



# Marking and Feedback Policy

<b>Governor Review Date</b>	Spring 2016
<b>Review Frequency</b>	Annual
<b>Date for Next Review</b>	Autumn 2017
<b>Head Teacher Approval</b>	
<b>Governor Approval</b>	

## **Contents**

1. Writing – marking codes and examples of marked work.
2. Mathematics.
3. Curriculum.

### **Tools for marking**

Black school pen only (Berol pen).

Green highlighter pen.

Yellow highlighter 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.



# Writing

## **Examples of Marked Work**

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

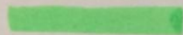
### **Important Note**

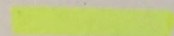
There are a number of variations in marking policy between EYFS, KS1 and KS2. Full details can be found in the 'Guide to Writing'.

Please read the 'Guide to Writing' as your main point of reference.

# Caedmon Primary School

## Reception Marking Code

 If the learning objective is achieved or everything is correct.

 If improvement is needed, or if the learning objective is not achieved.

f Finger spaces.

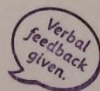
⊖ On the line.

. Full stop.

C Capital letter.

**Fully Supported** = My teacher helped me a lot.

**Partially Supported** = My teacher helped me a little.



= My teacher has talked to me about my work.

# Caedmon Primary School

## KSI Marking Code

*What do the marks in my book mean?*

~~the~~ rat

Finger spaces.

⊖

On the line.

.

Full stop.

C

Capital letter.

v

Missing word.

big

Can you improve this word?

ⓧ

Tense.

ratt

Spelling to check.

My target for next time.

**Fully  
Supported**

= My teacher helped me a lot.

**Partially  
Supported**

= My teacher helped me a little.

Verbal  
feedback  
given

= My teacher has talked to me  
about my work.



# Caedmon Primary School

## KS2 Marking Code

*What do the marks in my book mean?*

*the rat* Finger spaces.

⊖ On the line.

C or . Punctuation to check.

v Missing word, conjunction or description.

*big* Can you improve this word?

I <sup>I</sup>*is* tired Tense.

*ratt* Spelling to check.

My target for next time.

**Fully Supported** = My teacher helped me a lot.

**Partially Supported** = My teacher helped me a little.

*Verbal feedback given.* = My teacher has talked to me about my work.

## Reception Marking

14.4.16

What is in the tank?



Title underlined green = objective met.

I can see tadpoles and  
rocks.

Yellow backslash = finger space needed.

Green underline = correct.

f

f = the code for finger space.

### Stamps

VF stamp: used – when appropriate - to show that there has been some verbal feedback (teacher makes a note of the discussion).

Partially supported stamp: used when a child has had some support.

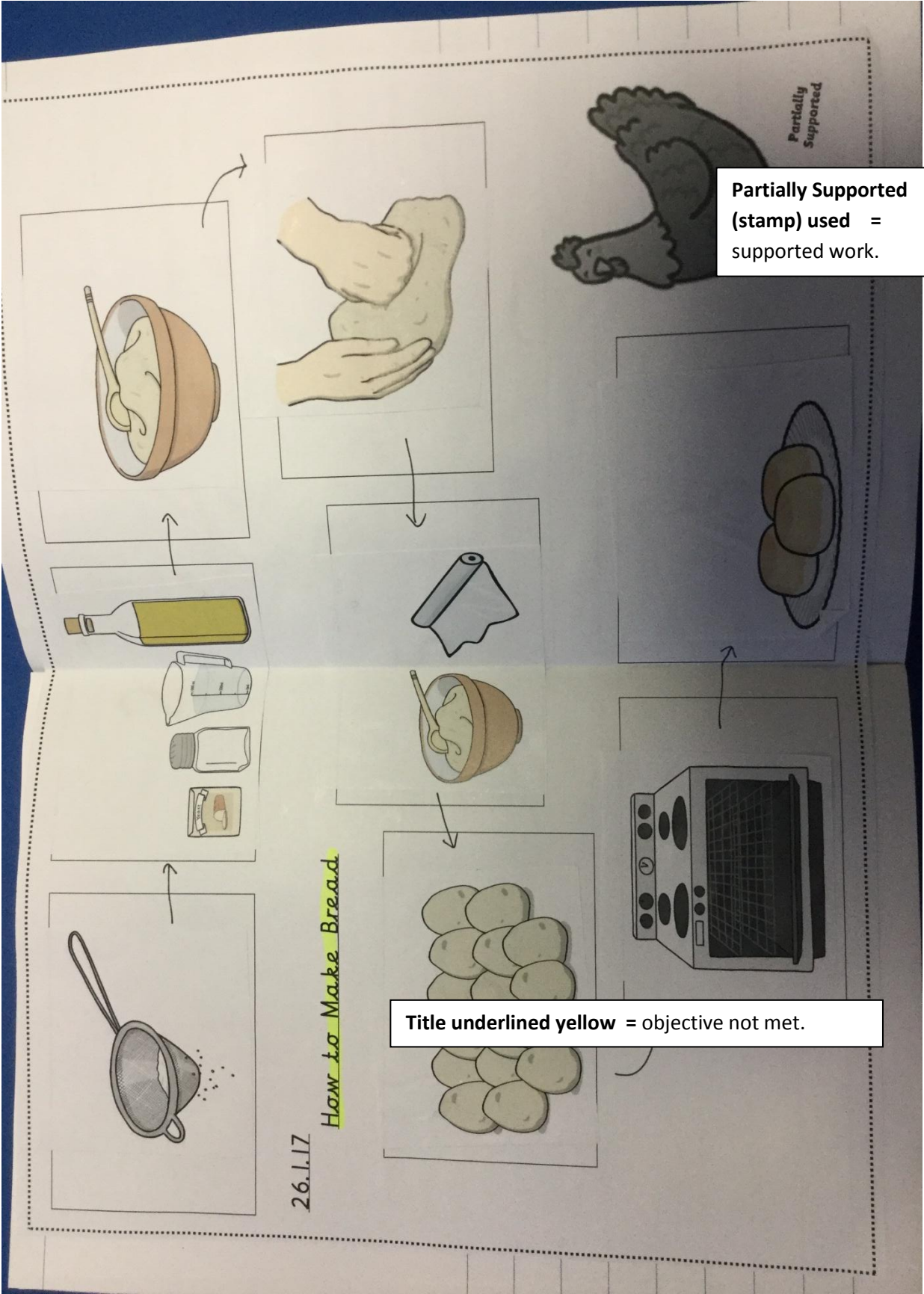
Fully supported stamp: used when a child has had intensive support.

