



PRIMARY FEEDBACK AND MARKING POLICY

INTRODUCTION

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. Our core values of mutual respect, personal discipline and hard work are fundamental. They ensure uninterrupted teaching and learning and enable us to achieve our ambitious goals. We have a growth mind-set based on the fundamental belief that we are always able to improve at whatever we do. With a continuous cycle of feedback and improvement, children and staff alike strive towards mastery in any given area.

PURPOSE

We feedback and mark for the following reasons:

- To show children that we care about their efforts and to acknowledge the progress they make;
- To inform the children about what is successful in their work and to build confidence;
- To enable children to identify what they need to do to improve and progress further;
- To reflect against the effectiveness of teaching;
- To inform future planning.

KEY PRINCIPLES

At Isaac Newton Academy Primary our feedback and marking policy must:

- be manageable for the teaching team and accessible to the children
- be legible and clear
- relate to the purpose or learning objective of the lesson
- involve the teaching team working with the children
- give recognition and praise for achievement and clear strategies for improvement
- allow specific time for children to read, reflect and respond to marking where appropriate
- respond to individual learning needs
- inform future planning
- be consistent across classes
- be seen by children and their parents/carers as a positive approach to improving pupils' learning

VERBAL FEEDBACK AND PRAISE

We believe that in Early Years and Key Stage 1 the majority of feedback our children receive should be verbal and immediate. We narrate the positive and offer verbal praise, but only when praise is due, as a motivator to individual children but also to others around them.



When verbally praising we use common language in line with our BRIDGES characteristics and praise the effort and skills exhibited rather than the outcome of the learning itself.

Praise Stems

- I like the way you...
- I am so proud of you because...
- I'm really impressed that you showed such...
- Well done for...
- I am really pleased you challenged yourself by...
- I love the way you overcame that challenge by...

Next Step Stems

- I wonder if...
- I wonder how...
- Last time you... so how about now you...?
- How could you...?
- What if you try.....?

WRITTEN FEEDBACK

To ensure consistency across the groups, RWI learning is marked in the following way:

- Tick each correct word and identified sounds
- Avoid correcting spellings of adventurous words containing graphemes not yet taught
- Draw a line under any errors
- Get children to make corrections straight away

To ensure consistency across classes, all other written pieces of work in books to be marked in the following way:

- Mark all work in green pen
- Use ticks to acknowledge either a correct sound, word or sentence
- Avoid correcting spellings of adventurous words containing graphemes not yet taught;
- Write a positive comment about the work using the learning objective and success criteria as measure of success
- Add age/skill appropriate next steps for learning providing the child with the opportunity to respond (a "do activity" rather than a "remember activity")

BOOKS AND FILES

All books must be neatly labelled, using the standard INAP book labels, and all A4 books must have a plastic cover to keep the cover clean and tidy. Any recording sheets or images must be trimmed and stuck into books neatly.

Reception

- Evidence and pupil work is collected in English, mathematics and handwriting exercise books. Every child also has a Reading Record in which to record their guided reading book and for parents to make comment on their child's reading at home.
- An online Tapestry portfolio of progress is also kept to track pupils' progress and attainment.

Key Stage 1

- All pupils have an English, mathematics, handwriting and guided reading exercise book and a topic book. Every child also has a Reading Record in which to record their guided reading book and for parents to make comment on their child's reading at home.

BOOK MARKING & PRESENTATION

Reception

- Every piece of work in the mathematics and Literacy exercise books should be presented with the date, the learning objective and a brief task description of the work. All of this information will be prepared in advance and be stuck at the top of the page by the teacher/teaching assistant before the work is undertaken.
- A suggested strategy of good practice could include during the task, one of the adults circulating around the class to offer instant feedback, which could include next steps. Marking should reflect whether the child has achieved the learning objective with support (WS) or independently (I).
- Marking in handwriting books should reflect that the teacher has reviewed the work and addressed any miss-conceptions and include a date stamp.
- Every piece of work completed in the child's book should be marked within 3 days so that feedback is relevant and impacts on future learning. Additional information such as any comments that the child made about their work could be included or any information seen to be important about the progress made.
- There should be a minimum of 2 pieces of recorded work per week in every child's book which are marked including a next step. Teachers need to ensure acknowledgement of completed next steps within children's books.



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Teacher Marking Code

I = Independently

WS = With Support

✓ = Correct

○ = An error (do not circle every error)

* = Full stop and capital letter used correctly

Use of agreed stamp to demonstrate objective met

Key Stage 1 & 2

In English and maths there should be at least 3 pieces of work recorded weekly within the children's books. In Topic there needs to be the opportunity for at least 2 pieces of extended writing per half term, these need to be thoroughly marked, including next steps. For every piece of work in exercise books, the following must be evident:

- Date
- Learning objective
- KPI strand if necessary
- Pink and Green highlighting
- Stamp reflecting Objective met if relevant

In addition there should be a next steps within the literacy and numeracy books. Time must be provided for the children to respond to their next steps and teachers need to acknowledge their completion. Good practice would include regular opportunities for pupil self-assessment within all books. Every piece of work completed in the child's book should be marked within one week so that feedback is relevant and impacts on future learning. Additional information such as any comments that the child made about their work could be included.

In all books a highlighter pen is used to identify 'tickled pink' and 'green for growth'. The pink highlights identify a part of the work that is successful. The green highlights identify a part of the work that could potentially be improved. Highlighting will be linked to the learning objective so that it is focussed and purposeful to the children.

Marking in handwriting books should reflect that the teacher has reviewed the work and addressed any miss-conceptions and include a date stamp.



Year 2

In preparation for moderation any piece of independent writing which is to be used for assessment purposes will have no written feedback.

Instead any element which provides evidence against the interim framework or demonstrates the pupils ability as a writer will be highlighted in yellow.

It is important that it is clear that the pupil has not received any teacher support in improving or editing their independent writing.

Reviewed June 2020



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Marking Code

IW = Independent Work

WS = With Support

PS = Peer Support

✓ = Correct

○ = An error

↗ = Next step

***** = Full stop and capital letter used correctly

/ = Missing finger space

A ● = Missing capital letter or full stop