



Abacus Primary School

Marking and feedback Policy

Written By: Abacus Primary Teaching Team

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Abacus Primary School Marking and Feedback Policy



The Purpose of this policy

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Introduction

All children need to receive feedback in a way which helps to improve their learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment. As a result of this policy, there will be consistency in the way children are given feedback across the curriculum.

Aims and Objectives of regular feedback:

- To reward children for achievement and progress- so that children know how successful they have been.
- To enable the children to make continued progress by providing clear next steps in learning, as and when this is appropriate.
- To develop self and peer assessment skills and involve the children in their own learning
- To highlight and address misconceptions or need for improvements in an age appropriate way, using age appropriate vocabulary.
- To ensure common mistakes are corrected and remodelled to avoid repeated errors e.g. misspelt words, sentence structure etc...

General Principles

- When giving written feedback all adults will use green pen and children will respond using purple pen.
- From Year 1, adults will write using cursive handwriting.
- The feedback of children's work, either written or verbal, should be regular and frequent, appropriate to the individual's age and ability.
- Feedback should be linked to learning objectives and success criteria from the lesson.
- Feedback should be used to inform teachers' judgements regarding children's progress and to inform teachers' ongoing assessment and reports.
- Children should be as involved in the feedback process as much as possible.
- They should have access to the marking codes and understand the meaning of the marking they receive.
- Spellings and grammar will be corrected at an appropriate level.
- It will be recorded in children's books when they are absent.

- In topic work, the spellings of key vocabulary will be corrected.
- Where writing opportunities are planned outside of English lessons, feedback will include reference to year group English non negotiables (Appendix)
- In line with our Art policy, feedback will be verbal.

Procedures

At Abacus Primary School we recognise that feedback can take many forms including, but not limited to:

- Live marking within the lesson.
- Written feedback following the lesson, which may include a next step.
- Marking alongside the child.
- Verbal feedback to children throughout the session.
- Ticking the success criteria.
- Peer feedback.
- Correcting spellings.
- Correcting non-negotiables.
- Self-assessment.
- Awarding stickers to celebrate achievements.
- Sending texts home to celebrate achievements.
- Whole class feedback.


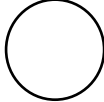

We know that children respond to different forms of feedback and so we try to reflect this to keep children motivated. We feel that 'right comment, right time' reflects that different lessons require different feedback.

Monitoring and evaluating this policy

- This policy will be monitored through further consultation with all staff, annually each September, as part of the school development plan.
- Children's workbooks will be monitored by the SLT group and subject leaders, regularly, choosing random children from the register. They will provide written and verbal feedback to individual members of staff.
- Where appropriate, senior leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.
- Subject leaders will monitor subject specific marking as part of their monitoring role.



Marking Codes

	praise, well done
?	check
VF	verbal feedback
G	check your use of grammar
T	check your use of tense
^	missing word (in the margin or indicating which paragraph it is in)
	indicates error in work or check punctuation
	Finger space reminder
P	check your punctuation
C	capital letter needed
//	new paragraph needed
HP or hp	house point
sp	check your spelling (in the margin or indicating which paragraph it is in or underline wrong word with sp or correct spelling) *age appropriate
→	next step
.	error- check your answer

.	Working towards the learning objective (not achieved) (Next to Learning objective)
✓	correct
✓	Learning objective achieved (Next to Learning objective KS1)
WS	with support

Stampers or stickers might be also be used to celebrate achievements.

Year 1/2 English Expectations for your work

1. All my work will have a date
2. All my letters should sit on the line.
3. I should try to write in cursive
4. I will spell the Common Exception spelling words correctly and learn my Year 1/2 spelling words.

New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

Year 1 and 2 Common Exception Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	

5. In Year 2, I will use capital letters for I, names and the start of new sentences.
 - a. Abigail, April, Andrew
 - b. I love writing stories.
 - c. Today was a very wet day. We got very wet.
6. I will use punctuation at the end of a sentence.

Year 3/4 English Non-Negotiables for your work

1. I will write the LO and date and underline it in all lessons.
2. I will use joined up handwriting.
3. I will copy words from the board correctly.
4. I will spell the Common Exception spelling words correctly and learn my Year 3/4 spelling words.

Common Exception Words									
Year 1					Year 2				
a	his	push	was	after	class	floor	most	pretty	
are	house	put	we	again	climb	gold	move	prove	
ask	I	said	were	any	clothes	grass	Mr	should	
be	is	says	where	bath	cold	great	Mrs	steak	
by	love	school	you	beautiful	could	half	old	sugar	
came	me	she	your	because	door	hold	only	sure	
do	my	so		behind	even	hour	parents	told	
friend	no	some		both	everybody	kind	pass	water	
full	of	the		break	eye	last	path	whole	
go	once	there		busy	child	fast	many	people	wild
has	one	they		children	father	mind	plant	would	
he	our	to		Christmas	find	money	poor		
here	pull	today							

Year 3 and 4 Statutory Spellings						
accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

5. I will use the correct homophone:
 - a. their/there/they're
 - b. our/are
 - c. which/witch
 - d. here/hear
 - e. to/too/two
6. I will use standard English in my speaking and writing.
 - a. I did my homework.
 - b. I had done a fantastic job.
 - c. I was at school.
 - d. We were at school.
7. I will always use CAPITAL letters for names, dates, place names, I, start of a sentence.
 - a. Abigail, April, Andrew
 - b. Thursday 22nd November
 - c. Wickford, London, Alton Towers
 - d. I love writing stories.
 - e. Today was a very wet day. We got very wet.
8. I will use punctuation at the end of a sentence.

