



## Policy for Marking and Feedback at Arunside Primary school

### **Rational: Our marking and feedback policy is based on the following principles:**

- Children have the right to have their effort acknowledged and to be given feedback that informs their future learning.
- Feedback informs everyone of the progress made by following the feedback cycle.
- Marking should be timely, keeping the teacher in tune with the needs and abilities within the class and helping to raise standards.

### **Who is involved?**

**Leadership team:** Monitoring, evaluation and training.

**Class teachers:** Give a range of feedback, in a variety of forms, in accordance with the policy. Direct the Teaching Assistant (TA) to provide effective feedback in accordance with the policy. To allow children time to respond to any feedback given.

**Teaching assistants:** To implement Marking and Feedback policy as directed by the class teacher.

**Pupils:** To respond to marking and feedback given by class teacher (CT)/TA to the 'Green' and black clerical errors. By engaging with an editing and improvement cycle, using the 'Purple Pen' (Y2 – 6).

**Effective Distance marking** This policy must be used alongside the guidance and distance marking sheets (**Appendix 1**):

- Informs the teacher what has been achieved, misconceptions and next steps, where possible, to maximise progression of all groups of children.
- The child may be grouped according to what the distance marking tells us to ensure they have the right level of support.
- When appropriate, use distance marking to support teacher assessment on Insight.

### **Peer and Self –Assessment**

We believe that peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

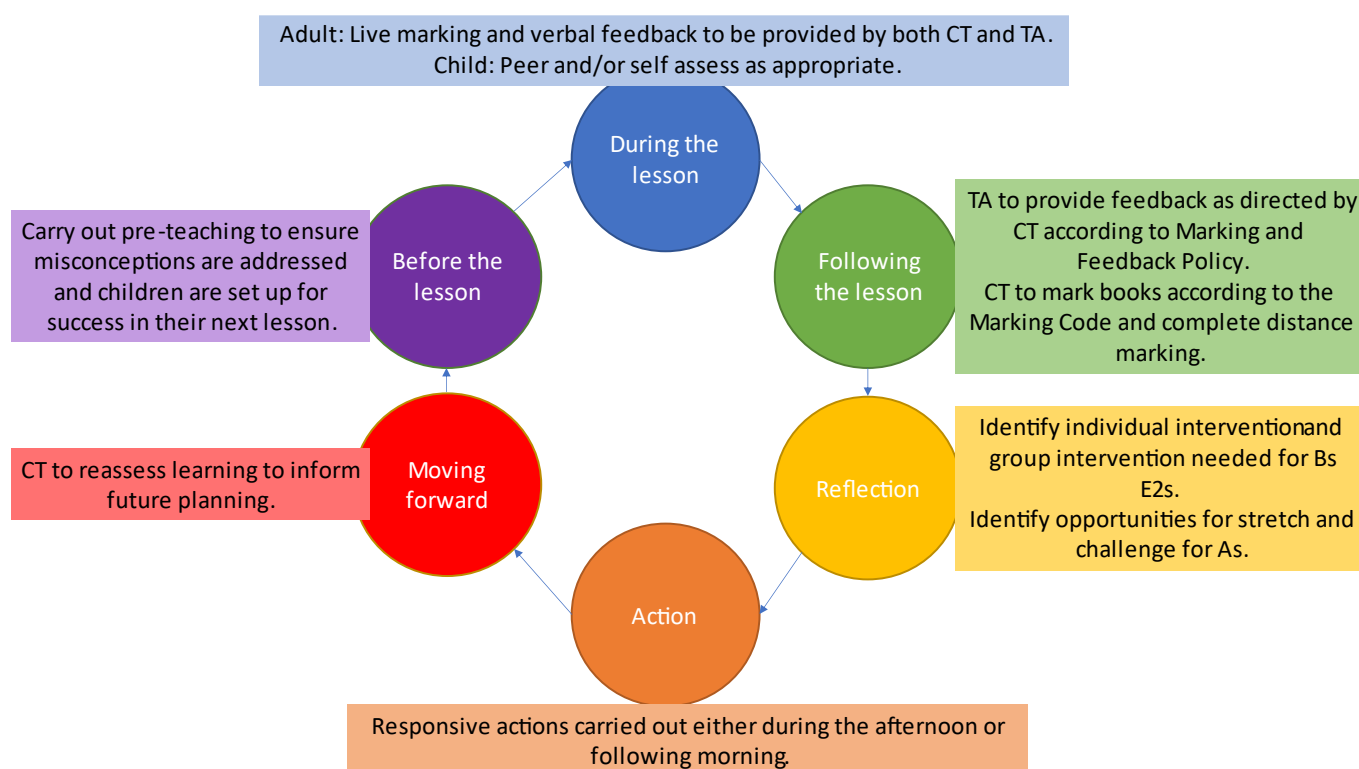
In line with Assessment for Learning (AfL) strategies, within most lessons, children should have opportunities to assess their progress (or that of others) against agreed success criteria or a learning challenge, so that feedback is meaningful.

