



Marking and Feedback Policy

Governor Review Date	Summer 2023
Review Frequency	Annual
Date for Next Review	Summer 2024
Head Teacher Approval	Autumn 2023
Governor Approval	Pending November 2023

Contents

1. Mathematics.
2. Writing.
3. Reading Comprehension.
4. SPaG.
5. Wider Curriculum.

Tools for marking

Black school pen (Berol pen).

Green 'on target' and blue 'target met' stamps.

Effort stamp.

Super job stamp.

Gold star stamp.

Verbal feedback stamp.

Partially supported stamp.

Fully supported stamp.

Introduction

Our marking and feedback is done in partnership with the children.

The essence of our marking and feedback is to maximise progress.

The examples within this document demonstrate the marking policy in practice.



Mathematics

Stamps

Partially Supported – stamped in book if child has worked on the target table and needed partial support.

Fully Supported – stamped in book if child has worked on the target table and was fully supported.

Verbal Feedback – stamped in book if the child has been given verbal feedback.

Books

Review – answers ticked by the children if correct. If an answer is incorrect, a dot is placed next to the incorrect calculation.

Arithmetic- pupils will tick correct answers and dot incorrect answers.

Daily Marking – books are marked daily. If presentation is not acceptable, the child must stay in to re-do work at playtime. Correct answers are ticked and incorrect answers are dotted. This is done by the pupils. The teacher will mark open-ended challenges or questions with more than one answer. (In KS1, teachers will mark pupils work until the pupils are at an acceptable age and stage to do so. This will be discussed with the Mathematics Lead Teacher.) Teachers will tick each piece of work when marked by the children to show that they have checked it.

Examples of Marked Work

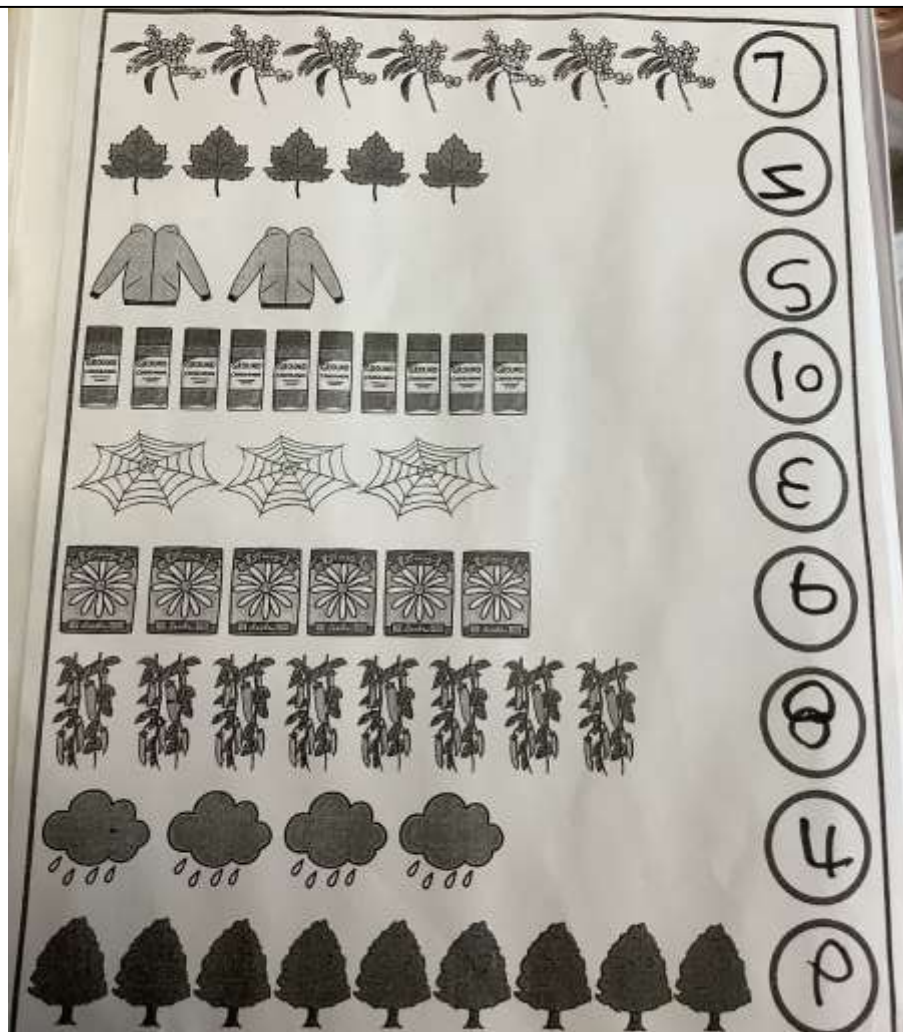
The following pages show examples of mathematics from Reception and Year 6. There are general notes about our marking and feedback.

Reception Marking Guidance

If needed the teacher may write a comment on the piece of work.

