

# Marking and Feedback Policy

Adopted by Hunslet Moor Primary School Governing Body in  
June 2014

Reviewed July 2018

Reviewed July 2020

Reviewed June 2021




Updated June 2023

Next Review: June 2025

## A Policy for Marking and Feedback

Our Marking and Feedback policy is based on effective Assessment for Learning and Teaching. The purposes of this policy are to inform and share expectations with all staff so that there is a clear and consistent approach to marking and feedback across school and that this impacts positively on pupil progress.

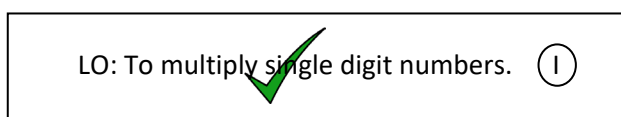
Whole School symbols:

	Identifies successes including where a child has met the objective.
	Identifies where a child needs to revisit/correct work.
	Provides a next step at the end of a piece of work to consolidate/extend learning.
I	Independent work
S	Supported by an adult
VF	Verbal feedback during live marking
P	Punctuation error
SP	Spelling mistake
^	Something is missing from this sentence.
Supply	Indicates when a supply teacher has marked work. Light touch marking from all supply teachers is required.
Revisit	Indicates that the majority of work has errors and further input from an adult (whole class/group or individual) will be required.
All marking by staff must be completed in green pen.	

### Assessment of LO

- To be done in every lesson regardless of marking method used.
- If children achieve the LO then a green tick should be placed through the objective.
- If the children **do not** achieve the objective then the objective should be left **blank**.
- Symbols should be written at the end of the objective to show whether the work was independent or supported in any way. The type of support does not need referencing.

Example:



### Light Touch Marking

- Green Pen to tick successes.
- Blue dot to highlight errors.
- Symbols in line with the marking policy either to be in the margin or at the location of the feedback.
- Light Touch Marking to be done as live marking within lessons where possible.
- Children to respond to blue dots before the next lesson using purple pen/purple pencil dot.
- Identifying any non-negotiable spelling mistakes eg homophones such as where, were, we're or their, they're, there

### Quality Mark

- Yellow highlighter to mark successes in relation to the LO.
- Blue dot to highlight errors.
- Symbols in line with the marking policy either to be in the margin or at the location of the feedback.
- Next step provided to all children to consolidate or extend learning based on LO.

### Responding to marking

- Children must respond to marking before the next lesson commences.
- This can be done in either purple pencil/pen or by placing a purple dot next to their correction/answer to show marking has been responded to.

### Live Marking

- Live marking takes place during the lesson and with the children present. This can be done by either the Teacher or TA in line with the Light Touch Marking policy. Children should be given verbal feedback alongside live marking to positively impact on their learning within a session. Adults are expected to move around the room to complete this method of marking.

### Peer/Self Marking

- Children should always use purple pencil or pen to self/peer mark. A small tick should be placed at the side of a correct answer or a purple dot at the side of an incorrect answer.

Lesson	Method of Marking
Phonics	- Children to tick and fix as part of RWI Lesson plan.
Spelling Yr 2 - Yr 6	- Short date in the margin - Children to self-mark in purple pencil/pen.
Morning Maths	- Peer/self marking led by teacher - Checked by teacher
Reading for Meaning	- Light touch marking within lesson where possible. Each question marked. Children responding to purple pen before the start of the next lesson.
Writing	- <b>Phase 1 lessons (Light Mark)</b> - <b>Phase 2 lessons (Quality Mark)</b> This will include identifying errors in punctuation practice or any extended writing done in this phase. - <b>Phase 3 lessons (Quality Mark)</b> This will include identifying errors in the children's planning of their final outcomes, using yellow highlighter to celebrate successful application of the learning objective and identifying important spelling mistakes before these transfer over to the final outcome.

