

Marking & Feedback Policy

	Name	Signature	Date
Headteacher's Approval	Sian Blackwell		Jan 2025
Chair of Governors' Approval	n/a		
Recommended Review Date:	Jan 2028		

Version Number

This document is issued and maintained in accordance with Cogenhoe Primary School procedures. Any changes must be clearly identified and discussed with the Governors. The most recent version must be detailed to staff and kept with the other policies for all appropriate stakeholders including parents where applicable.

Version	Date	Description of Change	Changed By
1	February 2015	Written and implemented CS	CS
2	November 2017	Written and implemented CO /SB	CO
3	September 2018	Written and implemented CO /SB	CO
4	May 2020	Written and implemented CO/SB	CO
5	January 2025	Written and implemented CO/SB Clarification on independent editing in upper key stage 2.	SB



At Cogenhoe Primary School, we understand the importance of effective feedback and marking. The aim of our marking policy is to provide a consistent approach to marking throughout the school. Marking informs future key points in teaching and learning, whilst providing instant feedback to children where possible. Effective feedback enables standards to be raised.

“Marking has the potential to be the most powerful, manageable and useful diagnostic record of achievement...marking has two functions: to provide an assessment record and to provide feedback to the child.” (S. Clarke)

However,

“The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.” (QCA) This quote encompasses the importance that we place on giving our children frequent verbal feeding in every lesson.

In order to impact on learning, feedback is therefore both oral and written at Cogenhoe Primary. At our school, feedback must be swift to children and effective, but also manageable to ensure that all pupils receive regular and relevant feedback. As children enter KST2, the majority of feedback will be provided alongside the child. Self-assessment will be encouraged (children marking own work under the guidance of teaching staff) and children will be trained to deliver quality peer-feedback (children providing constructive advice to each other).

- 1.. Spelling. My understanding is that in upper KS2 we assess spelling from writing and can draw on other sources. E.g. weekly spelling tests, for further evidence, if enough of the Y5/6 words can't be found in writing books.
2. Targets being evidenced in other subjects and a C being placed on the writing assessments target sheets. We discussed meeting with Phil to make him aware that he needs to periodically do this on the Y6 writing sheets when he marks topic books. We need to do this.
3. Year 6 writing assessed only using the interim.....does this mean only assessed using the above sheets? Im just not sure what this means.
Liking the changes that you have made.

Effective Feedback

In order for feedback to be effective across our school it must include these generic points throughout the curriculum:

- Clear learning outcomes are identified for each lesson and are evident on each piece of work, where appropriate.
- These are then shared with the children either orally or in a written form, in language that they can understand.
- Marking informs the child where success has occurred, and where and how improvement could take place.
- Marking provides strategies for improvement.
- Comments are always in a form that are accessible to the learner.

- Time is given for the child to read and respond to the written feedback across the school and predominantly oral feedback in Upper KST2. This could happen as part of morning work or at the beginning of a lesson or in Upper KST2 within separate oral feedback and editing session.
- Children are provided with opportunities to assess their own and one another's work as an essential part of the feedback process, using their purple polishing pen. In Upper Kst2 this is independent using Toolkits and Washing lines
- The outcome of feedback, along with other assessment information, is used to adjust future teaching plans

Marking and Feedback Guidelines

- Green pen is used to mark throughout every subject
- Where appropriate, every piece of work needs an objective and a title.
- If a challenge has been taught, this should be identified by using a CH alongside the work
- When an objective has been met, the learning objective will be ticked. If it has not been met, it should be ticked and dated once it has been.
- Any evidence of extra intervention work should be clearly evidenced in the child's book by writing "Intervention" alongside the work, with the initial of the staff member who has carried it out
- Yellow highlighter (**up to yr 4**) indicates points to improve on or change across all subjects. A child will then use their 'polishing' pen to edit and improve their work independently. **Upper kst 2 children are trained to identify necessary edits independently and there will be more evidence of independent purple polishing pen work in these books as well as independent redrafting if appropriate.**
- Positive, motivating comments should be used throughout at the teacher's discretion.
- House Point stickers can be awarded on individual pieces of work which demonstrate excellent presentation, behaviour for learning or a thorough understanding of the LO.
- Within every child's book there should be a balance of commands and statements, which they can respond to. For example... *find where you have missed a capital letter and correct it. Use a better adjective to describe your character's personality- here are some examples...*
- When you have posed a command, children should respond to your marking by using their polishing pen. They should be given time before the lesson starts to make any changes. **This is very important and there needs to be time given to train children, to ensure that it is neat.**
- Cold Writes are used to inform future planning and areas for development
- Cold Write feedback is given on the whole class feedback form and is stuck onto the cold write (year 2- 6). **In Year 1, this is shared verbally, as a whole class.**
- For each piece of 'Warm Writing' in KS2 there should be a toolkit which the children and teacher will use to assess the work and provide a maximum of 3 targets for the 'Hot Write'. Once achieved, these targets will be dated and ticked.
- At our school, we never use a cross to show something is wrong, we dot the work or highlight it with yellow pen.
- Marking should focus on the learning for the lesson, however the 'Every Day Tools' for each year group must be commented on where expectations have not been met in all subjects.
- In the Early Years, most feedback will be given verbally. Children will be introduced to the yellow highlighter and will talk through ways to improve. If work is supported **WS** is