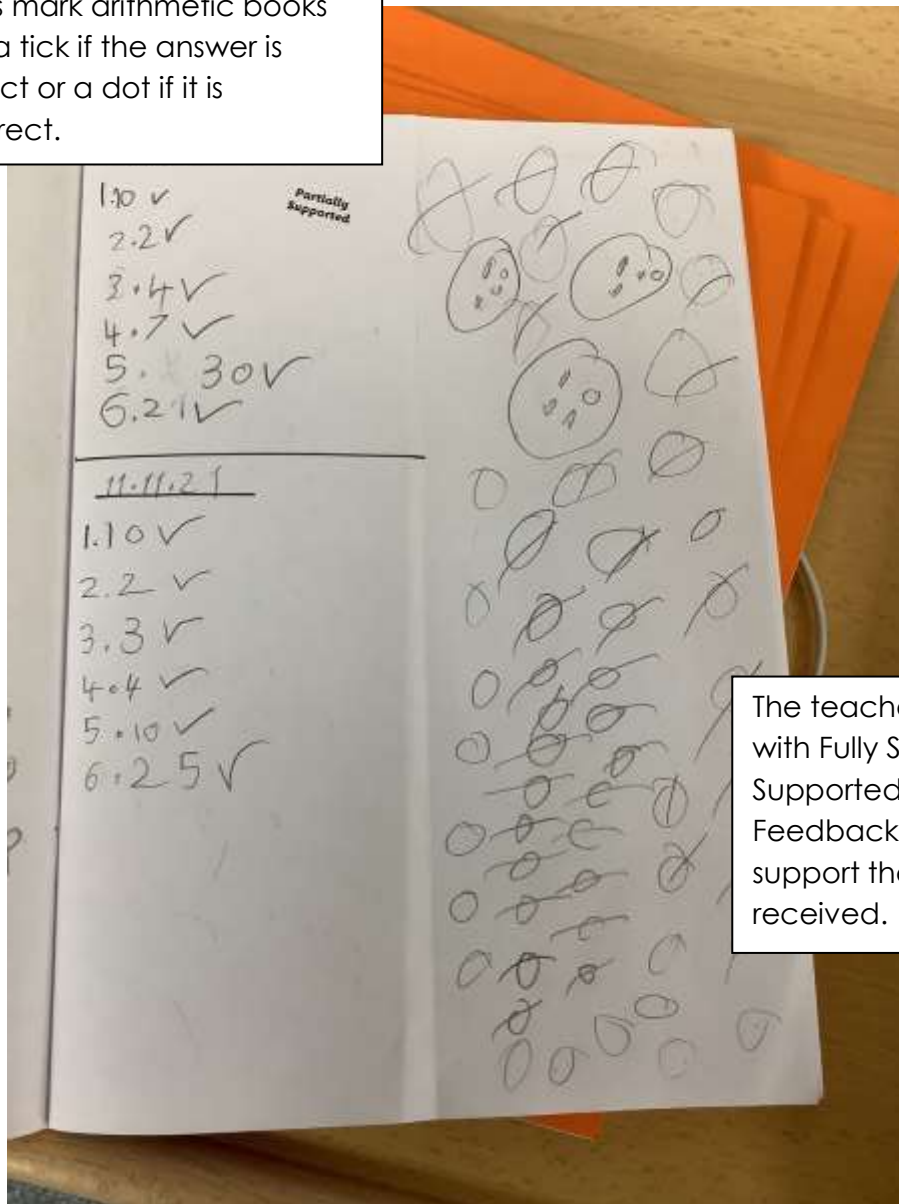
The teacher may scribe what the child has said.

The date will be written on the piece of work.



Key Stage 1 Marking

Pupils mark arithmetic books with a tick if the answer is correct or a dot if it is incorrect.



The teacher stamps the book with Fully Supported, Partially Supported or Verbal Feedback to show the level of support the pupil has received.


Key Stage 1 Marking

For the main lesson, the teacher marks the pupils' responses with a tick for correct answers or a dot for incorrect answers.


Simple Multiplication using Groups

Basic Skills


3 groups of 2 = 6 ✓




2 groups of 10 = 20 ✓



4 groups of 2 = 8 ✓



7 groups of 2 = 14 ✓



The teacher stamps the book with Fully Supported, Partially Supported or Verbal Feedback to show the level of support the pupil has received.

Key Stage 2 Marking

1. $\frac{10}{8}$ ✓
 2. 30 ✓
 3. 104 ✓
 4. 45 ✓
 5. 2567 ✓
 6. 2567 ✓
 7. 6500 ✓
 8. 0004 ✓
 9. 245.4 ✓

 1. 13632 ✓
 2. 27468 ✓

 8.11.2 Multiplication
 1. 1872 ✓
 2. 5336 ✓
 3. 14630 ✓

Partially
Supported

Teacher to use a stamp to say if the pupils has received Verbal Feedback, Full Support or Partial Support.

$$\frac{4 \times 1}{4 \times 2} + \frac{6 \times 2}{4 \times 2} = \frac{10}{8} \quad \frac{426}{328} = 1$$

Pupils tick or dot their work. The teacher marks the main lesson's work for any reasoning problems which may have different answers or for open ended problems. The remainder of the work is marked by pupils.

$$1000 \overline{) 6500}$$

$$\begin{array}{r} 156 \\ 12 \times \\ \hline 312 \\ 1560 + \\ \hline 1872 \end{array}$$

6500.
650000.

0.009
0009.