The quality of peer assessment should be monitored and children will be trained to do this from Year 2 so that time spent on this is beneficial to the learning. Children will use age-appropriate editing checklists for writing lessons for self and peer review. Children are supported in this process by using the respective 'Steps to editing' document and 'editing checklists' (**Appendices 2 and 3**) and do so by use

of the Purple Pen. Teachers need to mark and respond to the editing checklists to ensure they are being used correctly and to inform future planning.

### How do we do it?

- Marking assessment directly against the learning goal for every lesson.
- Distance marking sheets will be used for English and maths for Years 1 - 6 (**Appendix 1**).
- Each half term, a longer piece of writing will be marked in depth against the appropriate Teacher Assessment Framework on insight.
- For reading and maths, insight is to be updated weekly against the curriculum objectives taught.
- For science, update insight after completion of TAPS lessons.
- For foundation subjects, refer to the Foundation Subject Assessment Booklet, and assess on Insight in the Summer Term.
- TAs will mark the group with whom they are working and as directed by the CT.
- Where necessary, teachers will model a correct method to address a misconception.
- The Arunside Marking Code (**Appendix 4**) will be followed when marking children’s work  
Spelling and clerical mistakes will be highlighted in **green** or by using marking codes in **black** pen (age appropriate) next to the learning goal. Persistent errors should be incorporated into teacher’s planning.
- Verbally, recorded as VF.
- Time must be allocated to allow children to respond and improve.
- Teacher’s handwriting must be in **black** pen, legible and joined-up (in accordance with the Arunside Handwriting Policy) as a model to the children.
- When appropriate, positive praise regarding effort or achievement can be acknowledged with a written comment in books and/or house points. This is not expected daily.



## In EYFS

- Frequent verbal feedback is given throughout the lesson, standard practice in EYFS.
- Annotations will be made in **black pen** to support the child's next steps.
- Support with 'translation to transcription' will be made in **black** pen.
- The marking codes 'I' for independent, 'WAC' (worked alongside child in a small group) or '1:1' (worked alongside child one to one) will denote level of dependence.
- A **green** highlighter is used to denote a spelling mistake, punctuation mistake or letter formation to be corrected (age appropriate).
- A **pink** highlighter is used to indicate Learning Goals achieved.

## In Year 1

- Distance marking sheets will be completed on a daily basis for maths and English.
- Marking code/flow chart to be applied (age appropriate)
- **Green** highlights will be used to denote spelling and clerical errors (age appropriate).
- Support with 'translation to transcription' will be made in **black** pen, alongside any spellings support.
- Verbal feedback will be frequent during lessons and will form part of the next lesson's input.
- Year 1 begin to use purple pen for editing alongside the teacher or TA.

## In Year 2 and KS2

- Distance marking sheets will be completed on a daily basis for maths and English.
- Marking code/flow chart to be applied
- **Green** highlights and **black** pen will be used to denote spelling and clerical errors (age/stage appropriate).
- Peer and self-assessment and the use of the '**purple** pen' for editing and improvement will be progressive across the year groups.
- Verbal feedback will be frequent during lessons and will inform future planning.

