

Caedmon Marking

and

Feedback Policy



Review Date	Autumn 2025
Date of next review	Autumn 2027
Author	R. Bergamino
Governor Approval	Pending

Intention

Marking children's work is a vital part of the assessment process. At Caedmon Primary School, our aim is to ensure all children have their work marked in such a way that it will enable them to progress further in their learning and to take ownership for improving their work. Marking and feedback can be oral or written but should always move learning forward. We aim to develop independent learners who can seek out and gain new skills, knowledge and understanding. We want our children to engage in self-reflection and to be able to identify the next steps in their learning. To this end, we aim to equip children with the desire and capacity to take charge of their learning through developing the skills of peer and self-assessment.

As a result of this policy, there will be greater consistency in the way that children's work is marked and the involvement of children in the marking and feedback process across the school. At Caedmon Primary School, all children's work will be marked regularly and consistently. Marking of children's work can have different roles and purposes at different times and should involve both written and verbal feedback provided individually by the teacher where possible and appropriate. Where possible, live marking should take place so that the child can receive feedback while they are working. The marking will be supported by positivity from the adults in the room, following the behaviour policy for rewards, e.g. stamps/stickers on their charts on the wall.

Implementation

The following agreed procedures for marking and feedback of children's work will be implemented by all staff. Marking of English, maths and foundation subjects will follow the guidance below:

Teacher Marking

English

- The following marking codes should be used:
 -  **Objective/Success Criteria met**
 -  **Work has been completed to a higher standard/with greater effort.**
 - **p Punctuation**
 - **g Grammar**
 -  **Choose a better word**
 - **_SP Spelling error**
 -  **Missing word**
 - **I Independent work – no code necessary. All work will be deemed independent unless support is identified.**
 - **PM Peer marking – this must be initialled by the child then ticked by the teacher when it has been checked**
 -  **Support given by an adult**
 - **1:1 1:1 support given from an adult**

- (?) Doesn't make sense
- **VF** Verbal Feedback
- **A** Absent for part or whole of the lesson – each lesson missed is to be dated. If it is more than one lesson, the start and end date should be written in the book
- **TS** Targeted support needed and provided outside of the lesson
-  Challenge given
- **CL** (Covered Lesson) Adult to sign or initial if the lesson has been covered by a different adult

Maths

- Mark every question with a  or 
-  **Objective/Success Criteria met**
-  **Work has been completed to a higher standard/with greater effort.**
- The appropriate codes from the English marking code will be used to support children's learning, showing the level of support given with the **S** and **1:1** codes. Although they won't be marked against English errors, number reversals will be addressed and modelled correctly.
- **VF, PM** and  will be used regularly.

Foundation Subjects

-  **Objective/Success Criteria met**
-  **Work has been completed to a higher standard/with greater effort.**
- The appropriate codes from the English marking code will be used to support children's learning, showing the level of support given with the **S** and **1:1** codes. Although they won't be marked against English errors, high frequency spellings or topic spellings that have been given should be identified with **SP**.
- **VF, PM** and  will be used regularly.

Self and Peer Marking

The children will also be given the opportunity to peer and self-assess their work in relation to the objectives and success criteria set. During self-assessment time, the children will assess their work against the success criteria for that particular piece of work. This self and peer marking process should be utilised regularly as part of the writing journey too. This should always be checked and acknowledged by the teacher with a tick.

Marking of Homework

All homework will be checked by the teacher. The child will be given verbal feedback for each piece they complete. This will then be kept in a folder by the class teacher until the end of the year.

Frequency of Marking and Feedback

All work should be marked either through live marking in the lesson with the child or after the lesson. The children should have their work marked before they start their next piece of work for a particular subject so that they know how to move their learning forward.

Editing

Editing is an effective tool to support children to make improvements to their work and show how they have responded effectively to the feedback given by the teacher. Purple pen is to be used by children for all editing apart from in handwriting and RWI books. Rubbers should only be used as children are creating their sentences not when sentences have been completed and they are carrying out edits.

Writing

- EYFS and KS1 will focus on key concepts such as capital letters, full stops and letter formation for independent editing. Guided editing will focus on the development of vocabulary and sentence construction.
- LKS2 will independently edit secretarial skills that are age appropriate. Guided editing will focus on features that will develop sentence construction and particular features linked to the genre taught.
- UKS2 will independently edit spellings, punctuation and grammar. Guided editing will focus on improving vocabulary choices and developing sentence construction.
- All KS2 children will have their own dictionaries to develop independence with spellings. They will have key vocabulary that they find challenging or words linked to their year group that they need to be able to spell. These will be individual to the child.
- If a child could improve a phrase or full sentence, the teacher will add an asterisk to show which part of the sentence needs re-writing and improving.
- If there are repeated errors, staff will have high expectations and support the child with quality first teaching or interventions.
- For final, independent writing pieces, the work should be marked by the teacher with no guided edits. These pieces of work can then be used for assessment purposes.

Maths

- KS1 will have a clear focus on number formation.
- All corrections will be made in purple pen after the teacher has marked the answer with a dot.
- If a child has got several answers wrong, they will either work with an adult for further support with this concept or should be guided by the teacher to only make a few corrections. The corrections to be made would be marked with a 'c' by the teacher.

RWI

- Letter formation will be addressed in all levels of RWI. It will be modelled by the teacher for the children to see the correct formation.
- Tick and fix in RWI will be done in pencil.

Handwriting

- Letter formation and joins will be modelled by the teacher in black pen. The children will then continue to practise their handwriting in pencil after the modelling.

Wider Curriculum

- Editing in the wider curriculum subjects will have a focus on key technical vocabulary, which is subject specific.
- Non-negotiables for each year group will also be identified for children to edit and correct.

Rewards

The marking of work will help children to develop their learning in all curriculum areas. It will be used to celebrate success, promote the highest standards and encourage the children to work hard and always try their best. The children will be rewarded for their successes in a variety of ways:

- Stickers or stamps on their class display on the wall
- Sharing work with the rest of the class
- Sharing work with other classes, teachers and senior leaders
- Sharing with parents
- Showing their work on the visualiser

Assessment

Formative assessment will take place daily, using verbal and written feedback to ensure progress in the children's learning. From Years 1 to 6, the children will carry out termly assessments of reading, SPaG and maths. These will be marked by the teacher and a gap analysis will then be carried out. This will allow gaps in learning to be identified, which will then inform planning.

Monitoring and Review

Senior Leaders will be responsible for monitoring the implementation of this policy within their teams through fortnightly, informal book sampling. Subject Leaders will be responsible for monitoring the implementation of this policy by sampling books and looking at examples of planning from across the school termly. Maths and writing book sampling will be carried out more frequently – these books will be looked at half termly. The Headteacher will also carry out regular book looks as part of the monitoring and evaluation of teaching. The desired outcomes for this policy are improvement in children's learning and the raising of standards and expectations across the curriculum. There will be consistency across the whole school of high-quality marking and feedback. Children will be proud of their work and feel a greater sense of achievement and ownership.