24.54
245.4

$$\begin{array}{r} 327 \\ 84 \times \\ \hline 1308 \\ 26160 + \\ \hline 27468 \end{array}$$

$$\begin{array}{r} 4765 \\ 46 \times \\ \hline 28590 \end{array}$$

$$\begin{array}{r} 232 \\ 23 \times \\ \hline 646 \\ 4640 + \end{array}$$

- 4 Talk to a partner about different methods for finding these percentages.

20% 90% 60% 15% 55% 40%

Use your preferred method to calculate the percentages.

a) 20% of 1,000 = $\boxed{200}$ ✓ d) 15% of 1,000 = $\boxed{150}$ ✓

$10\% \times 2$ 20% of 550 = $\boxed{110}$ ✓ $10\% \times 3 \div 2$ 15% of 300 = $\boxed{45}$ ✓

20% of 40 = $\boxed{8}$ ✓ 15% of 30 = $\boxed{4.5}$ ✓

b) 90% of 1,000 = $\boxed{900}$ ✓ e) 55% of 1,000 = $\boxed{505}$.

$10\% \times 9$ 90% of 4,230 = $\boxed{3807}$ ✓ $\text{find } \frac{1}{2} \text{ and then } +5$ 55% of 4,400 = $\boxed{2205}$

90% of 90 = $\boxed{81}$. 55% of 8 = $\boxed{9}$.

c) 60% of 1,000 = $\boxed{600}$ ✓ f) 40% of 1,000 = $\boxed{400}$ ✓

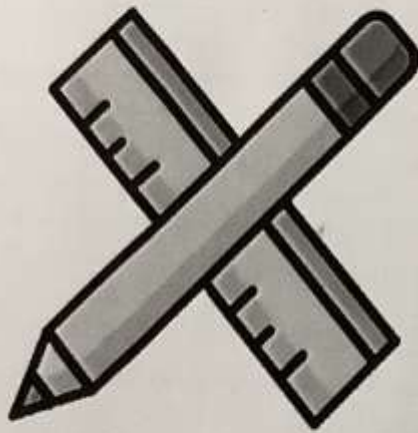
$10\% \times 6$ 60% of 400 = $\boxed{240}$ ✓ $10\% \times 4$ 40% of 400 = $\boxed{160}$ ✓

60% of 98 = $\boxed{58.8}$ ✓ 40% of 98 = $\boxed{39.2}$ ✓

VF

When verbal feedback is given, the teacher may write VF – a note of what the verbal feedback was may be written alongside.

1.3.23 Reasoning



Pencils come in boxes of 50.

A school bought 250 boxes.

Rulers come in packs of 35.

A school bought 950 packs.

How many more rulers were ordered
than pencils?

$$\begin{array}{r} 250 \\ \times 250 \\ \hline 000 \\ 12500 \\ \hline 125000 \end{array}$$

$$\begin{array}{r} 12500 \\ - 33250 \\ \hline 45750 \end{array}$$

Verbal
feedback
given.

Whole class.

6.3.23 Solving x problems

From calculated $1,531 \times 5$
Here is her answer:

TH	H	T	O
1	5	3	1
x			
5	25	15	5

$1,531 \times 5 = 525,155$



Can you explain what Rosie has done wrong?

$$\begin{array}{r} 1531 \\ \times 5 \\ \hline 7655 \end{array}$$

Rosie has
got the
5s and the
1s and 2. The
real answer
is 7655.

$$\begin{array}{r} 2345 \\ \times 5 \\ \hline 11725 \end{array}$$

Can you work out the missing numbers using the clues?

x			5

Four digits being multiplied by 5 are consecutive numbers.
The first two digits of the product are the same.
The sum of the answer's fourth and fifth digits is the third digit.

say,

To multiply 20 by 37, I just
need to calculate
 20×30 and 20×7 and
then add the total.

What mistake has Zach made?
Explain your answer.

Verbal
feedback
given.

3. he has timesed it
wrong. and missed
 20×7 and 50×3 .

134 yards by 68 yards
the area of the park?



$$\begin{array}{r} 134 \\ \times 68 \\ \hline 1072 \end{array}$$

It's 1072.

Writing

The following pages show examples of writing from Reception, KS1 and KS2. There are also general notes about our marking and feedback.

1. Reception
2. Year 2
3. Year 6
4. The Warm Write

Important Note

There are a number of variations in marking policy between EYFS, KS1 and KS2. As the children progress in both age and stage, the feedback and marking also progresses. This can be seen within a lesson through the use of live marking and the use of targets, codes and comments.

Stamps

Partially Supported – stamped in book if child has had some support.

Fully Supported – stamped in book if child has had full support.

Verbal Feedback – can be stamped in book if the child has been given verbal feedback.

Target - stamped in book when the child has completed their target for a piece of writing. This will be used in Year 2 - Year 6.

Target Met – stamped when the child has completed their target in several pieces of writing/end of target. This will be used in Year 2 - Year 6.

Effort stamp – stamp in book when a child has tried to complete the work in class but it is clear that they have not understood it and require further support or teaching.

Super Job stamp – stamp in book when a child has completed the work in class but they have made minor mistakes or have areas requiring further support.

Gold Star stamp – stamp in book when a child has completed the work in class and understood / mastered it.

Marking Codes

For ease of reference and in order to provide timely, effective feedback to pupils, the following code can be used within Reading, Writing or SPAG:



Finger spaces



On the line



Full stop



Capital letter



Missing word



Can you improve this word?