Appendix 1: Week beginning:

Class:

Maths Distance Marking Sheet

Day LG	Misconceptions	A	E2/B1			Missing/Incomplete work	Presentation
		Greater Depth	Accuracy (Fluency)	Reasoning/Problem Solving	Vocabulary		
Monday							
	<i>Absent</i>						
Tuesday							
	<i>Absent</i>						
Wednesday							
	<i>Absent</i>						
Thursday							
	<i>Absent</i>						
Friday							
	<i>Absent</i>						

Purpose

This sheet is used to capture key assessment information across the week and to inform your next steps in teaching. It supports *responsive teaching* rather than detailed written marking in books.

Key Principles

Use it as a planning tool, not an accountability checklist.

- Be brief, professional, and purposeful.
- Not every box needs a comment every day.
- **Misconceptions MUST be addressed in individual books**

**Week beginning:**

**Class:**

**Maths Distance Marking Sheet**

Day LG	Misconceptions	Greater Depth	Accuracy (Fluency)	Reasoning/Problem Solving	Vocabulary	Missing/incomplete work	Presentation
Abbreviated LG	Any misconceptions and errors that have been identified, through marking, to be addressed with the <b>whole class the next day</b> (individual misconceptions to be evidenced in books)- this must be evident in the next day's slides, retrieval practice, children's books	<p><b>Initials of children who...</b></p> <p>High motivation and resilience</p> <p>Think flexibly and critically.</p> <p>Solve problems of greater complexity</p> <p>Construct logical reasoning (written/verbally)</p> <p>Check for accuracy and rewrite/refine.</p> <p>Make connections between topics.</p> <p>Recognise patterns in different contexts</p> <p>Ask questions</p> <p>Approach problems in more than one way.</p>	<p><b>Initials of children who need more practice to...</b></p> <p>Use correct formal methods or other methods as per calculation policy e.g., PV grid for multiplying and dividing decimals</p> <p>Aligning digits correctly</p> <p>Ability to perform calculations without making 'slips or errors in basic number bonds/ not applying other key number facts e.g., times tables/ complements to 10, 20 100, 1000 etc.</p> <p>Automaticity in number facts</p>	<p><b>Initials of children who need more practice to...</b></p> <p>Show a clear chain or thought.</p> <p>Make conjectures (I know this because)</p> <p>Evaluate</p> <p>Make generalisations</p> <p>Identifying which operations are needed.</p> <p>Work through other 'non-routine' problems</p> <p>Work systematically. visualising using sketches, manipulatives or diagrams.</p> <p>Identifying patterns and making predictions</p>	<p><b>Initials of children who need more practice to...</b></p> <p>Tier 2 and 3 vocabulary</p> <p>Using informal vs formal language e.g., corner instead of vertex</p> <p>Confusing terms e.g. area vs perimeter</p> <p>Misuse of operational language e.g., difference for subtraction</p> <p>Use key vocabulary when reasoning</p>	<p><b>Initials of children who need to finish work, due to...</b></p> <p>*Any acceptable reason for unfinished publishing – time to be given to catch up during school day when possible</p> <p>*Lack of understanding - TA to work with child</p> <p>*Poor behaviour - refectation time to finish work</p>	<p><b>Initials of children who...</b></p> <p>Show problem solving clearly.</p> <p>Formal written methods clearly displayed</p> <p>Mathematical reasoning with appropriate calculations</p> <p>Number formation and orientation</p> <p>Writing number of the question – one below the other (not side by side)</p> <p>LG - underlined with a ruler</p> <p>No missed pages</p> <p>Neat work – no scribbles One digit, one box</p>

Week beginning:

Class:

KS2 English Distance Marking Sheet

Day and Learning Goal	Learning points for the next lesson	SPAG errors	Presentation	Missing/incomplete work	Structure and composition	Good examples to share	Stretch and challenge
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

**Purpose**

This sheet is used to capture assessment information across the week and to inform planning and feedback. It supports *whole-class feedback* and reduces the need for extensive written marking in books, although marking judgements should still be recorded next to Learning Goals.

