

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 blue or black 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 this by.....using the....		
Assessment:	Self	Peer	Teacher/ TA
CT	Independent	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.






Featherstone Primary School Marking policy – EYFS

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.
 Next steps stamp	<ul style="list-style-type: none"> • A quick simple note to give children something to work towards improving in the next lesson. • To be reviewed at the beginning of the next lesson. • To be used at teacher discretion.
Assessment stamp	Assessment note- for adults to inform future planning and to provide evidence for moderation
Additional praise comments, stamps or stickers can also be used on work, as can comments on presentation and handwriting.	

Featherstone Primary School marking policy (Years 1-6)

	<ul style="list-style-type: none"> • Evidence of the success criteria in the work will be highlighted green. • Positive comments should be linked to the why the children’s work has been highlighted green or to celebrate other specific success in the work.(Where teachers feel a written comment is appropriate) • ✓ Maths work – should be ticked in green.
	<p>If work is incorrect.</p> <p> denotes spelling errors.</p> <p>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.</p> <p>In Key Stage 2 – All spelling errors should be identified.</p> <ul style="list-style-type: none"> • If a child misspells a word that they should know, they are expected to correct this word themselves using resources available in the room. • If a child misspells a word that is ambitious for them, teacher corrects the word above. <p> denotes grammatical error or writing that does not make sense. The child will be expected to re-read and correct this.</p> <p> denotes missing punctuation, incorrect use of capital letters and letter reversals. The child will be expected to correct this.</p> <p> Denotes an omission.</p> <p> Maths – work that is incorrect should be highlighted pink. The child will be expected to correct this.</p>
Green biro	<p>Children must work back into their work as a result of feedback. This must be checked for accuracy.</p> <p>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.</p>

 <p>Green star</p>	<p>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.</p>
 <p>Pink arrow</p>	<p>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.</p>
 <p>Next steps stamp</p>	<p>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.</p>
<p>Assessment stamp</p>	<p>Assessment notes: Notes for Teacher and TA to aid assessments.</p>

Examples of marking - Key Stage One

Date: Monday 6 th March 2017	Group: All	Lesson: English	
What are you learning to do?	Today I am learning to use descriptive language.		
How am I going to do this?	I am going to do this by Imagining what Beige's planet looks like Using adjectives to write a description of my setting.		
Assessment:	Self	Peer	Teacher/ TA
CT	Independent	Group work	TA

The tree is spiky and it has a glittery, pink flowers.
 There is a bush next to the house and it has juicy, red strawberries. There is a rectangular house. The house is purple and the windows are yellow. The grass is orange. There is green, bubbly clouds.

Super use of adjectives to describe.
 use a comma between adjectives

Date: Thursday 23 rd March 2017	Group: Green	Lesson: English	
What are you learning to do?	Today I am learning to use descriptive language.		
How am I going to do this?	I am going to do this by Using imagery and imagination to inspire writing Using adjectives to describe settings.		
Assessment:	Self	Peer	Teacher/ TA
CT	Independent	Group work	TA

You are a moon Journalist Remember to comment on ...

Dear diary,

Today I went to the moon I went in my rocket, but when I stepped out of my rocket I could see big, round craters. I could see big, beautiful Earth. I took photos of Bob doing moonwalks. I saw the shiny stars. On my ship will get the cold wind.

6.4.17
 Next step achieved

You have used a range of adjectives. Well done for using a comma to separate adjectives that are next to each other.

The child has been given a next step in the first piece.
 The second piece shows where this has been achieved independently and a praise comment has been given.

Date: Wednesday 15 March 2017	Groups: Red and Blue	Lesson: Maths
What are you learning to do?	LO: Today I am learning to subtract 1 and 2 digit numbers using visual maths.	
How am I going to do this?	I am going to do this by: <ul style="list-style-type: none"> - Partitioning the numbers into T and U - Using the dimes to find T and U - Writing an addition number sentence to match the visual maths. - I can cross the tens with support. 	
Assessment:	Self	Peer
CT	Independent	Group work
		Teacher/TA

Challenge 1

We used to dimes to practise subtracting 1 digit numbers using visual maths. We recorded these as a number sentence on our whiteboards.

Challenge 2

9 - 4 = ~~5~~ ⁵ ~~0~~ ⁰²

T	U
□□□□	□□□□
□□□□	□□□□
□□	
25	40

8 - 3 = ~~5~~ ⁵ ~~0~~ ⁰²

T	U
□□□□	□□□□□□
□□□□	□□□□
□□	
05	02

6 - 4 = ~~2~~ ² ~~0~~ ⁰²

T	U
□□□□	□□□□
□□□□	□□□□
□□□□	
04	02

7 - 5 = ~~2~~ ² ~~0~~ ⁰²

T	U
□□□□	□□□□□□
□□□□	□□□□
□□	
05	02

Kasper we need to revisit this work!