Tense



Spelling to check or practise



Supported



Handwriting



Verbal Feedback given. This can be followed by a brief explanation.

Live Marking

Live marking is feedback that is given within a lesson as a pupil is still working on their writing. It is instant and purposeful feedback that is given verbally and which can be acted upon immediately. The teacher may model the particular aspect of writing which they are giving feedback on, on a whiteboard or the flip chart for example, or draw upon a model text or other pupil's writing to support.

Marking

Marking will differ depending on when it is provided within the writing sequence. A hook, task design and the Hot Write will only require a few ticks and a stamp. They will be marked on completion of a piece of writing and will be in addition to any live marking. A good effort stamp, super job stamp, or gold star stamp is awarded. If there are mistakes within the writing, the code can be used to identify them for the pupil. Within KS1 the pupil may need support to find and change a spelling, or it may be beneficial to model a sentence with a full stop in it. In KS2, however, the pupil should use a dictionary to correct spellings independently. Whatever the stage, pupils should be encouraged to correct or improve writing themselves – this should not be done by the teacher. If presentation is not acceptable within any of the writing process, the teacher may ask the pupil to re-complete the task at a suitable time, eg playtime.

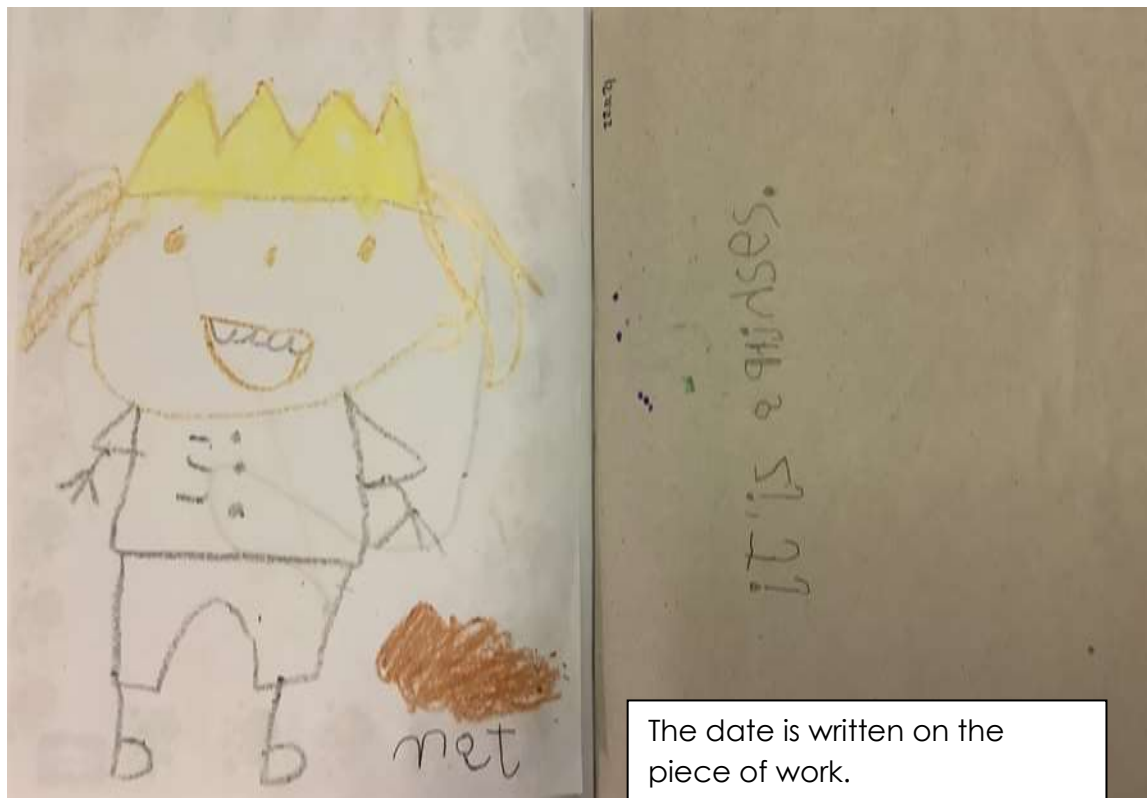
As well as the above, the Warm Write should also have highlighted words and phrases in order to identify when the Success Criteria has been met or when something is incorrect. This takes place after the pupils have edited their writing and provides them with something to improve before the Hot Write.

Purple writing books are marked on completion of a piece of writing. This is also the case for SPAG and Reading books.

Verbal feedback, partially supported and fully supported stamps can also be used in the purple writing books and also in any of the English books.

Target stamps are used for years 2 - 6 when a pupil has completed their target for that piece of writing. The target is dated at the front of the book with the date the final piece was written. Target met stamps are used next to the target stamp when the child has completed their target and further targets are set.

Reception Marking



The date is written on the piece of work.

The teacher may write a comment if needed, or they may scribe what the pupil has said.

Year 2 Marking

This writing is a task design so it was written on a single side of paper. The marking is done on the same page to save paper.

Friday 25th April 2023
Introduction - horses
Have you heard about the cool animals called horses? Read on to find out more about these big animals...



The pupil must find the spelling for 'horses' and practise it.

The pupil completed this writing independently so there was no need for a Fully Supported / Partially Supported stamp.

There was a reoccurring spelling mistake so the marking code was used. V could also have been used if this was discussed.

