



## Marking and Feedback Policy

Swavesey Primary School

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At Swavesey Primary School we aim to provide a broad, balanced and challenging curriculum which delivers varied and exciting learning opportunities. This enables us to motivate all pupils to 'leap into their learning' and make progress not only academically but to also grow a thirst for knowledge, instill a love of learning and become proficient independent learners throughout life. For children to progress, it is important to provide constructive feedback focusing on successes and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Whilst this policy is an interim policy, in line with safety measures, marking and feedback still aims to move the learning of the children on. Marking and feedback should:

- Primarily be verbal feedback for no more than 5 minutes per child. Adults should be above the height of the child, as per safety guidance.
- Follow the maths verbal feedback policy.
- Be a 'quick mark' using policy codes below or end of unit success criteria
- Utilise self-assessment as regularly as possible.
- Display or model using visualisers and/or photos
- Avoid stampers and long written comments.

Where learning is remote, marking and feedback will:

- Be carried out through the age-appropriate learning platform
- Move learning on
- Address misconceptions
- Celebrate success
- At least acknowledge work daily
  - If whole bubbles are isolating and the class teacher is well enough to engage, there will be additional feedback to move learning on.
  - If whole bubbles are isolating and the class teacher is not well enough to engage, then additional feedback to move learning on will be directed by the assigned member of staff's other commitments
  - If individual children are isolating, the class teacher will offer feedback to move the learning on alongside their other commitments.

**Marking codes**

Phonics marking code for reception and key stage 1	
Code	Key
Yellow to trace with dot for starting point	For children with no current knowledge of skill needed
Black writing to trace (dot for starting point if needed)	For children to copy if needed e.g letter formation
I	Completely independent following input
T/TA * Segmenting/blending/letter formation etc	Teacher or TA support and what the support was for
Pink and green	Following marking policy

Marking code KS1	
	Finger spaces
. , ? ! " "	Full stops, commas, question marks, exclamation marks, speech marks,

Aa			Capital letters			
ch			Check and change			
			Handwriting			
Aa	.		Tall and short	Target	Target	Independent work

English marking code KS2	
Highlight in green	Incorrect spelling/punctuation (including lack of capital letter)
	Spelling errors which need immediate correction (eg. Write three times and learn)
?	Lack of sense
//	New paragraph required

**Success criteria self and teacher assessment examples**

WALT retell the story of Rumpelstiltskin									
	Aa	.	I can use adjectives	I can use story language	I can write neatly with tall and short letters	I can use the conjunction and	I can write BME	I can write in the past tense	
I think									
My teacher thinks									

Have you included:	Self evaluation I think I have...	Teacher evaluation My teacher thinks I have...
	Give examples	
Aa  . ?!		
Past tense		
Good and bad characters		
BME		
Suffixes		
Handwriting – joined neatly		
Question, command and exclamation sentences		
Expanded noun phrases		
Words with contractions		

Conjunctions		
Innovation- change what the girl could make		
Apostrophe for possession		
I am pleased with:		
Next time I will:		

<u>Did you include:</u>	<u>Self Assessment</u>
A title?	
Sub-headings?	
Factual information?	
Photographs or diagrams?	
Labels or captions?	
Technical vocabulary?	
Fact box or Top-tip section?	
Is it eye-catching and well-presented? Say how you did this.	
I am pleased with	
Next time I will	
Score out of 10:	

Year 3.4

War Narratives Success Criteria Year 6	Self-mark	Teacher mark
I can create atmosphere using dialogue		
I can select vocabulary and structure to suit the level of formality		
I can use adverbs		
I can use prepositional phrases		
I can use expanded noun phrases		

Year 5.6

	Me	Teacher
*Speech marks around what is actually said “ ”		
* Capital letter after opening speech marks		
*. , ? or ! before closing speech marks		
**Synonyms for said		
**Comma before speech if it doesn't start at the beginning of a sentence e.g. Miss Hooper whispered, ”		
***Split dialogue		