### Gold Star, Super Job or Effort stamps:

These are awarded on completion of the writing when a child has made extra effort. On some occasions, a stamp will not be awarded.

(See Reception Marking Code.)





## Year 1 Marking

**Regular marking and feedback** Informs children how to improve their work.  
\*Refer to the 'Guide to Writing' for the variations in EYFS, KS1 and KS2 policy.

10.10.16

### The Mouse- Character Description

I am successful if...

- I can use a capital letter and full stop.
- I can write a short descriptive sentence.



sp. black

black

black

black

sp. -

#### Success Criteria Slip

Glued in by an adult directly underneath the 3<sup>rd</sup> line.



#### Yellow highlight / Responding to Feedback

This should be varied across a piece of work and will be completed in 'Response Time' at the start of the next lesson. The teacher can write a modelled sentence to be copied. The response is underlined green if completed correctly or underlined yellow if completed incorrectly. It is re-done until correct.

The mouse has long, thin whiskers. He has two enormous ears and a long black tail.  
Absent day 3.

He has two, enormous ears and a long, black tail.  
He has two enormous ears and a long black tail.  
target. (Good Effort) (1tp) black tail.

**Pupils** write on the left-hand page. Responses and spellings are completed on the right-hand page.

**Teachers** mark on the children's writing. Spellings and the yellow response indicator (with a note) are written on the right-hand page.

#### Spellings

wiggly underline = spelling to complete

**sp** is written in the margin on the teacher's side of the page. The teacher writes the correct spelling in cursive handwriting.

A team point is awarded if there are no spelling errors. (Backslash = no error.)

In 'Response Time' the next day, the child will re-write the spelling 3 times correctly.

Spellings are underlined green if corrected; all three spellings are marked yellow if even one of them is incorrect. All three will continue to be re-done until correct.

#### Y1 mark once per piece:

**2 green highlights** = positive aspects.  
**1 yellow highlight** = response time for the next day. A small yellow line (and a short note or code) are written in the margin on the right-hand page.  
**2 spellings**

#### Target Stamps.

Children are expected to be 'on target' by the end of every piece of work. They receive a green 'On target' stamp and 1tp (team point).

When a target is 'met' they receive a blue 'Target met' stamp and another team point. The teacher writes a brief note to show what the target was e.g. Full stops. If a target is not met, a stairs/step symbol is drawn and the word 'Targets' is written.

## Year 1 Marking

## A Postcard From Scaredy Squirrel

- I can use short descriptive sentences.
- I can use because in a conjunction sentence.

$\pi \wedge \wedge \Omega$   
 $\pi \wedge \wedge \Omega$

$\pi \times 20$

$\pi \times 20$

Yellow Air Mail 120051 black

heretofore and hitherto  
proceeded from Madison.


Why did I make my first tree?

is that an incredible

NOT the MARKS! If

animating and book design

1005! I am a singer





## Year 2 Marking LA (example 1)

12.10.16

All About BATS

I am successful if...

- I can write in the present tense.
- I can write in paragraphs.

Have you ever seen a Army bat? did you  
know that there is over one thousand  
different species? Read on to find out more  
about these stunning, wonderful creatures.

Brilliant Bat Facts

Bats hang upside down when sleeping or resting.  
 This also helps them to fly away from  
 scary predators. Bats are nocturnal  
animals - This means they come out at  
 night. Bats live in a roost. They could  
 be green trees, leafy canopies, horns and a  
house. Bats eat large insects, juicy fruits,  
 swimming fish or Red blood. These are  
vampire bats. An amazing fact...  
A group of bats is called a colony.

sp nocturnal nocturnal nocturnal nocturnal  
 sp stunning stunning stunning stunning  
 sp vampire vampire vampire vampire  
 sp animals animals animals animals

**Success Criteria Slip**  
 Glued in by an adult directly underneath the  
 3rd line.

C Did you know that there are over one  
 thousand different species?  
Did you know that there are over one  
thousand different species?

**Yellow highlight / Responding to Feedback**  
 This should be completed in 'Response Time' at the start of  
 the next lesson. The teacher can write a modelled sentence  
 to be copied (as shown) or the child can write their own  
 idea (see Y2 example 2). The response is underlined green if  
 completed correctly or underlined yellow if completed  
 incorrectly. It is re-done until correct. (NOTE: capital letters  
 and full stops are expected. Responses must focus on a  
 different aspect to improve plus capital letters and full stops  
 as standard.)

alliteration 1kp

**Pupils** write on the left-hand page.  
 Responses and spellings are completed  
 on the right-hand page.  
**Teachers** mark on the children's writing.  
 Spellings and the yellow response  
 indicator (with a note) are written on the  
 right-hand page.

**Regular marking and feedback** Informs  
 children how to improve their work. \*Refer  
 to the 'Guide to Writing' for the variations in  
 EYFS, KS1 and KS2 policy.

### Y2 mark twice per piece:

#### 1<sup>st</sup> time:

**2 green highlights** = positive aspects.  
**1 yellow highlight** = response time for the next day. A  
 small yellow line (and a short note or code) are  
 written in the margin on the right-hand page.  
**2 spellings**

#### 2<sup>nd</sup> time:

**2 green highlights**  
**2 spellings**  
 (Note: Y2 do not have a yellow response when the  
 book is marked for the 2<sup>nd</sup> time.)

