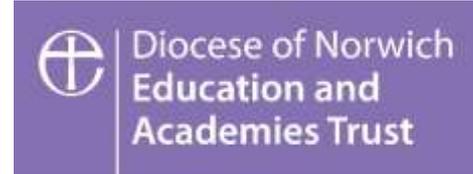




Hope Federation  
Enabling our children to flourish  
through the faith of life



# Hope Federation of Church of England Primary Academies

## Marking and Feedback Policy

<b>Policy Type:</b>	<b>Academy Policy</b>
<b>Approved by:</b>	<b>LGB</b>
<b>Approved Date:</b>	<b>1<sup>st</sup> December 2021</b>
<b>Review Date:</b>	<b>Autumn Term 2024</b>
<b>Person Responsible:</b>	<b>Executive</b>
<b>Headteacher</b>	

Changes to the policy:

Date:	Changes:	Pages:
Autumn Term 2021	<ul style="list-style-type: none"><li>• Addition of marking in GREEN pen for teacher comments.</li></ul>	Page 3
	<ul style="list-style-type: none"><li>• Correct use of highlighter pens Pink for think/Yellow for Yeah!</li><li>•</li></ul>	Page 4
	<ul style="list-style-type: none"><li>• Spellings – writing out 3 incorrect spellings 3 times</li></ul>	Page 4
	<ul style="list-style-type: none"><li>• Comments – linking to area of learning – ie topic links</li></ul>	Page 4

## Marking and Feedback Guide

We have been working with our DNEAT colleagues and Shirley Clarke to develop a marking and feedback approach that is:

- Marking / feedback within the moment of learning (where possible)
- Enables children to act and improve or correct their work immediately
- Encourages children to develop independent strategies for improvement
- Provides swift, concise and high impact feedback our children can act upon
- Work in books should evidence clearly where adult intervention, feedback or support has been given as work will reflect changes with purple pen or additions, editing and modelling at the time

### Non- negotiables:

Each time a child writes there will be permanently displayed in the classroom two posters / checklists:

- **Every time we write KS1**
- **Every time we write KS2**
- **Every time we do maths whole school**

In addition to this:

- Learning objectives will be displayed for the learning session in the classroom and referred to in the sequence of learning, these will no longer be recorded in books but the overarching topic will be recorded for the sequence of work e.g. *We are learning to...*
- The choice and challenge curriculum we offer will continue with three (sometimes more) levels of learning / challenge provided using:

	Challenge for children working just below ARE expectations for their year group.
	Challenge for children working at ARE expectations for their year group.
	Challenge for children working above ARE expectations for their year group.

### Marking:

- This will be purposeful and relevant to the child, age, ability and need. Marking will NOT be overly detailed when not required.

- We will use the shared principles of Shirley Clarke, where marking needs to match need and be there to move learning on, not record comments for recording sake.
- Marking will be ongoing in a lesson (where possible) or if not at the end of the session or day, it will consist of:
- Marking of pupil's work should be done in GREEN pen.

### **YELLOW MEANS YEAH!**

- Highlighted in yellow indicates an example of where the LO has been met, a target has been met or progress made, based on previous AfL written comments MAY also be used to encourage or praise.
- Also there is a good example of a phrase or correct answer.

### **PINK MEANS THINK!**

- That there has been a spelling error/ incorrect answer in a piece of maths work or that a piece of work needs to be looked at again and corrected.

**PURPLE PENS** – children respond to teacher's marking by using a purple pen. Often responses will be related to NS: Next Steps

**Next Steps** – A comment/ modelled example can be written to help the child know how to ensure success next time when appropriate OR if it is a whole class issue then the teacher may use a mini-plenary in the session to feedback then children act on this in their work.

### **Incorrect spellings:**

A maximum of 3 incorrect spellings should be chosen and written and the bottom of a piece of work so that the child writes these out 3 times correctly.

These spellings may be high frequency words or Tier 2/3 words.