	<p><b><u>Editing and Improving within Writing:</u></b></p> <p>KS1: Draw a box using a blue highlighter around a main clause that needs re writing. Identify up to 2 GPS improvements next to a blue dot underneath the final piece of work. Identify up to 2 other spellings from the rest of the piece and use up to 2 symbols for other mistakes to be corrected using a purple pencil. The child practices the re write on a whiteboard and works collaboratively with their peers/ teacher to improve the sentence. They then write this next to a purple pencil dot neatly underneath the teachers blue dot comments.</p> <p>LKS2: Draw a box using a blue highlighter around a short paragraph that needs re writing. Identify two GPS improvements and one composition or effect improvement and write these next to three blue dots underneath the final piece of work. Identify up to 3 other spellings from the rest of the piece and use up to 3 symbols for other mistakes to be corrected using a purple pen. The child practices the re write on a whiteboard and works collaboratively with their peers/ teacher to improve the paragraph. They then write this next to a purple pencil dot neatly underneath the teachers 3 blue dot comments.</p> <p>UKS2: Draw a box using a blue highlighter around a paragraph that needs re writing. Identify two GPS improvements and one composition or effect improvement and write these next to three blue dots underneath the final piece of work. Identify 3 other spellings from the rest of the piece and use 3 symbols for other mistakes to be corrected using a purple pen. The child practices the re write on a whiteboard and works collaboratively with their peers/ teacher to improve the paragraph. They then write this in purple pen neatly underneath the teachers 3 blue dot comments.</p>
<p>Maths</p>	<p><b>Acknowledgement of success</b></p> <ul style="list-style-type: none"> <li>-Every piece of work should be marked majority by the teacher.</li> <li>- A tick to indicate a correct response.</li> <li>- Double tick to indicate a particularly impressive success/response.</li> <li>- Where applicable, a positive comment that specifically <u>highlights a skill or approach that has been successful</u> – this may acknowledge the successful understanding of a concept after a period of learning.</li> </ul> <p><b>Fluency/ procedural mistake</b></p> <ul style="list-style-type: none"> <li>-Where there is an error due to accuracy or as part of a process, a <b>blue highlighted dot</b> will indicate a mistake or incorrect response with the expectation that pupils will revisit and attempt corrections next to original error. Pupils will use purple pen or pencil depending on age/stage of pupil. (These corrections should be able to be attempted without support).</li> <li>- Where the majority of work has errors or there the pupil has used an inefficient method – this suggests a deeper misunderstanding and a further input from an adult (whole class/group or individual) will be required and indicated by <b>VF</b> (verbal feedback)/ revisit learning.</li> </ul> <p><b>Extended Learning Challenges</b></p> <p>Extended Learning challenges should take the form of a question. Adult to use blue highlighter and write the extended learning challenge symbol.</p> <p>Teachers should use these challenges to:</p> <ul style="list-style-type: none"> <li>- Challenge a pupil to apply a skill in a different context;</li> <li>- Promote mathematical reasoning and justification; and/or</li> <li>- Inform the next steps in learning.</li> <li>-</li> </ul> <p>A purple pen/ pencil will be used to respond to the learning challenge depending on age/stage. This response needs to be acknowledged by an adult writing the short date next to the pupil response and initial this.</p> <p><b>Extended Learning challenges should be given to all pupils regardless of ability!</b></p>

Science	<ul style="list-style-type: none"> <li>- Every 1 in 3 pieces of written work to be given a quality mark.</li> <li>- Light touch marking for remaining work.</li> </ul>
Wider Curriculum	<ul style="list-style-type: none"> <li>- Light touch mark</li> <li>- Extended writes in any wider curriculum subject to be in line with marking expectations for writing. (Quality Mark)</li> </ul>
Home Learning	<p><b><u>Inside home learning books</u></b></p> <ul style="list-style-type: none"> <li>-Light touch marking of spelling practice and GPS task (Year 5 and 6)</li> <li>-Dojos given (maximum 2) for particularly good home learning and presentation (Dojos noted in books)</li> <li>-Children can purple pen GPS home learning tasks (Y5&amp;6)</li> <li>-Support given during homework club to be signalled with an S/VF by homework club leaders</li> <li>-All homework in home learning book to be light marked before new homework is given out</li> </ul> <p><b><u>Outside of home learning books</u></b></p> <ul style="list-style-type: none"> <li>-TTRS usage to be monitored weekly by class teachers and half termly 'heat mats' to be given out (Maths lead to send reminders and support staff wo don't know how to do this)</li> <li>-Reading records/ Class Dojo to be checked daily as part of wider commitment to ensuring reading at home is happening at least 4 times a week.</li> </ul>
EYFS Focus Activities	<ul style="list-style-type: none"> <li>• Tapestry will be used by all members of Early Years staff to record learning opportunities that have arisen in provision. Early Years leader to provide staff with specific Tapestry policy and expectations.</li> <li>• Focus work (Reception only) will be recorded in books from Spring 2 - 1x piece of evidence for Maths and Writing a week. The piece of evidence will be specific to the learning objective.</li> <li>• Additional morning Maths tasks will be completed in books when the children are ready to apply independent skills.</li> <li>• Quality Marking will be applied in both Maths and Writing.</li> <li>• If a child's work needs to be deciphered this is to be done in green pen by the adult leading the activity.</li> <li>• Children are to respond to their marks as part of the focus activity. Reception children will not be using purple pencil at this stage.</li> <li>• Next Steps will be appropriate to the work completed in the lesson and will either embed/improve or extend their knowledge of the skill being taught. For Example; in English this could be letter formation, tricky word spellings and basic punctuation, or asking the child to write the sentence using 'and.' In maths, this may be number formation, a quick question, task in provision or a reflective statement the child needs to record an answer too. When giving something for a child to practice they must copy this out 3x next to the class teacher's example.</li> </ul>
Silver Birch and Pupils with specific needs (SEND or EAL)	<ul style="list-style-type: none"> <li>• Work to be marked following relevant symbols/expectations appropriate to the curriculum the pupil is working from.</li> <li>• Regular observations evident in books or on Tapestry (number of observations per week dependent on pupil - to be discussed/agreed with SENDco/EAL leader).</li> <li>• When writing observations a clear summary of events will be recorded, next steps will be identified and relevant objective/s will be highlighted.</li> </ul>