### Stamps

VF stamp: used – when appropriate - to show  
 that there has been some verbal feedback  
 (teacher makes a note of the discussion).

Partially supported stamp: used when a child  
 has had some support.

Fully supported stamp: used when a child has  
 had intensive support.

### Gold Star, Super Job or Effort stamps:

These are awarded on completion of the  
 writing when a child has made extra effort.  
 On some occasions, a stamp will not be  
 awarded.

(See KS1 Marking Code.)

## Year 2 Marking – AA or HA (example 2)

12.10.16

### All About Bats

I am successful if...

- I can write in the present tense.
- I can write a list sentence.

Have you ever seen a bat? Did you know that there are more than thousand different species and on to find out more about them using research...

Bats are Fun!

Bats hang upside down when sleeping and eating also help them to hide in there in some trees. Bats are nocturnal animals. This means they come out at night. Bats live in a cave this means they have a roof and some air. Bats eat small insects, fruit and fish but some bats like to eat blood. There are called Vampire bats. Bats can live for over 20 years. An interesting fact a group of bats is called a colony.

sp know know know  
sp different different different different  
sp environment environment environment environment  
sp could could could could

C Read on to find out more about them using research

### Yellow highlight / Responding to Feedback

The teacher does not write a modelled sentence to be copied for AA or HA pupil, they are expected to write their own idea. (See 1<sup>st</sup> example for Year 2 for an LA example.)  
**(NOTE: capital letters and full stops are expected. Responses must focus on a different aspect to improve plus capital letters and full stops as standard.)**

### Spellings

wiggly underline = spelling to complete

**sp** is written in the margin on the teacher's side of the page. The teacher writes the correct spelling in cursive handwriting.

A team point is awarded if there are no spelling errors. (Backslash = no error.)

In 'Response Time' the next day, the child will re-write the spelling 3 times correctly.

Spellings are underlined green if corrected; all three spellings are marked yellow if even one of them is incorrect. All three will continue to be re-done until correct.

### Target Stamps.

Children are expected to be 'on target' by the end of every piece of work. They receive a green 'On target' stamp and 1tp (team point).

When a target is 'met' they receive a blue 'Target met' stamp and another team point. The teacher writes a brief note to show what the target was e.g. adjective. If a target is not met, a stairs/step symbol is drawn and the word 'Targets' is written.

In sleep closing eyes hang up side down then sleeping and resting. Bats live in a cave some trees and houses. Bats are nocturnal and some bats eat blood. Bats are fantastic.

On target (4) capital letters 1tp



# Year 3 and 4 Marking

## Success Criteria Slip

Glued in by an adult directly underneath the 3<sup>rd</sup> line.

**Regular marking and feedback** Informs children how to improve their work. *\*Refer to the 'Guide to Writing' for the variations in EYFS, KS1 and KS2 policy.*

## Yellow highlight / Responding to Feedback

This should be varied across a piece of work and will be completed in 'Response Time' at the start of the next lesson. The response is underlined green if completed correctly or underlined yellow if completed incorrectly. It is re-done until correct. **(NOTE: capital letters and full stops are expected. Responses must focus on a different aspect to improve plus capital letters and full stops as standard.)**

**Pupils** write on the left-hand page. Responses and spellings are completed on the right-hand page.  
**Teachers** mark on the children's writing. Spellings and the yellow response indicator (with a note) are written on the right-hand page.

## Y3/4 mark twice per piece:

### 1<sup>st</sup> time:

**2 green highlights** = positive aspects.  
**1 yellow highlight** = response time for the next day.  
 A small yellow line (and a short note or code) are written in the margin on the right-hand page.  
**2 spellings**

### 2<sup>nd</sup> time:

**2 green highlights**  
**2 spellings**  
 (Note: Y3/4 do not have a yellow response when the book is marked for the 2<sup>nd</sup> time.)

## Target Stamps.

Children are expected to be 'on target' by the end of every piece of work. They receive a green 'On target' stamp and 1tp (team point).

When a target is 'met' they receive a blue 'Target met' stamp and another team point. The teacher writes a brief note to show what the target was e.g. Question marks.

If a target is not met, a stairs/step symbol is drawn and the word 'Targets' is written.

## Spellings

wiggly underline = spelling to complete

**sp** is written in the margin on the teacher's side of the page. The teacher writes the correct spelling in cursive handwriting.

A team point is awarded if there are no spelling errors. (Backslash = no error.)

In 'Response Time' the next day, the child will re-write the spelling 3 times correctly.

Spellings are underlined green if corrected; all three spellings are marked yellow if even one of them is incorrect. All three will continue to be re-done until correct.

## Stamps

VF stamp: used – when appropriate - to show that there has been some verbal feedback (teacher makes a note of the discussion).

Partially supported stamp: used when a child has had some support.

Fully supported stamp: used when a child has had intensive support.

## Gold Star, Super Job or Effort stamps:

These are awarded on completion of the writing when a child has made extra effort. On some occasions, a stamp will not be awarded.

**(See KS2 Marking Code.)**

## Year 5 and 6 Marking

10.10.16

Setting Description from The Boy in the Striped Pyjamas

I am successful if...

- I can use a powerful description of the setting with similes, alliteration & personification.
- I can use a powerful description of the main character's feelings.
- I can use two sentences on the same theme split by a semi-colon.
- I can use speech sentences with commas.



sp cream cream cream cream  
sp creating creating creating creating  
sp wrought-iron wrought-iron wrought-iron  
sp glistening glistening glistening glistening  
wrought-iron

### Success Criteria Slip

Glued in by an adult directly underneath the 3<sup>rd</sup> line.

