



## 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 will be completed in the following way:

**St Helen Auckland Primary**  
**Marking and Feedback Codes and Stamps**

G = guided work  
I = independent work  
S = support from an adult  
SM/PM = self/peer marked  
C = collaborative  
( )x = mistakes

**English**  
 = successes linked to objective or targets  
 = areas for improvement linked to non-negotiables and pupil targets

**Maths**  
 ✓ = correct    X = incorrect  
 Bottom of piece of work  
 = got it stamp  
 = corrections

!  
 You should correct your work.    Non negotiable.

Make corrections in green

Stamps  
 Got it!  
 Nearly there!  
 Verbal feedback  
 Challenge

## 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							
good writing posture	give meaning to marks	sharp pencil	tripod pencil grip	start to form letters and numbers correctly	draw circles and lines	recite numbers to 10	expectations of colouring

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

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

Year 2						
writing posture	presentation in all books	pencil grip sharp pencil	letter formation ascenders, descenders letter reversal	capital letters, full stops, commas, question marks, exclamation marks	finger spaces	
digraphs trigraphs joined	b and d	spellings key and tricky words HFW	time connectives	use of ruler	mistakes -----	expectations of colouring and drawing

digit formation	2,5,10 tables	number bonds	use of ruler for number line	setting out calculations		
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Year 3						
writing posture	presentation in all books	pencil grip sharp pencil	letter formation	ascenders descenders	b and d	joining of digraphs/trigraphs
capital letters for names, I places and sentences	finger spaces	capital letters, full stops, commas, question marks, exclamation marks	spelling all phases	date and title underlined	writing on the line	expectations of colouring and drawing
mistakes -----	digit formation	use of ruler	setting out calculations			

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

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

			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