

Swavesey Primary School
Writing Feedback and Marking Policy
Why do we need a marking policy?



Our Intention

Consistent and effective marking has a significant impact on improving academic achievement and promotes children taking pride in their work, raising levels of presentation.

At Swavesey Primary School we believe marking and feedback should highlight and celebrate the successes and achievements of our pupils' writing. Feedback is given sensitively, and teachers are aware that self-esteem is a significant factor in being a successful learner. We aim to motivate and raise the self-esteem of our children by showing them that their writing has a genuine audience and that we are interested in what they share and are not reading their work to merely find errors.

Our marking should support improvement and the next steps in learning against given learning objectives. This enables children to become reflective learners and helps them close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide the school's approach to marking?

***'Feedback should provide a 'recipe for future action' if it is to be useful and effective. It should also be specific, rather than general, and be challenging and related to the goal of the task. Pupils benefit from being able to understand their mistakes, why they made them and to prevent making such mistakes in the future.'* Ofsted English Review June 2022**

Marking and feedback should:

- Follow consistent practice throughout the school.
- Give clear and appropriate feedback which encourages and praises children's effort and achievement, celebrating success (in pink.)
- Give areas for development and next steps where applicable to move learning forward (in green.)
- Inform future planning and identify children who may need additional support/challenge.
- Improve children's self confidence in self-assessment and help them, alongside the teacher, to set future targets for the 'next steps' in their learning.
- Give children a clear picture of how well they have met learning objectives.
- Be manageable for teachers and easily understood by pupils.
- Provide opportunities for pupils to reflect and act upon improvement comments, thereby moving learning forwards.

Implementation - How do we mark children's work?

Swavesey Primary School makes use of different forms of marking and feedback. This includes:

Verbal Feedback

This is **immediate, focused, personal marking** where a teacher has identified areas of success or a learning error. This will most commonly take place in a skills-based grammar lesson. The teacher marks the work with a green VF symbol and a code to identify the error as highlighted in our Editing Code. The pupil corrects the error immediately. It allows for interaction between the child and the teacher/teaching assistant and, where appropriate, between peers and encourages children to reflect directly on their learning. (See Appendix 1)

Quality Written Marking and Feedback

Quality marking takes place at the **end of a unit/genre of written work**. The entire piece of work is read and assessed against the learning objective and success criteria.

A short-written pink comment celebrates success in terms of achievement/effort against the learning objective and a written green comment identifies areas for improvement and development and the next steps in learning.

Self and Peer Marking and Success Criteria

Children are sometimes encouraged to mark their own work with guidance from the teachers; they use their 'polishing pen' to do this, showing changes in a different colour. This forms an important part of the writing process as redrafting and editing work can significantly raise levels of attainment. They utilise the school's Editing Code during this process. (See Appendix 1)

Success Criteria are useful in making it very clear to children what they need to do to be successful. Examples are also helpful to draw pupils' attention to the specific features they are going to apply in their own writing.

Pupils at our school are involved in marking their work against a set of success criteria which may have been co-constructed with the pupil and the class teacher, following a consistent code throughout the school. They are encouraged to give examples of how they have met the criteria within their work. (See Appendix 2)

Additionally, our pupils are sometimes given the opportunity to be involved in peer-marking. Children need to be trained to do this sensitively through the teacher modelling with the whole class. Children should provide at least one point against the learning objective which 'went well' and one 'even better if'. This raises awareness of standards, promotes self-esteem and responsibility. When a child has peer marked a piece of work, they sign their name next to their comment.

Quick Marking

All written work is acknowledged by a member of staff. Some work will just require a simple tick, sticker, or stamper. By acknowledging work, we show that we value the effort that has

been put in by the child whilst also ensuring that our **non-negotiables** for presentation are being adhered to. (See Appendix 3)

Marking and Feedback in the Foundation Stage

In the Foundation Stage, marking and feedback strategies include verbal praise, stickers, and stamps, written annotations/photographs and short ~~and~~ narrative observations which are recorded on Tapestry. Teachers and Teaching Assistants assist an oral dialogue with children about their play or work. As the year progresses children begin to annotate their own work and pictures.