Monday 3rd July 2023

LO: To use the past tense accurately. ①

**Grammar**

Tick to show whether each sentence is in the past tense or present tense.

Sentence	Past Tense	Present Tense
Victoria is happy.		✓
I am playing football.		✓

**Spelling**

2

two ✓

**Punctuation**

1 Write the missing punctuation mark to complete the sentence below.

Why is the sky blue? ✓



**Letter formation**

n

n n n n n n n n n n n n n n n n ✓

The farmer ~~was~~ searched for a lost calf so he ~~searched~~ climbed up a rocky cliff, he struggled climbing up. He then noticed something galling from upwards, he wondered if it was an egg or a chick, he kept climbing to check it out. The thing that was galling was a baby chick eagle chick. He quickly cradled the chick and went back home. He accidentally forgot about the calf, but when his children ran to meet him they said the calf came back itself.

past tense verbs

More engaging verb for 'went' - rushed ✓ 3/07 ①

Monday 12<sup>th</sup> June 2023

Comprehension

LO: I can make inferences from the text. ①



1. Plop told his mum the dark was.... (Tick one)

horrible		nasty	<input checked="" type="checkbox"/>
nice		great	<input type="checkbox"/>

✓✓

2. The little boy liked the dark.

Explain why.

Sp. He likes the ~~in~~<sup>in</sup> dark because in the text it ~~says~~<sup>says</sup> he thinks dark is nice because you can't see dark unless it's dark.

✓

3. Who went hunting?

The little boy		Mummy	<input type="checkbox"/>
Plop		Mr Barn Owl	<input checked="" type="checkbox"/>

✓  
✓

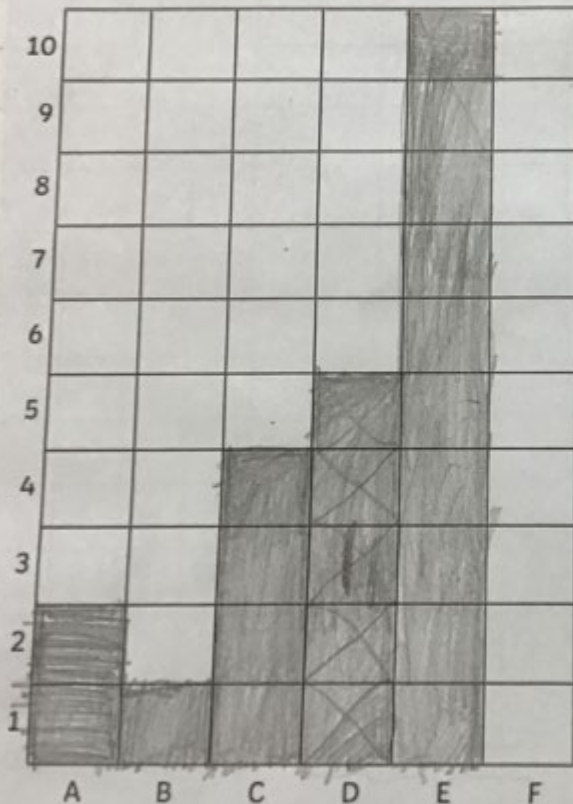
3.7.2023

LO: To apply statistics in an investigation. ①

My question is:

What is your favourite ice cream?