**Key Principles**

This sheet supports whole-class feedback, not individual marking where misconceptions need to be addressed.

Not every column needs to be completed every day.

Focus on what will move learning forward.

Use the information to adapt planning and teaching.

**Week beginning:**

**Class:**

**English Distance Marking Sheet KS2**

↑ Complete **all** the above headings (any group names – please specify what year group you are).

Day LG	Whole class learning points for the next lesson	SPAG errors	Presentation/handwriting	Missing/incomplete work	Structure and composition	Good examples to share	GD Potential
<b>Monday</b>  <i>*Abbreviated LG/ A brief reminder of the LG</i>	1. Any misconceptions and errors that have been identified, through marking, to be addressed with the <b>whole class the next day</b> . 2. This must be evident in the next day's slides/starter/retrieval practice. 3. Keep comments concise and actionable.  Examples: "Many pupils need reminders to use capital letters for proper nouns." "Sentence openers used well – introduce greater variety next lesson." "Paragraphing needs revisiting before continuing the narrative." "Apostrophes for possession frequently incorrect." "Confusion between there/their/they're." "Inconsistent use of full stops." "Openings engaging but endings rushed." "Need to model paragraph transitions more explicitly."	<b>Initials of children who need...</b>  <i>*Support with any lesson specific SPAG errors and non-negotiables</i>  <i>*Practise of tricky words</i>  <i>*Practise of common exception words</i>  <i>*To be shown WAGOLL</i>	<b>Initials of children who need more practise of...</b>  <i>*Letter Join/handwriting</i>  <i>*Write a line, miss a line</i>  <i>*Use of ruler</i>  <i>*Respect for book</i>  <i>*Starting at the margin</i>  <i>*Genre-specific layout</i>  <i>*Finger spaces</i>  <i>*Neat editing - no scribbles</i>  <i>*No missing pages</i>	<b>Initials of children who need to finish work, due to...</b>  <i>*Any acceptable reason for unfinished publishing – time to be given to catch up during school day when possible</i>  <i>*Lack of understanding - TA to work with child</i>  <i>*Poor behaviour - reflection time to finish work</i>	<b>Initials of children who need more practise of...</b>  <i>*Genre specific/age-appropriate errors in line with the structure. E.g. sentences, paragraphs, new speaker new line</i>  <i>Be aware of the number of children's names that you put in here - is it better to reteach?</i>  <b>Structure =</b> layout/ organisation  <b>Composition =</b> content/ vocabulary	<b>Initials of children who show good examples of...</b>  <i>*Skills in editing</i>  <i>*Presentation</i>  <i>*Good understanding of LG</i>  <i>Only to be shown at key points in learning such as: between draft and publishing phase</i>  <i>Not necessary every day</i>  <i>Good examples of word choice must be shown!</i>	<b>Initials of children who...</b>  <i>*Have shown potential in a specific genre</i>  <i>* Understanding purpose and audience</i>  <i>*Need suggestions for challenge/next steps within lesson sequences</i>
	<b>Absent:</b>						

Week beginning:

Class:

KS1 English Distance Marking Sheet

Day LG	Whole class learning points for the next lesson	Punctuation	Presentation/ handwriting	Phonics and Spelling	Sentence Structure	Good examples to share	GD Potential
Monday							
	Absent:						
Tuesday							
	Absent:						
Wednesday							
	Absent:						
Thursday							
	Absent:						
Friday							
	Absent:						

Purpose

This sheet is used to capture assessment information across the week and to inform planning and feedback. It supports *whole-class feedback* and reduces the need for extensive written marking in books, although marking judgements should still be recorded next to Learning Goals.

Key Principles

This sheet supports whole-class feedback, not individual marking where misconceptions need to be addressed.

Not every column needs to be completed every day.