During the Summer Term pupils are introduced to the Success Criteria Sheet for the Foundation Stage assessing their writing against the key criteria of finger spaces, capital letters and full stops. (See Appendix 2)

Impact - How will this policy be monitored and evaluated?


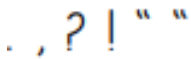



The Head Teacher, SLT and all staff will periodically monitor books and talk to children about their work. The frequency of monitoring is directly linked to the School Development Plan. Feedback is then provided to members of staff.

Books that have been monitored by a member of SLT, the subject leader, teacher or a by a governor will have a date and initials written on the back cover of their book and any child who appears to have been particularly successful with the focus of the book scrutiny will be awarded a sticker which also will be placed in the back of the child's book.

When was the policy adopted and reviewed?

The policy was reviewed in November 2022 and will be reviewed every three years or when necessary due to changes within the curriculum or teaching methods.

Appendix 1




Swavesey Primary School Editing Code All editing to be in green pen when directed by an adult.	
Editing Symbol	What it means.
	A finger space is required.
	Punctuation needs correcting.
	There is a capital letter error - either one has been omitted or one needs adding.
	There is a spelling error. Practise the correct spelling by writing it out 3 times.
	A new paragraph is required.
Sometimes your teacher will give you verbal feedback and use the symbol VF followed by a word or short phrase. Here are some examples below.	
VF - sense	Your writing does not make sense. (Highlight the area with a green squiggly line or bracket from the top to the bottom.)
VF - presentation	Non- negotiable presentation is not being adhered to.
VF - HW	Handwriting is below the expected level for that child.

Appendix 2


Success Criteria Exemplars and Further Information

Symbols on our Success Criteria sheets are consistent throughout the school.


A dot signifies that the level has not been met, a dotted tick shows that it has been partially met and a full tick shows that it has been met.

Not Met	Partially Met	Met
		


Foundation Stage


I can write a sentence.		Aa	.	Overall Grade
My teacher thinks				

Key Stage One

Year 1 - WALT I can retell a story.									
		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 include a B,M,E.	I can write in the past Tense.
I think									
My teacher thinks									
Does my writing make sense?									
<u>Teacher Comment</u> Next time									

Year 2 Autumn and Spring Term - WALT I can retell a story.

		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 include a B,M,E.	I can write in the past Tense.
I think									
My teacher thinks									
Does my writing make sense?									
I am pleased with									
Next time I will									
<u>Teacher Comment</u> Next time									

Year 2 Summer Term Narrative Writing Success Criteria	Self-evaluation I think	Teacher evaluation My teacher thinks
I have included accurate punctuation. 		
I have written in the past tense.		
I have good and bad characters.		
I have a beginning, middle and end.		
I have used some suffixes.		
My letters are correctly formed and my handwriting is neat.		
I have used question, command and explanation sentences.		
I have used expanded noun phrases.		
I have used some conjunctions.		
I have used an apostrophe for possession.		
My writing make sense to the reader.		
I am pleased with		
Next time I will		
<u>Teacher Comment</u> Next time		

Y3 and 4 Non-Chronological Report Writing Success Criteria	Self-evaluation I think	Teacher evaluation My teacher thinks
I have included a title.		
I have included sub-headings.		
I have included interesting information about the subject.		
I have included photos or diagrams.		
I have included labels or captions.		
I have included technical vocabulary.		
I have included a fact box or top tip.		
For every piece of work		
My work is neatly presented, and I have followed the non-negotiables for writing.		
I have accurately used a range of punctuation.		
My writing is cohesive - it makes sense and flows well.		
I am pleased with		
Next time I will		
<u>Teacher Comment</u> Next time		

Y5.6 'War' Narrative Writing Success Criteria	Self-evaluation I think I have	Peer evaluation My friend thinks Name of friend =	Teacher evaluation My teacher thinks
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.			
I can punctuate speech correctly.			
For every piece of work			
My work is neatly presented, and I have followed the non-negotiables for writing.			
I have accurately used a range of punctuation.			
My writing is cohesive - it makes sense and flows well.			
I am pleased with			
Next time I will			
<u>Teacher Comment</u> Next time			