### **Comments:**

These must link to the topic area and give points of recognition or improvement. For example if marking a piece of topic work – please comment on the LO linked to the topic rather than an English improvement.

### **Pupil Feedback**

- This will be undertaken orally wherever possible and should be reflected in the work the children produce as a result.

### **COVID-19**

In view for the current pandemic and working procedures – staff are to complete as much remote/pupil lead marking as possible in the class – keeping as much social distancing as they can during the school day within their Bubble.

Books are not to be taken home unless essential and safety measures must be put in place to ensure safety for staff as well as pupils.

Homework is to be set remotely via the platforms agreed in the Remote Learning Policy. Books are not to travel between home and school. If pupils have difficulty in accessing homework, printed copies may be sent home on the understanding that the work remains at home. If it does come into school; it must be quarantined for 72 hours prior to anyone touching them.

Agreed by Staff: March 2019 Updated December 2021

Agreed by Governors: December 2021



When we do maths we always...

□ Write our numbers the right way around

1 2 3 4 5 6 7 8 9 0



□ Write our symbols correctly



• Write one number / symbol in each square

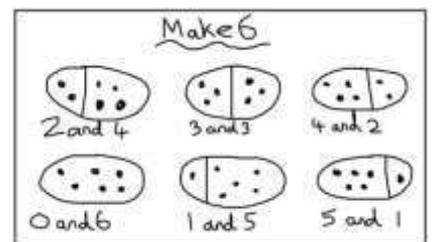
• Use a ruler for drawing straight lines



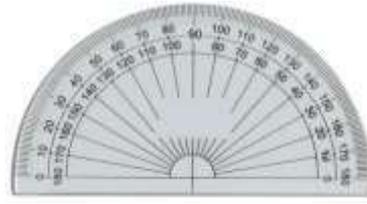
□ Try to spell mathematical vocabulary correctly

• Use and learn my times tables (for my year group)

• Show my calculations and jottings (using the methods taught to me)



• Use resources and mathematical equipment to help me.



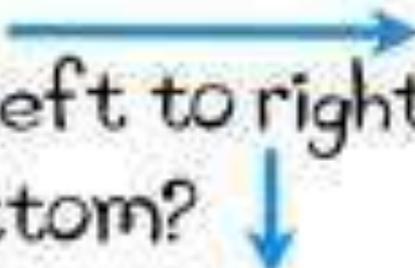


# WRITER'S CHECKLIST

Did I use capital letters in  
the right way?

Did I use finger spaces in  
between words?

Did I use the right end mark?  
{ ? . ! }

Did I write from left to right;  
top to bottom? 

Is my work neat and does it  
make sense? ~~can the man~~

# Did I use the spelling mat / word wall to help me spell the best I can?

## Content & Organization

- ✓ Main topic is clear.
- ✓ Writing is interesting.
- ✓ Vocabulary is colorful.
- ✓ There is a beginning, a middle, and an end.
- ✓ Introduction captures readers' attention.
- ✓ Details and examples support main ideas.
- ✓ Conclusion sums up writing effectively.

## 5 Reminders to Self Check Your Handwriting

- ✓ Letters are the correct size and shape.  
abcdefghijklmnopqrstuvwxyz  
ABCDEFGHIJKLMNOPQRSTUVWXYZ
- ✓ Letters are on the line.  
\_ cat \_ sat \_ mat \_ bat \_
- ✓ Handwriting is neat.  
My handwriting is neat and not messy.
- ✓ There is proper spacing between letters.  
My letters are spaced properly. I do not put spaces between letters like this - l e t t e r s.
- ✓ There is proper spacing between words.  
There is one finger width in between words.

[www.YourTherapySource.com](http://www.YourTherapySource.com)

## Grammar, Punctuation, Spelling, and More

- ✓ There are no fragments or run-on sentences.
- ✓ Subjects and verbs agree.
- ✓ Verb tense is consistent.
- ✓ Capitalization is correct.
- ✓ There are no double negatives.
- ✓ Punctuation is correct.
- ✓ Spelling is correct.