15.3.17
 * Revisit of single digit subtraction 15.
 practical first → drawing

T	U
	□□□□
	□□□□
	□□
9	3
9 - 3 =	


T	U
	□□□□
	□□□□
	□□
7	4
7 - 4 =	

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.

Date: Wednesday 15 th and Thursday 16 th February 2017		Group: red/blue	Subject: English
What are you learning to do?		We are learning to write a simple narrative	
How am I going to do this?		I am going to do this by: Using our lesson clear plans to help us structure our writing. Using our tick list to help us.	
Assessment:	Self	Peer	Teacher/TA
CT	Independent	Group work	TA


I have	Ms	Miss Lacey
Used finger sentences to plan before writing.		✓
Formed most of my letters correctly.		✓
Used my sounds to write so that an adult can read my work.		✓
Tried to use capital letters and full stops.		✓

Once there was a boy. One day a lion was at the door. The lion was lost. The boy took the lion to Africa. He made a mistake. He went back to get the lion. The lion went back home. Olsi wrote independently using his plan to help him.



Assessment note used to denote independence and prior input.

Examples of marking – Key Stage 2

Date: Thursday 9 th March		Lesson: English (D & S)	
What are you learning to do?	I am learning to use parenthesis in my writing		
How am I going to do this?	I am going to do this by:		
	<ul style="list-style-type: none"> Understanding that parenthesis is extra information in a sentence It involves a main clause and a subordinate clause The subordinate clause does not make sense on its own If we remove the parenthesis, the main clause has to still make sense 		
Assessment:	Self	Peer	Teacher/ TA
CT	Independent	Group work	TA

Dear Theresa May,

I am writing to you today to talk to you about ~~best~~ brexit, although I'm only ten years old. I have lots of ideas.

I've heard that you want to leave the European Union ^{which} is basically a big club even though we have been part of it for more than ~~40~~ 40 years!

I think you should not leave because we won't have good cars and objects and food anymore and you can just talk to the EU about too many people coming to our country so if you get me there is no reason to leave.

Although you could leave and get your own way, but that's not how you get anywhere in life, ~~but~~ and if we do leave we are more likely to get in war.


Immigration - which is when people move and work in another country - is a really big issue but like I said countries you could talk to the EU.


I hope you use this to change the world!


Yours sincerely

Miya (ten years old)

P.S now would we cope without the EU?

() ✓ 

□ □ ✓ 

9 9 ✓ 



A very inspirational letter!

How can Theresa May not listen to this!



Keep up your use of parenthesis and well done for being a 'writer of the week!'

Praise comments given. Next step gives the child a target to include in their future writing.

Date: Thursday 16 th and Friday 17 th March 2017		Lesson: Writing	
What are you learning to do?		I am learning to write an adventure story.	
How am I going to do this?		I am going to do this by using my planning organiser and other classroom resources so that I include a very wide range of Y6 writing techniques at the right time, for effect.	
Assessment:	Self	Peer	Teacher
Ass Teacher	Independent	Group work	TA



As I hauled myself out the window, I gave myself a sigh of happiness. Then me and Tess drew a boat and sailed off into the distance...

Then we reached the temple with the crayon that we were after. As we climbed up the rocky hill, we started to draw a rope ladder. We hooked it on the side and climbed down. As we climbed, I slipped into the freezing water below.

Then I hopped across the stepping stones. They had strange markings on them. I pulled out my crayon and switched on a torch. Tess and I then walked into the darkness...

I turned on my torch and saw a stack of boxes fly out. As Tess walked so wand, she tripped over a ragged rug and slipped it over. Under was a crystal box with the green crayon inside.

I ripped open the box and gave the

crayon to Tess. She then put it into her holster. Then as quick as a flash the emperor and his guards swarmed in. They blocked the exit...

Trapped. We were trapped. Quickly we drew a jetpack and flew at the guards. We smashed them out the way. Tess and I then flew to the next destination, the ice mountains.

A while later, our jetpacks ran out at the bottom of the mountain. With our new orange and green crayons, we drew some climbing gear.

1) spelling x 3 flipped



Reduce the amount of times that you use the conjunction (then.)
Use other phrases to move time on.

~~slipped~~ slipped slipped slipped slipped

Spellings identified and corrected.

Thursday 16 th and Friday 17 th March 2017		Lesson: Writing	
What are you learning to do?		I am learning to write an adventure story	
What am I going to do this?		I am going to do this by using my planning organiser and other classroom resources so that I include a very wide range of Y6 writing techniques at the right time, for effect.	
Assessment:	Self	Peer	Teacher
Teacher	Independent	Group work	TA



As soon as David and I left the water, we had a look at our destination and sprinted before the evil emperor saw us.