		Tally	Total
A	mint		2
B	strawberry	● ●	1
C	chocolate		4
D	vanilla		5
E	bubblegum		10
F	banana		0



The most popular...

bubblegum ✓

The least popular...

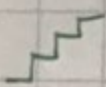
banana ✓

I also noticed...

I noticed that there are less odd numbers. ✓

Write your own question to ask a friend about your data. (VP) many

How much more people like bubblegum than chocolate? ✓



True or false. Half the amount of people like vanilla than bubblegum.

● True half of 10 = 5 / 3/7 ①



Wednesday 7<sup>th</sup> June 2023

20: To develop initial ideas: (I)

Grammar

Determiners are words that come before the noun to give the reader information about it.  
Circle all of the determiners in this sentence:

Jason and his sister lost the chestnuts they collected on their scavenger hunt. ✓

Spelling

Circle the word in the box which could be used to complete the sentence below.

disappear	defrost
<u>misunderstanding</u>	decide

The \_\_\_\_\_ between Harry and Martha was getting out of control.

Punctuation

Add two commas to the sentence below to make it clear that Samuel liked to do four things in his spare time.

When he had any spare time, Samuel liked to ride his bike, draw, skate and play computer games. ✓

Cooking

recipe book  
food  
matches  
sp Knives

clothing

warm clothing  
strong  
hats

Entertainment

bangs  
cards  
cigarettes  
treasures  
degs  
board games

Survival

life boats  
2 Surgeons  
knife  
map  
compass  
sleeping bag  
guns ✓

Monday 6<sup>th</sup> June 2023

20: To write a narrative record (I)

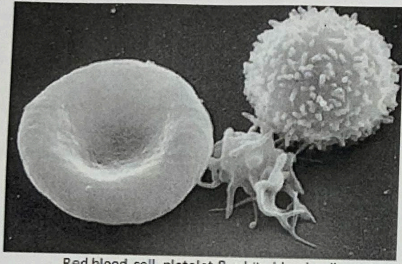
I slowly lifted my head and turned to look at my friend (Leonard). He gave me a weak smile. Although I wanted to smile back, I couldn't ~~it~~ was too hard. I felt ashamed of how weak I had become. I remembered the promise I made to my dear mother, I told her "I will come back very soon and everything will be alright." Now look at what's happened. I am not well at all and god knows when I will ever come back. Gently, I <sup>turned to</sup> ~~stared~~ <sup>stare</sup> at the candle. It flickered wildly like the hope to see my family ever again. Leonard (my best mate) could sense that I was feeling off. He said to William, "Play 'When the sun shines' and do it good." Little did he know that it ~~would~~ <sup>made</sup> ~~make~~ me even more sad.

In the distance, I could hear the eerie silence. I could barely breath inside of this wretched hut, I needed fresh air. I wrapped myself with a blanket and headed out into the dark, cold wilderness. Within seconds, the cold hit me. The cool wind shivered down my aching spine. The weather got worse and worse everyday. I couldn't even remember the last time I felt the sun shine on my back. As I looked up into the gloomy, dull sky, I dreamt about the clear blue, sky. ~~that~~ I remembered the times when me and my kids would count the stars in the sky. My eyes teared up, I couldn't bare <sup>think</sup> about my family anymore.

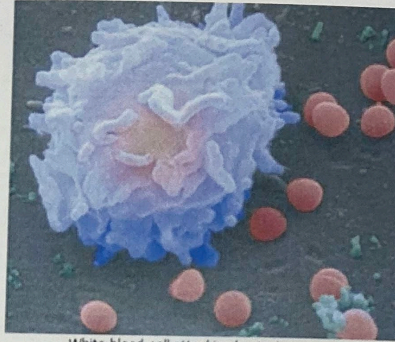
Add missing speech punctuation

Thursday 22nd June 2023

LO: To identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.



Red blood cell, platelet & white blood cell



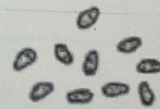
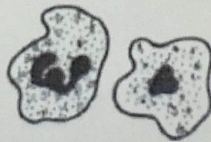
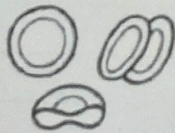
White blood cell attacking bacteria



Red blood cells



Platelets



Part of the blood:  
Red blood cells.

Part of the blood:  
White blood.

Part of the blood:  
Plasma platelets

Its job is to...  
transport oxygen

Its job is to... protect  
you against  
diseases & sp

Its job is to... transport  
important medicines

helps blood to clot and  
repair a cut.

These parts of the blood are floating in a liquid called

Its job is to plasma  
transport important nutrients.