recorded and if independent **I** is recorded. Children will have the opportunity to edit, with adult support, using a purple pen. LOs and next steps are not recorded as they are shared verbally.

- In Upper Key Stage 2, we move towards a greater emphasis on teaching through self, peer and group editing. Children are encouraged to reflect independently on their work and respond to oral feedback (VF) through a dialogue, which provides a platform for raising high expectations and future aspirations.

Greater Detail

For the following areas, these codes are used...

VF- For whenever a child has received any verbal feedback from either a teacher or teaching assistant.

sp - for spelling. In Key Stage One there should be no more than two spellings to be practised (see below) and in Key Stage Two there should be no more than four spellings to correct on each piece of work. In upper KS2 we assess spelling from writing and can draw on other sources. E.g. weekly spelling tests, for further evidence, if enough of the Y5/6 words can't be found in writing books.

The symbol should be written above the spelling, and then children should be encouraged to practise their spellings either in the margin or under the finished piece. For example...

sp x 4 while _____

// new paragraph

Key Stage One

To ensure that children can access feedback that is written, pictorial cues should be used to provide feedback. The symbols must be stuck at the front of each child's book, so that adults can support children in making next steps. VF should be a key feature.



(Capital letters) this should go where the capital letter needs to go.



Finger space

FS (full stop) where a full stop needs to go.

Identifying Pieces of Work

- 1:1 in a margin or the side of the work, means that the child has had specific support.
- SW – means that a piece of writing has been written following shared writing input.
- VF – means verbal feedback has been given at the point of writing

- I – Independent work
- WS – with some support

Hot Write Marking

These are independent pieces of writing and enable pupils to demonstrate their learning of the generic criteria for that unit. It is expected that these pieces of writing will not be marked in greater depth, as they form the final piece to be used against the year group objectives in order to assess a child's attainment.

- A Hot write sticker should be used to clearly demonstrate this type of work
- Toolkits should be available for pupils, so that they are able to recall their steps to success and can therefore include them in their writing. Toolkits should include elements of challenge to extend the more-able learner at an age appropriate level.
- All Hot Writes should have a positive comment to acknowledge the children's effort.
- All Hot Writes should be clearly numbered for moderation purposes. Teachers should use the Year Group Assessment Target Sheets every time they assess a Hot Write. In order for a teacher to make a judgement as to whether a target has been met on the Year Group Assessment Sheet it should be, where appropriate, evidenced three times. Teachers will record, in the provided box, 3 Hot Write coded numbers. Spellings will not need to be evidenced in writing and will be assessed separately.
- Teacher in Yr 2 and Yr6 will assess writing using the interim only and targets will be based upon the interim targets.
- For warm writes where support has been given, there should be space for pupils to self-assess their work using their toolkit. Teachers will also complete the toolkit when marking and give the children up to three targets for their Hot Write. These targets will be taken directly from the provided 'child friendly' targets on the Year Group Assessment Sheets.

Maths

In Maths, there should still be commentary. If they have met their learning, a challenge question or opportunity to reason should be posed at times in order to move the learning on.

Curriculum and Foundation Subjects

In curriculum, the same process applies. Feedback must comment on the learning intention for the session, which must be related to the key skill objectives. Therefore, written work needs to be marked thoroughly and if it is a right or wrong answer, then a tick against the LO is sufficient, i.e. ordering the planets would only require a tick.

Challenge must also be identified in the children's work where applicable and feedback should be given using the abbreviations above.

Teachers may also use written feedback, peer marking or oral feedback in line with the generic guidance above.

We believe that the best curriculum allows children to apply their Maths and English skills in another context. Therefore, feedback should also focus on this element of the children's work, see English and spelling section above.