Focus on what will move learning forward.

Use the information to adapt planning and teaching.

Week beginning:

Class:

English Distance Marking Sheet KS1


↑ Complete **all** the above headings (any group names – please specify what year group you are).

Day LG	Whole class learning points for the next lesson	Punctuation	Presentation/handwriting	Phonics and Spelling	Sentence Structure	Good examples to share	GD Potential
<b>Monday</b>  <i>*Abbreviated LG/ A brief reminder of the LG</i>	<p>4. Any misconceptions and errors that have been identified, through marking, to be addressed with the <b>whole class the next day</b>.</p> <p>5. This must be evident in the next day's slides/starter/retrieval practice.</p> <p>6. Keep comments concise and actionable.</p> <p>Examples:                      "Apostrophes for contraction frequently incorrect."                      "Inconsistent use of full stops."                      "Inconsistent use of finger spaces."                      "Vocabulary choices need improving."                      "Using question marks at the end of questions."                      "Need to go over imperative verbs for commands."                      "Practise using phonics to spell out unfamiliar words."                      "Many pupils need reminders to use capital letters for proper nouns."</p> <p><b>Absent:</b></p>	<p><b>Initials of children who need...</b></p> <p><i>*Support with any lesson specific punctuation errors and non-negotiables</i></p> <p><i>*To be shown WAGOLL</i></p>	<p><b>Initials of children who need more practise of...</b></p> <p><i>*Letter Join/handwriting</i></p> <p><i>*Use of ruler when appropriate</i></p> <p><i>*Respect for book</i></p> <p><i>*Starting at the margin</i></p> <p><i>*Genre-specific layout</i></p> <p><i>*Finger spaces</i></p> <p><i>*Neat editing - no scribbles</i></p> <p><i>*No missing pages</i></p>	<p><b>Initials of children who need more practise of...</b></p> <p><i>*Specific phonics sounds</i></p> <p><i>*Applying phonics to spelling</i></p> <p><i>*Applying learnt spelling rules (Y2)</i></p> <p><i>*Tricky words</i></p> <p><i>*Common exception words</i></p>	<p><b>Initials of children who need more practise of...</b></p> <p><i>*Writing coherent sentences</i></p> <p><i>Be aware of the number of children's names that you put in here - is it better to reteach?</i></p> <p><b>Sentence structure</b> = The way a sentence is arranged grammatically to make sense.</p>	<p><b>Initials of children who show good examples of...</b></p> <p><i>*Skills in editing</i></p> <p><i>*Presentation</i></p> <p><i>*Good understanding of LG</i></p> <p><i>*Good vocabulary choices</i></p> <p><i>Only to be shown at key points in learning such as: between draft and publishing phase</i></p> <p><i>Not necessary every day</i></p> <p><i>Good examples of word choice must be shown!</i></p>	<p><b>Initials of children who...</b></p> <p><i>*Have shown potential in a specific genre</i></p> <p><i>*Understanding purpose and audience</i></p> <p><i>*Need suggestions for challenge/next steps within lesson sequences</i></p>

## Appendix 2: Steps to Editing


### Year 1

**Step 1**


 **Read through your work**

- Does it make sense?
- Have you formed your letters correctly?
- Are there any missing words?

**Step 2**

 **Check your punctuation**

- Do your sentences begin with **capital letters**?
- Do **proper nouns** (names of places and people) start with capital letters?
- Have you ended your sentences with the correct punctuation?



**Step 3**

**Improve your grammar**

- Have you used some interesting **adjectives**?
- Have you used a conjunction - 'and', 'but', 'because'?

**Step 4**

**Check your spelling**

- Have you used your **phonics and sound mats** to help you?
- Have you used the Year 1 **common exception words** display to help you?

### Year 2

**Step 1**

**Read through your work**

- Does it make sense?
- Are your letters the correct size?
- Are there any missing words?