Year 5/6 English Non-Negotiables for your work

1. I will write the LO and date and underline it in all lessons.
2. I will use joined up handwriting.
3. I will copy words from the board correctly.
4. I will spell the Year 3/4 spelling words correctly and learn my Year 5/6 spelling words.

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

5. I will use the correct homophone:
 - a. their/there/they're
 - b. our/are
 - c. which/witch
 - d. here/hear
 - e. to/too/two
 - f. who's/whose
6. I will use apostrophes to show omission and possession.
 - a. will not = won't
 - b. coat belonging to Lucy = Lucy's coat
7. I will always use CAPITAL letters for names, dates, place names, I, start of a sentence.
 - a. Abigail, April, Andrew
 - b. Thursday 22nd November
 - c. Wickford, London, Alton Towers
 - d. I love writing stories.
 - e. Today was a very wet day. We got very wet.
8. I will use punctuation at the end of a sentence.

KS1 Maths Non-Negotiables

L.O.1 can write an addition sentence 😊



14.10.22

$$1 + 3 = 4 \checkmark$$

$$3 + 1 = 4 \checkmark$$

$$2 + 1 = 6 \checkmark$$

$$5 + 5 = 10$$

$$1 + 2 = 6 \checkmark$$

$$5 + 5 = 10$$

$$9 + 1 = 10$$

$$9 + 1 = 10$$

$$1 + 9 = 10$$

$$1 + 9 = 10$$

L.O.1 can count backwards 😊



15.10.22

$$x \ x \ x \ x \ x \ x \ x \ x \ x \ x = 10 \checkmark$$

$$x \ x \ x \ x \ x \ x \ x \ x = 9 \checkmark$$

$$x \ x \ x \ x \ x \ x \ x = 8 \checkmark$$

$$x \ x \ x \ x \ x \ x \ x = 7 \rightarrow 7 \cdot 7 \cdot 7 \cdot 7 \cdot 7$$

$$x \ x \ x \ x \ x = 6 \checkmark$$

$$x \ x \ x \ x = 5 \checkmark$$

Years 3/4 Maths Non-Negotiables

L.O. to find common multiples

16.11.2

1. $5 = 5, 10, 15, 20, 25, 30$

$10 = 10, 20, 30, 40, 50, 60$ ✓

The pattern that I found was that all the 10 times tables are in the 5 times tables.

2. ALL $3 \times$ tables and $6 \times$ tables have the same multiples. • \rightarrow Write out your tables to check.

$3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36$

$6, 12, 18, 24, 30, 36, 42, 48, 54, 60$

All the $6 \times$ multiples are in the $3 \times$ tables. All the multiples are even in the $6 \times$ table.

3.

$$\begin{array}{r} 36 \\ \times 12 \\ \hline 72 \\ 36 \\ \hline 112 \\ 1 \end{array}$$

$$\begin{array}{r} 36 \\ \times 12 \\ \hline 72 \\ + 360 \\ \hline 432 \\ 1 \end{array}$$

L.O. to use column addition

17.1.22

1.

$$\begin{array}{r} 437 \\ + 261 \\ \hline 698 \end{array}$$

2.

$$\begin{array}{r} 4987 \\ + 364 \\ \hline 5351 \\ 1 \quad 1 \quad 1 \end{array}$$

3.

$$\begin{array}{r} 461 \\ + 639 \\ \hline 1099 \end{array}$$

$$\begin{array}{r} 461 \\ + 639 \\ \hline 1100 \\ 1 \quad 1 \end{array}$$

4.

$$\begin{array}{r} 839 \\ + 136 \\ \hline \end{array}$$

Years 5/6 Maths Non-Negotiables

L.O. to find common multiples

16.11.2

1. $5 = 5, 10, 15, 20, 25, 30$

$10 = 10, 20, 30, 40, 50, 60$ ✓

The pattern that I found was that all the 10 times tables are in the 5 times tables.

2. ALL $3x$ tables and $6x$ tables have the same multiples. • → Write out your tables to check.

$3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36$

$6, 12, 18, 24, 30, 36, 42, 48, 54, 60$

All the $6x$ multiples are in the $3x$ tables. All the multiples are even in the $6x$ table.

3.

$$\begin{array}{r} 36 \\ \times 12 \\ \hline 72 \\ 36 \\ \hline 112 \\ \end{array}$$

$$\begin{array}{r} 36 \\ \times 12 \\ \hline 72 \\ + 360 \\ \hline 432 \\ \end{array}$$

L.O. to use column addition

17.1.22

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$$\begin{array}{r} 461 \\ + 639 \\ \hline 1100 \\ \end{array}$$

4.

$$\begin{array}{r} 839 \\ + 136 \\ \hline \end{array}$$