The Super Job stamp was used because the pupil had completed the work in class but it could have been better and they had made mistakes.

Year 6 Marking

Wednesday 26th April
Planning our Writing

Title	Should Year 6 Pupils Attend Their End Of Year Residential?
Introduction	There are many. There is much debate outlined below. Simply, potentially SATS, debate, benificence. Are they simply just a waste of money? Are they for teachers?
Argument 'for'	The first point. Secondly, Furthermore. As a result. In addition, Consequently. Final opportunity to experience with peers. <ul style="list-style-type: none"> • Make memories • Reward after SATS • Become more responsible with spending money (Is allowed) • Become more independent <p>Additionally</p> <p>Modal Verbs = could should might will</p>
Argument 'against'	However, On the other hand. As a result. <ul style="list-style-type: none"> • stressful for teachers • Children homesick • Child could get lost • sleepless night • Misbehaving children creating negative atmosphere • Children disagreeing with itinery (scheduled bedtimes).
Conclusion	Cause Controversy After considering... I believe... My opinion is This debate

★

This piece of writing is a task design so it was written on a single side of paper. The marking is done on the same page to save paper.

Ticks are evident to show that the pupil has included the correct features and language choices.

The Gold Star stamp is used to show that the pupil has completed the work in class to a high standard and understood / mastered it.

Any spellings that are identified within a KS2 piece of writing should be identified using the code. The pupil will then find these in a dictionary and change or practise them.

If there are a lot of spelling mistakes, the teacher will identify a few words which they should know or could have found on the Writing Wall.

Warm Write

Years 2 and 6

Warm Write

Tuesday 25th April 2023

Report - Arctic animals

Did you know every Arctic animal got fat.

Have you ever heard about minke Arctic animals before?

What a lovely sight! Arctic fox is a lovely animal about the interesting Arctic animals.

Arctic Fox

Arctic Foxes have the best in the forest and they have excellent hearing and sense of smell for hunting.

Example Arctic foxes will fight to be the best and to fight.

(HW) p

Success 1?	Illustration Amazing Arctic animals	Super Job Stamp	Score
Coordinating and sequencing Conjunctions and as so	Introduction	Use appropriate punctuation Full Stop	Adjective Amazing

Animals
Amazing
fantastic
word choice

on
excellent

The Warm Write is the one piece of writing which will be highlighted by the teacher in pink and green.

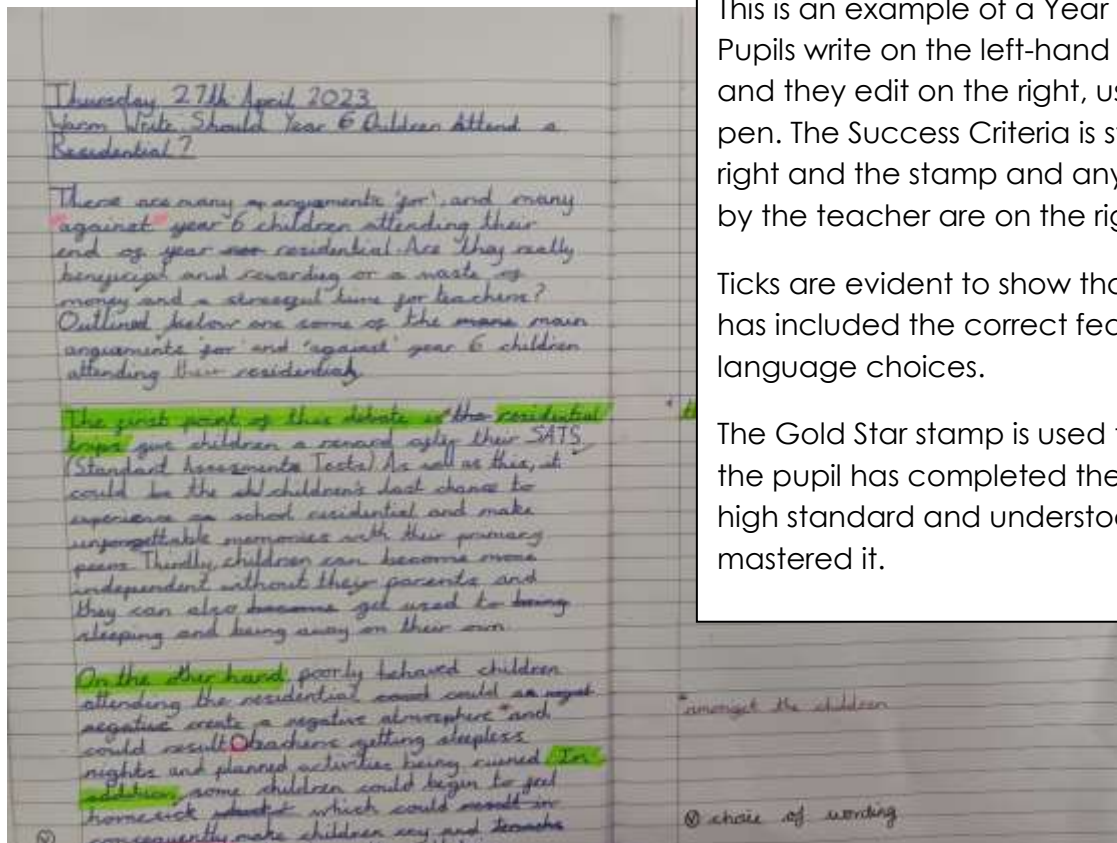
When a pupil has used a feature of the genre, or written a particularly strong sentence, it will be highlighted in green. If there is a mistake, or a sentence doesn't make sense, however, it will be highlighted in pink.