The crayon was hidden in a palace on a beach. The big, beautiful beach was ruled by a Queen. The blue crayon was on a blue table in an upstairs bedroom. When we finally made it to the beach, David gasped in amazement of how beautifully coloured it was compared to the emperor's Kingdom.

As I walked towards the palace, David unexpectedly grabbed my arm. "Chelsea, I don't think we should be doing this," he said. David said I took his arm off me and told him it'd be fine.

"Aren't you curious? Besides it looks like there's no one home."

I opened the huge door and slowly went up the stairs Step-by-step. I went into one of the four bedrooms and the crayon wasn't there and it was the same for the next two. But when I looked into the fourth room I saw the crayon and I then heard footsteps. I quickly grabbed the crayon and told David to run. I heard the Queen scream.

"Who dares enter my palace?"

David and I drew a scooter and rode off out of sight. But we still have one more ^{crayon} to get. If we took our time, if the Queen caught us, if we didn't have the crayon, then we'd be in serious trouble.



A greater range of punctuation needs to be included in the second part of your story.
; : - () ...

When David and I ended up on a different land, I brought out my map and it shows us that we have to go to the museum. David (who is such a Scardycat) told me that we shouldn't be doing this because we got caught last time. Obviously, I ignored him and walked off because he was just being silly.

The museum was on a very busy land because the people who lived there thought it was the most interesting place (in my experience, they're boring). If we want to save the prison-like land, we have to get ^{that} ~~the~~ crayon. So far ^{we} found the yellow crayon, which was in the ocean of the Kingdom, the blue crayon, which we almost got caught getting and ~~the~~ the green crayon, which we are about to find.

"OK, we're going to walk in normal so no one will suspect anything," said David in a nervous tone.

It was a boring museum, boring because everything was so old. David nudged me and pointed at the statue

holding the crayon. Since there were too many people in the museum, we couldn't just grab it, we had to wait. A few hours later, everyone was beginning to leave because it was closing, so David and I hid in the museum because the guard was looking around. Once he left, we sprinted to the statue and stared at it, thinking about how we'd open the glass case. What a weird statue! An idea popped into my head to draw a key. I didn't know if it was a good idea because the key might not fit. And to my amazement, it does! With a deep breath, I opened the case and grabbed the crayon and ran out of the museum. benses

The old man told us that with all the crayons we'd defeat the evil emperor and colour his Kingdom. He went back to the dull land and drew so many things. People began to protest against the emperor. Even his soldiers left him! The emperor decided to run away. The Kingdom finally had their King back and colour. I can't wait for what will happen next...

Mr Douglas, when you mark my work, please comment on my paragraphs.

★ Next step met. ✓



You have nearly always changed paragraphs for a change of time, place, feeling or idea. I'll

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.

SATs Qu15

- There are 500 animals at a zoo. 50 of these animals are snakes. What percentage of the zoo's animals are snakes?
- There are 200 children competing at a sports competition. 60 children win a medal. What percentage of children win a medal?
- There are 300 people at a concert. 90 buy a T-shirt. What percentage of people buy a T-shirt?

a) $\frac{50}{500} = 10\%$ ✓
 b) $\frac{60}{200} = 30\%$ ✓
 c) $\frac{90}{300} = 30\%$ ✓

Handwritten notes: $\frac{30}{300} = 10\%$, $\frac{90}{300} = 30\%$, $\frac{90}{300} = \frac{45}{150} = \frac{22.5}{75}$

SATs Qu19

These children voted for their favourite fizzy drinks:

- 15 children voted for Lemonade
- 26 children voted for Coca Cola
- 13 children voted for Orangeade
- 20 children voted for Pepsi
- 16 children voted for Sprite



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

Challenge 4

Jenny is raising money for charity. She is travelling 75km in one day using four different methods of transport.

She cycles for $\frac{1}{3}$ of the distance.

She roller skates 0.2 of the distance.

She skateboards for 10% of the distance.

She walks the rest.

How far does she walk in miles? 22.69



Handwritten calculations for Challenge 4:

- $\frac{1}{3}$ of 75 = 25
- 0.2 of 75 = 15
- 10% of 75 = 7.5
- 25 + 15 + 7.5 = 47.5
- 75 - 47.5 = 27.5
- Convert 27.5 km to miles: $\frac{27.5}{1.609} \approx 17.08$
- 22.69 (likely a sum of 17.08 and 5.61)

Vertical multiplication examples:

- $678.00 \times 6.2 = 4203.6$
- $3865 \times 6.2 = 23963$
- $27.5 \times 6.2 = 170.5$
- $25.0 \times 6.2 = 155.0$