



# RUSHDEN PRIMARY ACADEMY

Marking and Feedback Policy

2023-2024

# Assessment Prompts

Every piece of work should identify the level of support the child has received. If a piece of work has not been labelled then this would indicate that the child has worked independently. Every piece of work should be acknowledged by the teacher.

| Symbol             | Meaning                           | Explanation   |
|--------------------|-----------------------------------|---|
| <b>G</b>           | guided work                       | The child has received further guided input after the main teaching to enable them to complete the task.  |
| <b>V</b>           | verbal feedback                   | Verbal indications from the teacher have been offered to the child instantly (indent needed, spelling error, misconception with simple times table etc) |
| <b>TA</b>          | TA feedback                       |   |
| <b>Cover stamp</b> | Internal cover/<br>supply teacher | This work should still be marked using the appropriate marking codes.   |

## **Effective Feedback**

In order for feedback to be effective:

- ☒ Clear learning intentions are identified in teacher's planning for each lesson.
- ☒ The subject and LI must always be shared orally with the children and should be written in language that is accessible to them.
- ☒ Lis are recorded at the beginning of each piece of written work as succinctly as possible.

Feedback should:

- ☒ focus on the success criteria for the learning intention.
- ☒ take account of pupil self-evaluation
- ☒ inform the child where successes have occurred
- ☒ inform the child how and where improvements can be made
- ☒ provide strategies for improvement
- ☒ be accessible to the learner
- ☒ Be individualised, group or whole-class

Children need:

- ☒ time to respond to oral or written feedback, usually at the beginning of the next lesson.
- ☒ opportunities to assess their own and one another's work as an essential part of the feedback process
- ☒ The outcome of the feedback, along with other assessment information, is used to adjust future teaching plans

## At RPA we:

Mark using **green** and **pink** pen.

**Green** ticks are used to highlight what the child has done well, linked to the LI.

**Pink** marking is to refer to simple errors which follow the prompts on page 6.

Children acknowledge 'pink prompts' and carry out the follow up task in **purple** (when appropriate). **Purple** responses will be acknowledged by the teacher with **a green tick**.

If verbal feedback has been given to a child (positive or constructive), adults evidence with a V to identify where this has taken place.

In KS1, children are beginning to learn how to peer assess by initially ticking their peers work and writing their initials beside. In KS2, children will be able to write a more comprehensive sentence assessing their peers work and initialling.



Award the children with a star stamp when including Vocab Ninja, Sticky Vocab, Rocket Word. This could equate to a dojo!

## Spelling corrections

At RPA, we scaffold a child's learning by correcting spelling misconceptions. The misconceptions that are corrected will be:

- year group specific common exception words
- sticky words in curriculum
- ambitious vocabulary, which is being taught as part of the literacy unit.

The child will be provided with a post it note, that clearly identifies the spelling misconception. The child will then be responsible for transferring the post it note from page to page ensuring they apply the word correctly within their work.

The post it note may hold more information other than the correct spelling. It might include:

- a mnemonic
- a spelling pattern or a rule that the word includes.
- sound buttons
- root words identified
- prefixes/suffixes if applicable

# Marking Code/Prompts KSI

## Content prompts

|     |                                   |
|-----|-----------------------------------|
| ✓   | correct                           |
| .   | incorrect                         |
| ←   | drifting text on a page           |
| sp  | spelling mistake - modelled<br>x3 |
|     | finger spaces                     |
| ?   | doesn't make sense                |
| ABC | capital letters                   |
| ... | complete your sentence            |

# KS2 Marking Code/Prompts

| Content prompts |                        | Guidance  |
|-----------------|------------------------|---|
| ✓               | correct                | Correct answers or evidence of meeting the LI   |
| .               | incorrect              | Where a misconception is key to understanding or where further evidence is needed to assess the LI.   |
| P               | missing punctuation    | In the margin with a subtle hint of what is missing (?!".,)<br>Y5 - Only a P in the margin, Y6 - Px3 at the bottom of the page by Spring term |
| ^               | add in something       |   |
| //              | new paragraph          |   |
| sp              | spelling misconception | Spellings on a post it note as a bank of focus words. (See page 5)  |
| ...             | complete your sentence | Where a sentence is left unfinished or finish a sentence to check understanding.  |
| ?               | sense                  |   |
| E               | Evaluate or explain    | Reconsider, evaluate the effectiveness of..<br>Explain  |
| *               | Complete               | Finish the activity.  |

## KS2 Marking Code/Prompts

| Content prompts |                     | Guidance   |
|-----------------|---------------------|--|
| E               | Evaluate or explain | Reconsider, evaluate the effectiveness of..<br>Explain |

Examples of questions to deepen/extend children's understanding in their writing.

E an example of \_\_\_\_\_? (a relative clause)

"Why is \_\_\_\_\_ important?"

E the implications of ...?

E what you think would happen next, if ...?

E how might these characters be connected?

E what you will focus on next.

E what would you predict/infer from.....?

E your intent for \_\_\_\_\_

E how is ..... Significant to?

E how ..... compares/contrasts with .....?

E fully, referring to the text in your answer. Give two reasons...

# The 5R's in Writing:



Redraft or  
Re-do



Rehearse  
or Repeat



Revisit &  
Respond



Re-learn &  
Re-test



Research &  
Record

|   |  |  |  |  |
|---|--|--|--|--|
| <p>Redraft the sentence thinking about.....<br/>Rewrite the sentence including....<br/>Redraft the sentence: change the purpose/audience.<br/>Say it better.<br/>Write this word again, focusing on your sounds.<br/>Write this letter again focusing on formation.</p> | <p>Use this conjunction in another sentence.<br/>Use this vocabulary in another sentence.<br/>Write me another, and another.<br/>Evaluate the effectiveness of ....<br/>Change the position of your subordinate clause and rewrite.<br/>Use _____ from the toolkit to redraft.</p> | <p>Best sentence and why?<br/>Most effective?<br/>What is the best adjective you have used in your writing?<br/>What effect were you trying to have on your reader?<br/>What is the best verb you have used in your writing?<br/>Explain how it improves your story?</p> | <p>List five conjunctions<br/><br/>Which word is the odd one out?<br/><br/>Define _____ and put it in a sentence.<br/><br/>Use this sentence structure to write another sentence.<br/><br/>Fill in the missing sounds.</p> | <p>Read _____ how does [author] achieve suspense/move action etc.<br/><br/>read _____ and record vocabulary to use in your writing.<br/><br/>Use the Grow the Code chart to write this word again.<br/><br/>Use the toolkit to write _____</p> |
|---|--|--|--|--|

# The 5R's in Maths:



Redraft or  
Re-do



Rehearse  
or Repeat



Revisit &  
Respond



Re-learn &  
Re-test



Research &  
Record

Circle a specific part of the question the child may need to relook at.

Start the child off with a guided example of the working out and ask them to complete it independently.

Write another question that is in the same style but with different numbers for more fluency/ reasoning rehearsal.

This could be pre-printed with the heading 'extension.'

Pupils could complete questions that they did not finish in the lesson.

Pupils could write a question for a peer and swap books with their partner to answer each other's question. This will test them on that day's/ previous learning.

Pupils could think of their own problem and then use the computer /calculator to check their answer e.g.

What are all the prime numbers between 0-50?

What is  $405 - 32$ ?