But from this side of the house the view was very different. It started off nicely enough! White blossom tree-lined, cobbled walkways covered in cream congeals which separated the lime green grass. Spots of sunlight shone upon a patch that ripe, juicy vegetables grew upon. Cascading fountains rose up from a sparkling lake. A beautiful stone bridge ran straight over the water, creating an inspiring view. It looked as though it was tended to very well, carefully by someone who knew creating a colourful, bright place in such a dull, spinning, chilling place was something caring they could do, like having a burning, crimson touch outside a castle door on a murky moon, attracting people like a plucking moth to a small flame, on a winter's night that was so cold it chilled you to the bone.

Beyond the glistening lake, stood a tall stone statue of a tall man with a small moustache. In front of it there was a metal plaque which read, 'Heil Hitler'. Potted around it were small, lilac lavender - bowing their heads in the wind. A few steps onwards, there was a wrought iron arch with a swinging bench attached to it, which I sobel

\* Lawns

Missing words/sense White blossom tree-lined walkways covered in cream congeals separated the lime green lawns.

### Regular marking and feedback

Informs children how to improve their work. \*Refer to the 'Guide to Writing' for the variations in EYFS, KS1 and KS2 policy.

**Pupils** write on the left-hand page.

Responses and spellings are completed on the right-hand page.

**Teachers** mark on the children's writing.

Spellings and the yellow response indicator (with a note) are written on the right-hand page.

could imagine sitting on and breathing in the sweet aromas as the bright sun shone down on her. The bench was facing the house which is unusual but in this case I sobel could understand why. Looking behind it, I sobel seemed fine and calm. (Inside her heart sunk...)

tense capitals F. The bench faced the house which is unusual but in this case I sobel could understand why.

The bench faced the house which was unusual but in this case I sobel could understand why.

**Y5/6 mark twice per piece. Each time finding:**

**2 green highlights** = positive aspects.

**1 yellow highlight** = response time for the next day. A small yellow line (and a short note or code) are written in the margin on the right-hand page.

**2 spellings**

### Target Stamps.

Children are expected to be 'on target' by the end of every piece of work. They receive a green 'On target' stamp and 1tp (team point).

When a target is 'met' they receive a blue 'Target met' stamp and another team point. The teacher writes a brief note to show what the target was e.g. Metaphors.

If a target is not met, a stairs/step symbol is drawn and the word 'Targets' is written.

### Yellow highlight / Responding to Feedback

This should be varied across a piece of work and will be completed in 'Response Time' at the start of the next lesson. The response is underlined green if completed correctly or underlined yellow if completed incorrectly. It is re-done until correct. **(NOTE: capital letters and full stops are expected. Responses must focus on a different aspect to improve plus capital letters and full stops as standard.)**

Personification On target (1tp)

Expanded noun phrases On target (1tp)



## Year 5 and 6 Marking

2.2.16

Poetry

I am successful if...

- I can use powerful descriptions of the setting: alliteration and personification.
- I can use powerful vocabulary.
- I can use descriptions of sounds.
- I can use hyphenated words.

\*A Midsummer's Day

The sun's relaxing heat  
makes it peaceful and  
tranquil.

Relaxing heat of the sun  
creates a peaceful  
atmosphere in the  
garden of tranquility.

A blazing ball of  
fire reflects off  
the crystal, clear  
water of the  
beguiled lake.

Enchanted angels (swim) in  
the ocean above,  
blurring my imagination.

sp beguiling beguiling beguiling beguiling  
sp blurring blurring blurring blurring  
sp devoured devoured devoured devoured

### Spellings

wiggly underline = spelling to complete

**sp** is written in the margin on the teacher's side of the page. The teacher writes the correct spelling in cursive handwriting.

A team point is awarded if there are no spelling errors. (Backslash = no error.)

In 'Response Time' the next day, the child will re-write the spelling 3 times correctly.

Spellings are underlined green if corrected; all three spellings are marked yellow if even one of them is incorrect. All three will continue to be re-done until correct.

describe/detail  
V

Enchanted angels pirouette in the ocean  
above, blurring my imagination.

### Stamps

VF stamp: used – when appropriate - to show that there has been some verbal feedback (teacher makes a note of the discussion).

Partially supported stamp: used when a child has had some support.

Fully supported stamp: used when a child has had intensive support.

### Gold Star, Super Job or Effort stamps:

These are awarded on completion of the writing when a child has made extra effort. On some occasions, a stamp will not be awarded.

(See KS2 Marking Code.)

Flaming Bandyleless dander  
worships the sun; starts  
travelling to the  
hazy horizon  
horizon.

The sun pours a  
vibrant stream  
of liquid gold  
as the aroma of bread  
fills my lungs.

White-feathered doves  
tuck in lowering  
oak trees  
their outstretched  
branches.

Night finally arrives  
and the sun is  
devoured by  
the milky moon.

What are they  
doing?

Describe. White-feathered doves tuck in lowering oak  
trees, perched on their outstretched branches.



1/4p



1/4p



1/4p



1/4p

Passive voice.

Metaphors.

## Assessment Pieces

### Years 1 to 6

8.3.16

#### Haunted house description - Assessment

\* Thunder and lightning struck, blinding me. Bone bare trees banged on the elaborate arched window as deathly, dark chandeliers stole my soul. I could hear: ~~see~~ some one screaming - ~~deafening~~ me; doors creaking open and slamming shut and evil spirits beckoning me. The midnight atmosphere descended. A solitary candle was blown out ~~by~~ by a mysterious force. Silence was once more. All of a sudden, a ~~girl~~ ~~seem~~ the silence was ~~not~~ interrupted by a little girl shriek...

The mystery moon lit a liquid silver path up the stairs from the room the ~~girl's~~ shriek came from. Suddenly, I couldn't control my body. I turned around and took a glimpse of the moon. I felt stronger. Villianous spectres ~~starting~~ started whispering in my ear, "Follow the silver light!" I obeyed the command. I was under the moon's powers. As I got reeled in, pictures of men and ladies had cutlasses in them. I reached the room\* opened the door. It was ~~be~~ pitch black. All of a sudden the locked and someone appeared out from the gloom...