The Success Criteria is a form of assessment. A feature will be highlighted green to show that it has been used correctly, and highlighted pink if it is not. This can then inform future planning.

This is an example of a Year 2 Warm Write. Pupils write on the left-hand side page and they edit on the right, using purple pen. The Success Criteria is stuck in on the right and the stamp and any comments by the teacher are on the right.

Ticks are evident to show that the pupil has included the correct features and language choices.

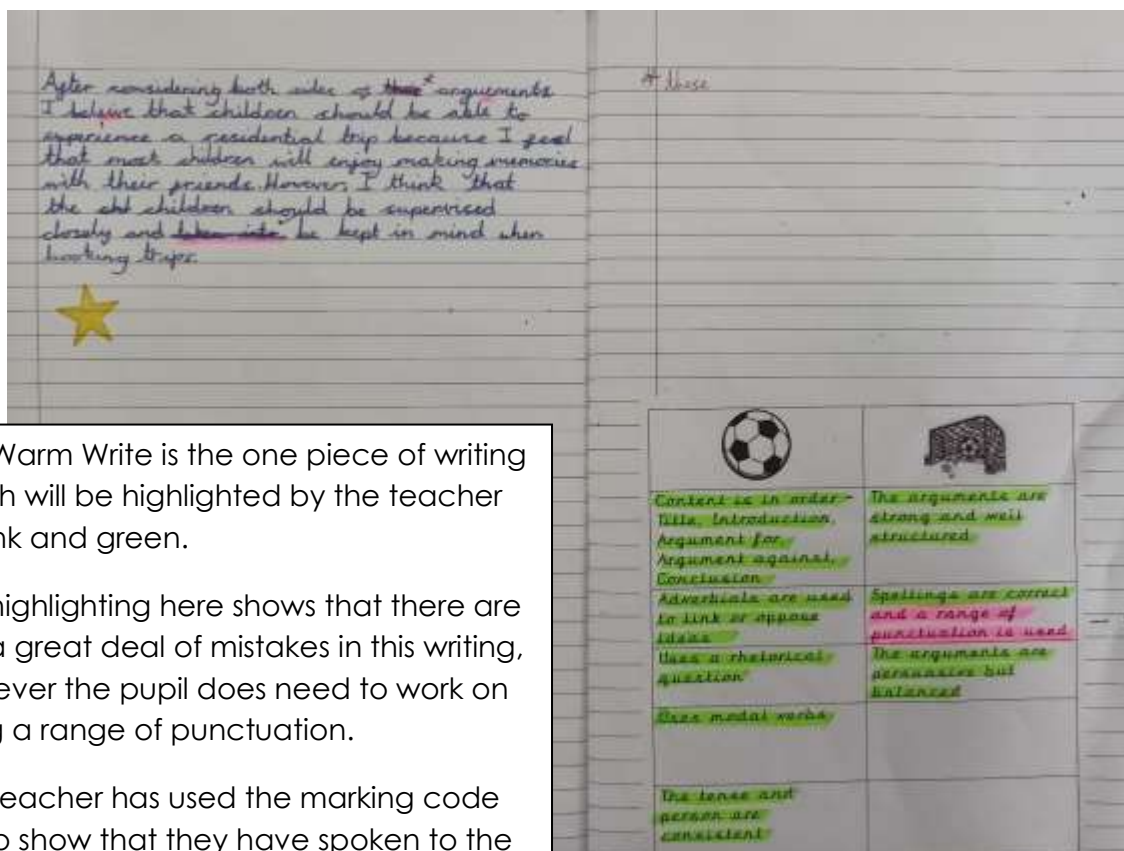
The Super Job stamp is used to show that the pupil has completed the work in class, however it could have been better and there are areas requiring further work.



This is an example of a Year 6 Warm Write. Pupils write on the left-hand side page and they edit on the right, using purple pen. The Success Criteria is stuck in on the right and the stamp and any comments by the teacher are on the right.

Ticks are evident to show that the pupil has included the correct features and language choices.

The Gold Star stamp is used to show that the pupil has completed the work to a high standard and understood / mastered it.



The Warm Write is the one piece of writing which will be highlighted by the teacher in pink and green.

This highlighting here shows that there are not a great deal of mistakes in this writing, however the pupil does need to work on using a range of punctuation.

The teacher has used the marking code (V) to show that they have spoken to the pupil about the choice of adverbial. They have written 'choice of wording' to record this conversation.

Reading Comprehension

Marking

Reading comprehension books are marked by the children in the lesson (first two questions) and by the teacher after each lesson (last question). The amount of marks is circled if the question is correctly answered and a dot is used if the question is incorrect. For questions with up to 3 marks, the teacher will write 1 or 2 or circle it. The teacher will tick where the amount of marks have been acquired. The teacher will use a stamp to mark their books. The stamps are as follows:

A 'Gold star' stamp, a 'Super Job' stamp or a 'Good Effort' stamp will be used unless there is poor presentation in which case the child will be asked to complete the work again.