**Step 2**

**Check your punctuation**

- Do your sentences begin with **capital letters**?
- Do **proper nouns** (names of places and people) have capital letters?
- Have you ended your sentences with the correct punctuation?
- Have you used **apostrophe's** for **contraction** (don't) and **possession** (jack's)?
- Have you used commas correctly in a list?

**Step 3**

**Improve your grammar**

- Have you used some interesting **adjectives**?
- Have you used conjunctions - 'and', 'but', 'because'...?
- Have you used expanded noun phrases (the blue butterfly)?

**Step 4**

**Check your spelling**

- Have you used your **phonics and sound mats** to help you?
- Have you used the Year 2 **common exception words** display to help you?
- Do your spellings look right?

**Step 5**

**Final Improvements**

- Read through your edited work to check that your improvements fit together
- Have you used cursive writing?

<b><u>Steps to Editing</u></b>
<b>Step 1: Read through your work</b>
Does it make sense? Is my writing neat?
<b>Step 2: Check your punctuation</b>
Have I used capital letters at the start of sentences and for proper nouns? Have I used apostrophes for possession and contraction? Have I used commas for lists/clauses/fronted adverbials? Have I used inverted commas?
<b>Step 3: Improve your grammar</b>
Have I used a range of conjunctions (subordinating and coordinating)? Have I used fronted adverbials? Have I used pronouns (he, she, they...)? Have I used tenses correctly? Have I used expanded noun phrases? Have I organised my writing into paragraphs?
<b>Step 4: Check your spelling</b>
Have I used a dictionary to check my spellings?
<b>Step 5: Final improvements</b>
Edit your work with your editing checklist Can you make further improvements? Has your work been peer assessed?

<b><u>Steps to Editing</u></b>
<b>Step 1: Read through your work</b>
Does it make sense? Is my writing neat?
<b>Step 2: Check your punctuation</b>
Have I used capital letters at the start of sentences and for proper nouns? Have I used apostrophes for possession and contraction? Have I used commas for lists/clauses/fronted adverbials? Have I used inverted commas? Have I used a good range of punctuation correctly?
<b>Step 3: Improve your grammar</b>
Does my writing meet its purpose (e.g. to inform)? Have I used a range of conjunctions (subordinating and coordinating)? Have I used adverbials of time and place? Have I used pronouns (he, she, they...)? Have I used tenses correctly and consistently? Have I structured my writing correctly?
<b>Step 4: Check your spelling</b>
Have I used a dictionary to check my spellings? Have I used a thesaurus to avoid repetition? Have I spelt the common exception words correctly?
<b>Step 5: Final improvements</b>
Edit your work with your editing checklist Can you make further improvements? Has your work been peer assessed?

### Appendix 3: Editing Checklist

EDITING CHECKLIST	Completed	Completed after edits	Peer
<b>Step 1: Read through your work</b>			
Does it make sense?			
Can I read my handwriting?			
<b>Step 2: Check your punctuation</b>			
Capital letters			
Full stops			
Commas			
Possessive apostrophes			
<b>Step 3: Improve your grammar</b>			
Fronted adverbials			
Expanded noun phrases			
Paragraphs with subheadings			
Interesting language ( <a href="#">use thesaurus</a> to improve)			
<b>Step 4: Check your spelling</b>			
Spelling ( <a href="#">use dictionary</a> if unsure)			
<b>Step 5: Final improvements</b>			
Can you make any further improvements to your work?			



# ARUNSIDE MARKING CODE

Has the LG been achieved?

This is written beside the LG as:

A1 - well exceeded

A2 - exceeded

E1 - expected

E2 - almost expected

B1 - working towards

B2 - well below

All other marking codes to go in the margin.

**Marking Codes**


Peer and self-assessed work

Green Highlight

Written in black

Written in purple

Area/word to be corrected

VF	Verbal Feedback given
WAC	Worked alongside child
CL	Capital letter needed
SP 	Check the spelling
P	Check the punctuation
^	Add a word or phrase
?	Does this make sense? Is it a run-on sentence or fragment?
T	Check tense
/	Start a new line
//	New paragraph