\* The grandfather clock chimed; ~~very loud~~ it was midnight.

sp ~~deafening~~ ~~deafening~~ ~~deafening~~ ~~deafening~~ ~~deafening~~  
sp ~~interrupted~~ ~~interrupted~~ ~~interrupted~~ ~~interrupted~~ ~~interrupted~~

**Success Criteria Slip** A success criteria slip is not provided for assessment pieces.

A solitary candle was blown out by a mysterious force.

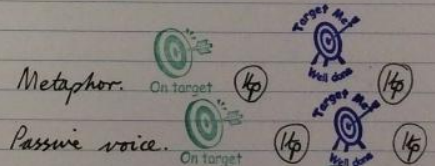
#### Assessment Pieces

Assessments are marked with 2 green highlights and 1 yellow highlight.

2 spellings are given.

It is expected that all targets will be completed (green 'on target' stamp). Blue 'target met' stamps are used if appropriate.

\* and



# Mathematics

**Mathematics Marking Guidance**

**PS** – Stamped in book if child has worked on the target table and needed partial support.



**FS** – Stamped in book if child has worked on the target table and was fully supported.

**VF** – Stamped in book if the child has been given verbal feedback.

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

**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.

**Response Time** – Response Time is indicated by a step and A, B or C written inside the steps. Children are given an 'A' if they are being challenged and extended from the content of the last lesson, a 'B' if they need to consolidate the content or a 'C' if they need to correct an element of their work. Children who receive a C problem should be sitting at the 'Target table.'

Challenge	
<b>A</b>	An 'A' challenge is given if all answers are correct and the child has worked independently. This problem should be a Caedmon Challenge problem that the child has not seen before.
<b>B</b>	A 'B' challenge is given to a child if they have answered all answers correctly (with support) or have only answered 60-100% of their work correctly.
<b>C</b>	A 'C' challenge is a correction. This is given if a child has answered less than 60% of the answers correctly. If they are given a 'C' challenge, the child must correct the highlighted problem.

## **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.

### **Important Note**

There are a number of variations in marking policy between EYFS, KS1 and KS2. Full details can be found in the 'Guide to Maths'.

Please read the 'Guide to Maths' as your main point of reference.

# Reception Marking

**Reception Marking Guidance**

Title placed at top. Highlighted green if the child has met the objective. Title is highlighted yellow if the child has not met the objective.  
(EYFS only)

15.6.16

### Subtracting Using a Number Line

(to 10)



7

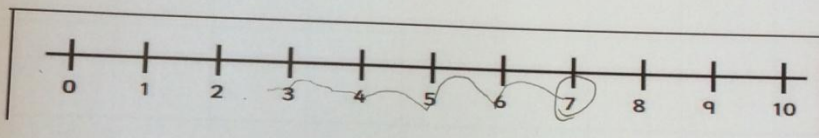
-



4

=

3



8

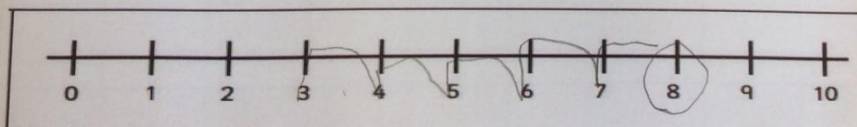
-



5

=



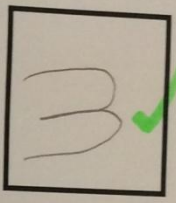
3



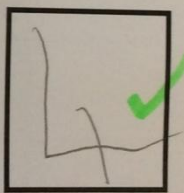


15.3.16



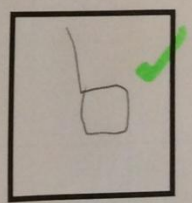
Adding Amounts S.

The objective is highlighted yellow, and code S has been used to show that the child has been supported.