Examples of Marked Work

The following pages show examples of marked work. There are general notes about our marking and feedback.

Children highlight key vocabulary in the text.

Verbal feedback stamps are used when questions have been discussed.

13.10.22

The Witches

Vocabulary
Find and copy a phrase on page 97 that tells you the witches felt more comfortable.

Sigh of relief. ✓ 1 mark

Vocabulary
I was magnetized by the sheer horror of this woman's features. Page 94. Why do you think the author chose the word 'magnetized'?

I think the author chose magnetized because it the the impression that has interested. 1 mark

Inference
Read pages 102 and 103. How do you think the witches of England felt at this point in the story? Refer to evidence in the text to support your answer.

I think the witches feel scared & I get this impression because 'A shudder went through the audience. This show they are shaking because there scared of getting punished. ✓ 3 marks

* because they haven't done what the Grand High Witch told them. ✓

Feedback given

Super Job

Wednesday and Thursday worksheet - children mark the first/ first and second question by circling the amount of marks available.

Teacher marks the last question (trickiest) by indicating whether the answer is sufficient for 1, 2 or 3 marks.

Good effort, super job and gold star stamps are awarded.

16.9.22

The Witches

Vocabulary

Find and copy a word that tells you the stink rays seeped out of the skin.

waves, oozing ✓

1 mark

Summarise

Explain why not washing was better for children.

1 mark

I think it's because the more cleaner you are the more smelly you are to a witch because the children give away stink waves.

Vocabulary

'She wears a first-class wig.' Page 30.

Explain what first-class means.

I think it means ~~excellent~~ excellent. ✓

1 mark

Inference

Of which of the ways Grandma said do you think is the best way to spot a witch? Explain why.

Partially Supported

2 marks

I think the best way is the gloves because in the summer ~~summer~~ summer normal people won't wear gloves. I got this impression because it would be to water and no need to wear them.

Good effort, super job and gold star stamps are awarded.

Friday's worksheet – children mark the first two/three questions.

Questions consist of vocabulary, inference and an additional question type.

Partially/ fully supported stamps are used to show when an adult has intervened.

SPaG

Marking

SPaG books are marked by the children in the lesson (first two/three questions) and by the teacher after each lesson (last question). Correct answers are ticked and a dot is placed next to incorrect answers. The teacher will use a stamp to mark their books. The stamps are as follows:

‘Gold star’ stamp, ‘Super Job’ stamp or ‘Good Effort’ stamp will be used unless there is poor presentation in which case the child will be asked to complete the work again.

Examples of Marked Work

The following page shows an example of marked work. There are general notes about our marking and feedback.

28.2.23

Direct Speech

Tricky

Add the inverted commas to the speech sentence.

"Mother, are you there?" he asked. ✓

Trickier

Add a comma, question mark or exclamation mark after the speech sentence.

"How dare you disobey me!" boomed the porter. ✓

Trickiest

Re-write this speech sentence using the correct punctuation.

I want to escape wept Jimmy as he brushed a tear away from his cheek.

"I want to escape," wept Jimmy as he brushed a tear away from his cheek. ✓

Caedmon Challenge

Write your own speech sentence. Punctuate it correctly.

Carol asked, "Are you coming out to stay?" ✓

Good effort, super job and gold star stamps are awarded.



Ticks are apparent.

The use of the marking code is used here as there is a grammatical mistake.

Partially/ fully supported stamps would have been used if an adult had provided support.

Wider Curriculum

Marking

Curriculum books are marked after each lesson. The teacher will use a stamp to mark their books. The stamps are as follows:

A 'Gold star' stamp, a 'Super Job' stamp or a 'Good Effort' stamp will be used unless there is poor presentation in which case the child will be asked to complete the work again.

Examples of Marked Work

The following pages show examples of marked work. There are general notes about our marking and feedback.

KS1 Marking

11.10.22 Human Geography – Farms



Year 1 have used a 'Super Job' stamp to mark this piece of Geography work.



27.9.22

Human Geography – Different Houses

Partially
Supported

Link the correct names to the pictures and **tick** which type of house you live in.

Detached



Semi-detached



Bungalow



Terraced



Flats



Hall



Year 1 have used a 'Good Effort' stamp to mark this piece of Geography work.

