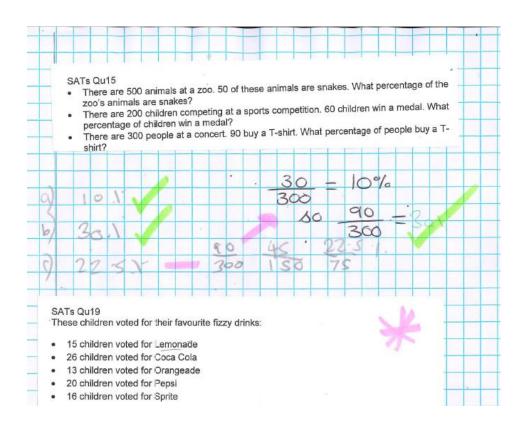
	Terminate a William Land Wallet				
	Immigration - which is when people				
Dete: Thursday 9 <sup>th</sup> March Lesson: English  D & 5	is a really big issue but like I said count				
What are you learning to do? I am learning to use parenthesis in my writing  How am rigoing to do this? I am point to do this by					
How am I going to do this?  I am going to do this by:  Understanding that parenthesis is extra information in a					
sertence	you carok to the EU.				
It Involves a main clause and a subordinate clause	0				
The subordinate clause does not make sense on its own	Those was assure to choose the				
If we remove the parenthesis, the main clause has to still make sense.	I hope you use this to change the				
Assessment: Self Peer Teacher/To.	(DOCIA)				
CT Independent Group work TA					
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The state of the s	AN .				
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even known we have been part of it for more					
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Lyon though we have been part of it for more than those to years.  I whink you should not recive becomes we won have good cars and objects and food anyone and you can suit to the EU about	How can Theresa Ma not listen to this!				
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Even though we have been part of it for more than Lings. He years.  I whink you should not receive becomes we won have good cars and obsects and food anymer and you can suit tout to the EU about commonly people comiting to our count the so	How can Theresa Mand with stand well done for being a write of the week!				

ale: Thursday 16" and Friday 17" March 2017  That are you learning to do?  I am learning to write an advanture story.	total classics No.
am going to do this?  am going to do this by using my planning organiser and other classroom.  escurces so that I include a very wide range of YS writing techniques at the light time, for effect.	crewan to tess. She then put it into her holster. Then as a wick
ssessment: Self Paer Teacher ass Teacher Independent Group work TA	OU a Stash the empeter and his
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Then I hopped across the stepping Stones. They had Strange martings on them. I pured out my crayon and tripped out up a torch. Tress and I then walked into the durkness	i) spelling x 3 flipped  Peduce the amount of times  That you use the conjunction  Then: I have to move time on
I threel on my torch and sow  a Slock of both Siy out. As tess will keel gut hand she tripped over a tagged run and sliped it over. Under has a crystal box with the given crayon inside.  I tipped open the box and give the	Slipped Slipped Slipped Slipped Slipped

Spellings identified and corrected.



A next step has been given part way through this piece of extended writing. This has then been immediately actioned the next day by the child in their work.



Examples of pink comments to allow address misconceptions and further progress and understanding.

**Governing Board approval date:** Nov 2021

Monitoring, evaluation and review: Every two years