 $+$  $=$ 

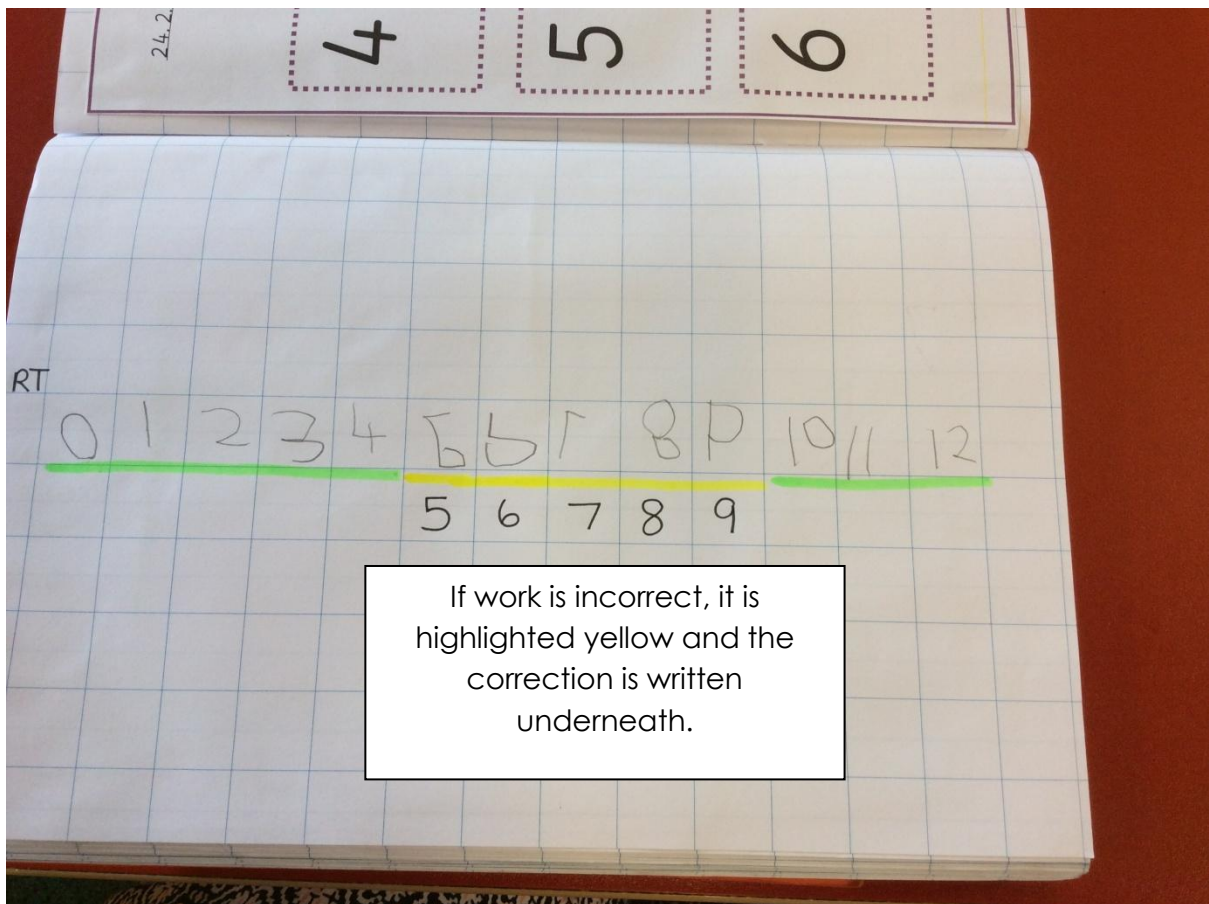
 $+$  $=$ 

Ticks in EYFS are green. In all other Year groups, Berol black pens/black biro must be used.

 $+$  $=$ 

## Reception Marking





### Key Stage 1 Marking

For the Daily Review, Response Time and the main lesson, children's responses must be ticked or dotted.

Q4. The red paddling pool has 130 litres of water. The blue paddling pool has 143 litres of water. Which paddling pool has the least water? Red ✓

Trickiest

Q5. Hannah has 20 tubes of toothpaste. Louie has 34 tubes of toothpaste. Who has the least amount of toothpaste? Hannah ✓

Q6. Fred found 44 frogs in the school pond. Will found 24 frogs in the school pond. Who found the most amount of frogs? Fred ✓

Caedmon Challenge:

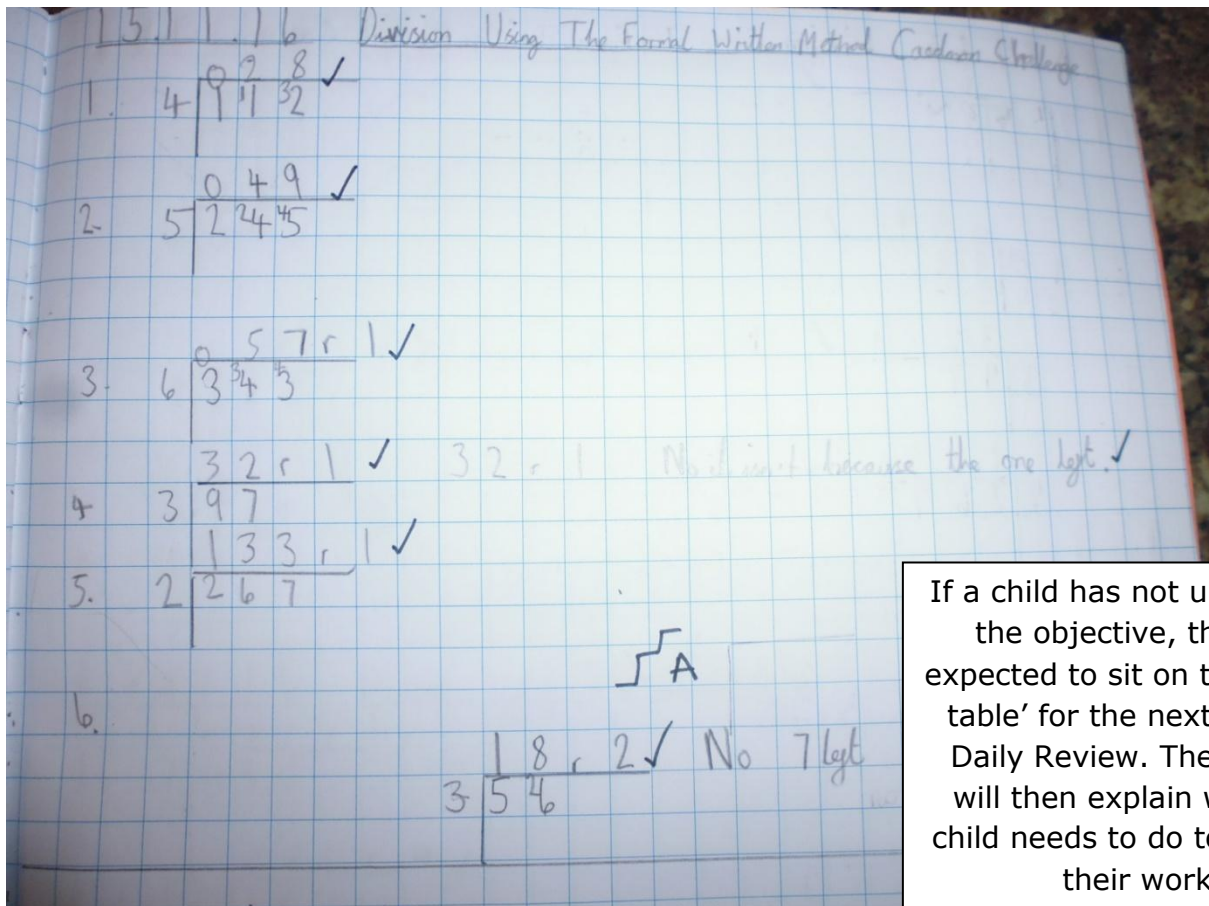
Glass A has 100ml of juice. Glass B is half as full. How much juice is in Glass B? •

Ex: Bertie, drinks 8 bowls of honey. Billie, drinks 11 bowls of honey.