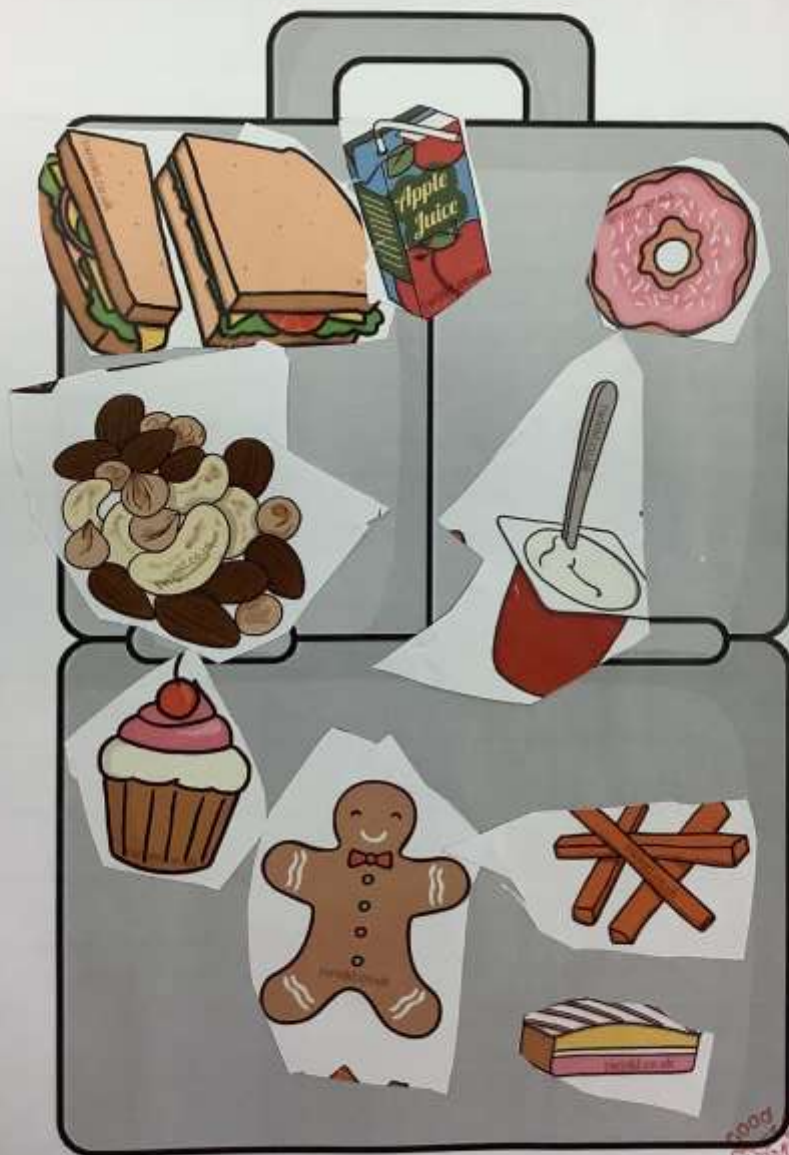


KS2 Marking

15.9.22

A Healthy Lunchbox

Cut and stick food to create a healthy lunchbox.
Make sure you include food from all food groups.



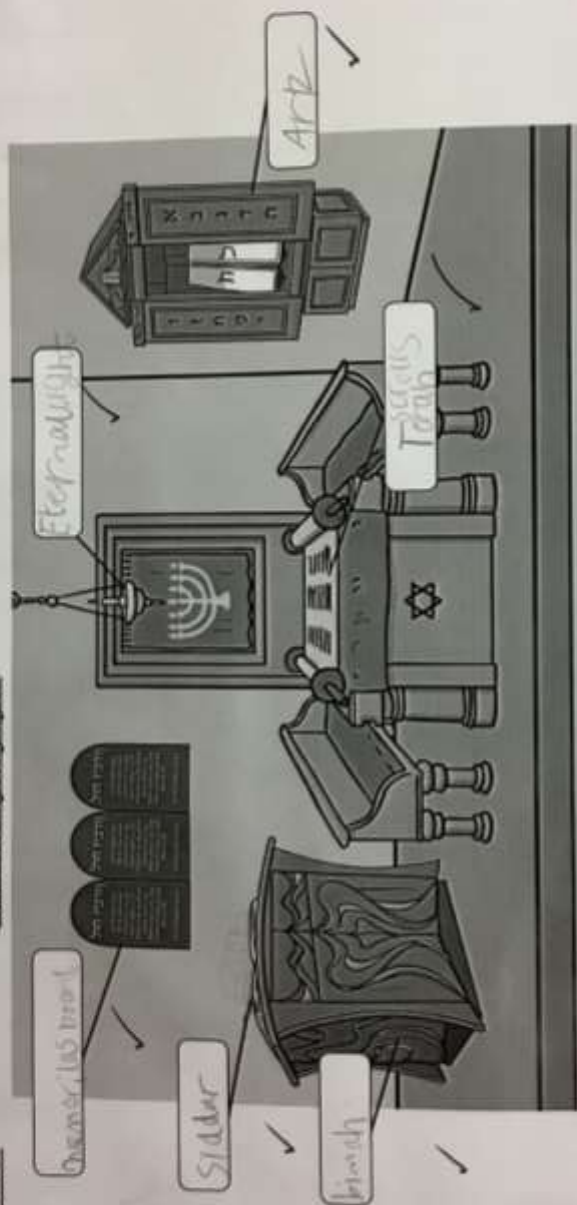
Year 3 have marked their science work with a 'Good Effort' stamp.



A 'Super Job' stamp has been used to mark this Year 3 piece of RE work.

Jewish Synagogue

1.3.23



What is a synagogue and why do Jewish people go there?

a synagogue is pray and they need to wear the kippah





How do Jewish people show respect in the Synagogue?

men and women sit separately.



8.11.22

Blood

★ ★ ☆	Diagram	Explain its function	Why it is shaped this way?
★ ★ ☆ Red blood cells		It transports oxygen	helps blood travel smoothly
White blood cells		Protects w/ from diseases	They consume germs and bacteria they also release waste.
Platelets		Clots together to heal a wound	
Plasma		the liquid it helps the blood to clot	



This Year 6 piece of science work has been marked with a 'Super Job' stamp.