

St Helen Auckland Community Primary School

Marking and Feedback

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007- review of Educational Research)

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria: enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

It is essential that marking is efficient and impactful.

Aims

Marking and Feedback should:

- Give children clear strategies on how they can improve their learning
- Encourage dialogue between children and adults regarding progress, success and areas to improve
- Relate to learning objective
- Give children recognition and appropriate praise for the success of their work
- Encourage children by demonstrating the value of their learning
- Be accessible to children
- Use consistent codes throughout school
- Measure progress against targets
- Provide a tool for teacher assessment
- Help the teacher to evaluate teaching and inform future planning
- Provides a personal response
- Encourages children to reflect

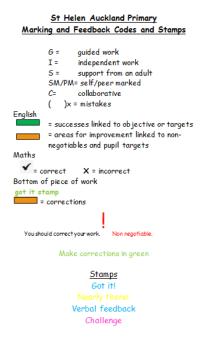
Children's books will reflect a range of marking

- Live marking
- Children's self-assessment
- Peer marking
- Stamps
- Comments

- Improvements
- Challenge

Live marking is used to ensure immediate feedback is given to move learning on.

Marking with be completed in the following way:



Challenge

High expectations of presentation is a non-negotiable.

Each class has a set of non-negotiables for their stage of education as identified below.

| | | 2 year olds | | |
|--------------------|---------------------|--|--------------|----------------------|
| use of mark making | correct pencil grip | sitting and listening for short periods | use of tools | good writing posture |

| Nursery | | | | | | |
|---------|-------------|--------------------------|-------------------------------------|---|---|--|
| sharp | tripod | start to | draw | recite | expectations | |
| j ' | pencil grip | form letters and numbers | circles and | numbers to | of colouring | |
| | | ing pencil pencil grip | ing pencil pencil grip form letters | pencil pencil grip form letters circles and and numbers lines | pencil pencil grip form letters circles and numbers to and numbers lines 10 | |

| | Reception | | | | | | |
|----------------------|-----------------------------|--------------|-----------------------|--------------------------|------------------------|-------------------|--|
| good writing posture | give meaning to marks | sharp pencil | tripod pencil grip | form letters and numbers | draw circles and lines | recite numbers to | expectations of colouring within lines |
| posture | mui N3 | | | correctly | IIIes | 10 | within lines |

| | | | Year 1 | | | |
|--------------|---------------|---------------|--------------|---------------|---------------|--------------|
| good writing | presentation | sharp pencil | pencil grip | letter | capital | |
| posture | in all books | | | formation | letters, full | |
| | allows | | | uses | stops, finger | |
| | formation of | | | ascenders, | spaces | |
| | letters / | | | descenders | | |
| | numbers to be | | | correctly | | |
| | clearly | | | | | |
| | defined | | | | | |
| digraphs | b and d | spellings key | time | mistakes | expectations | |
| trigraphs | | and tricky | connectives | | of colouring | |
| joined | | words | | | and drawing | |
| | | HFW | | | | |
| digit | 2,5,10 tables | number bonds | setting out | | | |
| formation | | | calculations | | | |
| | | | Year 2 | | | |
| writing | presentation | pencil grip | letter | capital | finger spaces | |
| posture | in all books | sharp pencil | formation | letters, full | | |
| | | | ascenders, | stops, | | |
| | | | descenders | commas, | | |
| | | | letter | question | | |
| | | | reversal | marks, | | |
| | | | | exclamation | | |
| | | | | marks | | |
| digraphs | b and d | spellings key | time | use of ruler | mistakes | expectations |
| trigraphs | | and tricky | connectives | | | of colouring |
| joined | | words | | | | and drawing |
| | | HFW | | | | |

| digit | 2,5,10 tables | number bonds | use of ruler | setting out | |
|-----------|---------------|--------------|--------------|--------------|--|
| formation | | | for number | calculations | |
| | | | line | | |

| Year 3 | | | | | | |
|-------------|---------------|---------------|--------------|----------------|------------|--------------------|
| writing | presentation | pencil grip | letter | ascenders | b and d | joining of |
| posture | in all books | sharp pencil | formation | descenders | | digraphs/trigraphs |
| capital | finger spaces | capital | spelling all | date and title | writing on | expectations of |
| letters for | | letters, full | phases | underlined | the line | colouring and |
| names, I | | stops, | | | | drawing |
| places and | | commas, | | | | |
| sentences | | question | | | | |
| | | marks, | | | | |
| | | exclamation | | | | |
| | | marks | | | | |
| mistakes | digit | use of ruler | setting out | | | |
| | formation | | calculations | | | |

| Year 4 | | | | | | |
|--------------|---------------|--------------|-------------|---------------|------------|--------------------|
| writing | presentation | pencil grip | letter | capital | date and | key spellings year |
| posture | in all books | sharp pencil | formation | letters, full | title | 3/4 |
| | | | ascenders | stops, | underlined | |
| | | | descenders | commas, | | Using fronted |
| | | | | question | | adverbials |
| | | | | marks, | | Range of sentence |
| | | | | exclamation | | openers |
| | | | | marks | | |
| capital | finger spaces | writing on | write using | correct use | mistakes | expectations of |
| letters for, | | the line | joins | of ruler | | colouring and |
| proper nouns | | | | | | drawing |
| digit | setting out | recall all | | | | |
| formation | calculations | times tables | | | | |

| | | | Year 5 /6 | | | |
|---------|--------------|--------------|------------|----------|----------------|---------------|
| writing | presentation | pencil grip | letter | mistakes | date and title | key spellings |
| posture | in all books | sharp pencil | formation | | underlined | |
| | | | ascenders | | | |
| | | | descenders | | | |

| | | | Joined | | | |
|-------------------------------|-----------------------------|----------------------------|---------------------------|--|-----------------------------|-------------------------------|
| Varied sentence openers | commas in lists, clauses | correct use of punctuation | paragraphs | correct use of tense | using fronted adverbials | using a range of conjunctions |
| digit formation | setting out calculations | recall all times tables | knowledge of number bonds | productivity (at least 200 words) | | |

| Signed | Headteacher | | |
|--------|--------------------|--|--|
| | | | |
| | | | |
| | | | |
| Signed | Chair of Governors | | |

Date September 2019

Review September 2020