Who drinks the most? Billie ✓

### Key Stage 2 Marking

For the Daily Review, Response Time and the main lesson, children's responses must be ticked or dotted.



If a child has not understood the objective, they are expected to sit on the 'Target table' for the next lesson's Daily Review. The teacher will then explain what the child needs to do to improve their work.

For the main part of the lesson, a title is written. Please ensure capitals have been used correctly. Underneath, a step is drawn followed by the letter A, B or C. The teacher will then write in the next step.

If a child is given a 'C' correction, they are expected to sit at the 'Target table' with the teacher.

**When the child is writing the title, it is expected that all spellings and capital letters are correct. If they are not, then the child must miss their playtime and correct their work.**

Curriculum/Science Marking

## **Marking**

**It is expected that books are marked after each session, in preparation for the next lesson.** Each time the teacher marks the books, they highlight 1 positive element of the child's work in green in Key Stage 1 (this may not always be appropriate for more modelled work in Year 1). From Year 2 upwards, in the margin on the right hand page, teachers put a short yellow marker (approx 2cm) with an A, B or C. (see 'Response Time' below). 1 spelling in Key Stage 1 and 2 spellings in Key Stage 2 to be practised are written at the top of the right hand page (only if there is written work in the book and if there are no spelling mistakes the teacher will write 'sp' and a back-slash). 'Super Job', 'Good Effort' or gold star stamps, as well as team points will be used unless there is poor presentation in which case the child will be asked to complete the work again (and will then receive a stamp).

## **Response Time/Feedback to marking**

**In science**, all work is responded to at the start of each lesson in 'Response Time'. They respond to the yellow highlighting by referring to the code displayed on the board and complete their spelling corrections during this time. If the child has not misspelled any word 'sp' does not need to be written in the margin. (Spellings only for Year One).

Children are given an 'A' if they are being challenged and extended from the content of the last lesson, a 'B' if they need to consolidate the content or a 'C' if they need to correct an element of their work.

They write their spelling words correctly, 3 times, in line with where the teacher has written them. If the piece of work is an extended piece of writing, a literacy response should also be given. When marking the response, if the child has completed the yellow edit correctly, the teacher will highlight it green. If it is incorrect, the teacher will highlight it yellow and it must be re-done during the next 'Response Time' (with support from the teacher). If the spellings are correctly re-written 3 times, they are highlighted green. If incorrect, they are all highlighted yellow then written again underneath for the child to re-attempt three more times. All responses, inc. spellings, should eventually be highlighted green. **If a child does not complete their response during response time**, they must miss a full playtime to do it and also write lines.

**In curriculum**, children will respond to spellings after each lesson that involves writing. If the child has not misspelt any words incorrectly, the teacher does not need to write 'sp' in the margin. Children only respond to feedback in curriculum when extended writing has been done. If the piece of work is an extended piece of writing, a literacy response should be given. When marking the response, if the child has completed the yellow edit correctly, the teacher will highlight it green. If it is incorrect, the teacher will highlight it yellow and it must be re-done during the next 'Response Time' (with support from the teacher). If the spellings are correctly re-

written 3 times, they are highlighted green. If incorrect, they are all highlighted yellow then written again underneath for the child to re-attempt three more times. All responses, inc. spellings, should eventually be highlighted green. **If a child does not complete their response during response time**, they must miss a full playtime to do it and also write lines.

### **Extended Writing (in Science or Curriculum work)**

2 green highlights for positive aspects. 1 yellow response. 2 spellings (see above).

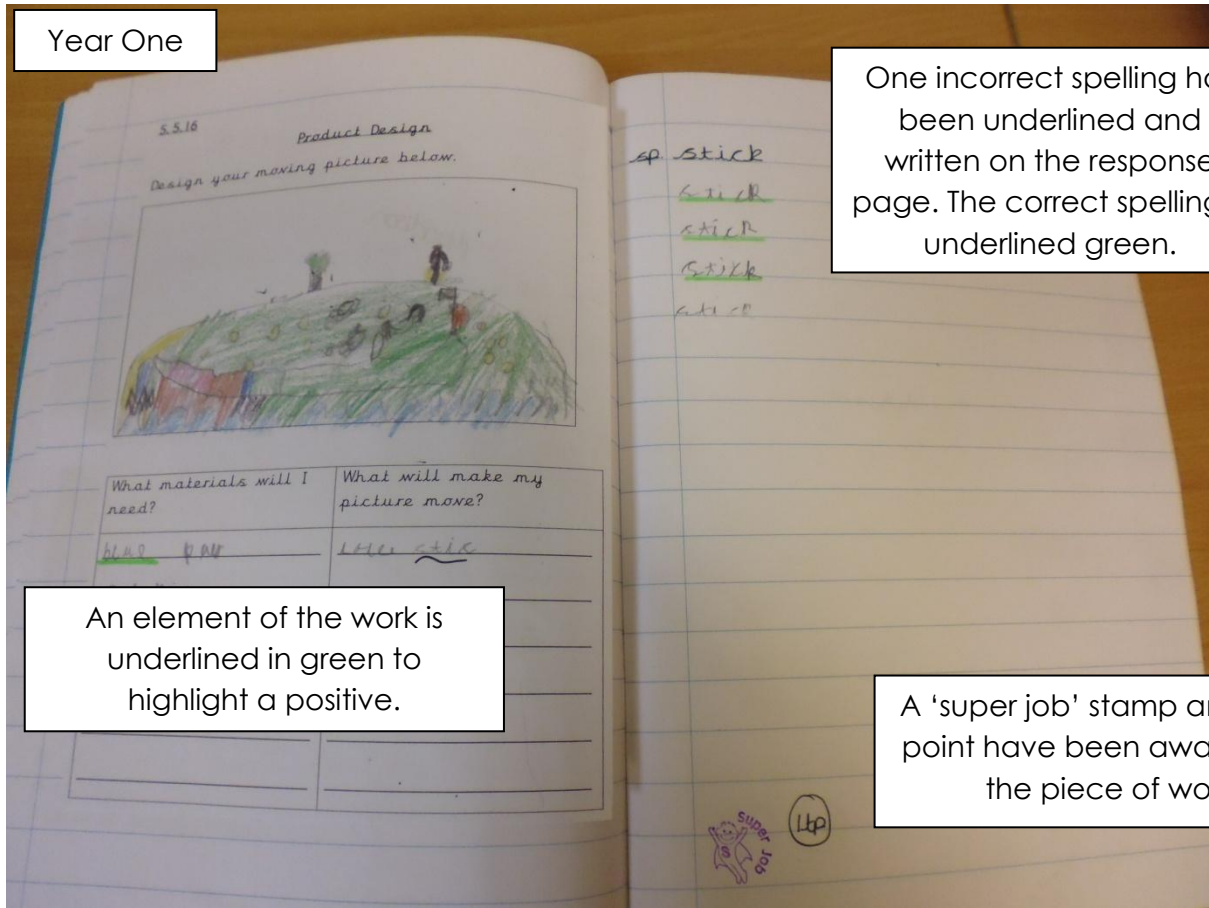
### **Examples of Marked Work**

The following pages show examples of writing from Years One, Two, Five and Six. There are general notes about our marking and feedback.

## **Key Stage One marking**



## Year One

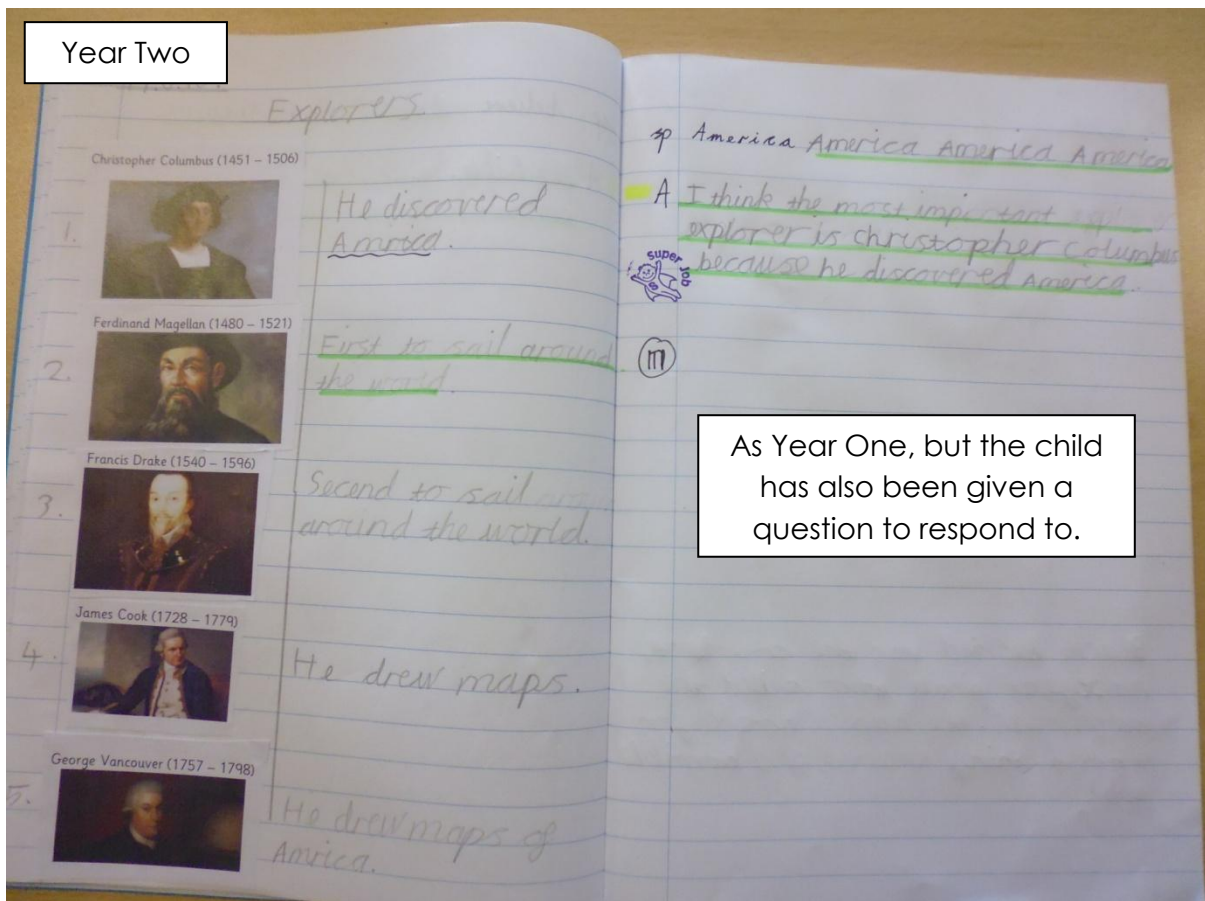


One incorrect spelling has been underlined and written on the response page. The correct spelling is underlined green.

An element of the work is underlined in green to highlight a positive.

A 'super job' stamp and team point have been awarded for the piece of work.

## Year Two



As Year One, but the child has also been given a question to respond to.

Key Stage Two marking

