

# Airedale Infant and Airedale Junior School

## 'Ambition - Bravery - Respect'



## Marking and Feedback Policy 2022-23

Version	Date
Last reviewed	June 2023
Next reviewed	September 2024
Owner	Headteacher/SLT
Approver	Academy Council

### Principles

At Airedale Infant and Airedale Junior School, we believe that marking and feedback should be purposeful and of a consistently high quality, leading to high levels of engagement from all pupils.

Marking informs planning and improves the teaching and learning across all subjects. It will be manageable for all teachers and reviewed regularly. Marking is accessible to children to enable them to engage in their own learning and achievement.

#### *Children have the right;*

- To know and understand the learning target and success criteria for the lesson
- To have their work acknowledged
- To be given feedback on their achievements towards the learning target
- To be given advice for their future learning and how to improve

#### *Children have the responsibility*

- To respond to marking and feedback

#### *Teachers & Adults have the responsibility;*

- To mark work regularly to monitor learning and progress
- To recognise effort, attainment and progress towards lesson objectives
- To address misconceptions, support, accelerate or challenge the learner
- To shape future learning in response to marking

#### *Teachers have the right*

- To have their marking and feedback responded to
- To have a balance between written marking and peer feedback

## Who will be involved?






- The leadership team will model good practise and expectations. They will monitor and evaluate the impact of the marking and feedback and provide appropriate CPD. Subject leaders are also responsible for monitoring the marking and feedback in their own subjects.
- Teachers/HLTA covering lessons are responsible for regular marking and providing feedback using the agreed marking keys
- Teaching Assistants may mark a focus group's books using the same methods
- Supply teachers and trainee teachers are required to follow the school policy
- Children will take part in verbal peer assessment and discussions about their own learning within lessons.

## Marking




- Every lesson teachers will 'hot mark'; we define 'hot marking' as intervening at the point of learning in order to support, consolidate, accelerate and challenge.
- Teachers will use their ongoing AFL to provide appropriate challenges and next steps for individual learners
- Marking is always completed in line with the handwriting policy - we believe that by modelling high expectations, children will aspire to improve.
- All adults in school mark and give feedback using purple pen only
- All children will use green pen to respond to marking and feedback and to edit their own work
- We expect that all marking includes opportunity to correct mistakes in calculations, spelling and punctuation.
- Children's work should be marked against the success criteria for the lesson. It should be marked using the agreed 'marking keys'.

### Marking keys:

English &  
Curriculum:

	Well done! This is correct.
	Oops! You have made a mistake with punctuation
	This is an incorrect spelling for you to change
	You have made an incorrect word/phrase choice
	We need to edit here

Maths:

	Well done! This is correct.
	Incorrect: Please check your mistake
	Oops! This is where you have made the mistake

### Levels of support keys:

- VF- Verbal feedback given
- S- adult supported for a sustain period of time
- G- guided group work supported by an adult,
- I- independent work

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- There is no expectation that 'I' will be used for each independent piece of work but rather more as an indication that a previously supported/guided pupil is now working independently and showing progress within the concept.
- There are no variations to these marking keys. We do not use any other means of acknowledging work e.g. stampers.

### **Feedback**

- Feedback, such as positive comments, are given against the success criteria for the lesson, or personal target when appropriate. This is marked directly below or next to their work.
- Daily marking will inform future lessons and planning for each class

### **Children's self and peer assessment/editing**

- Each week, children are given the opportunity to verbally, self and peer assess learning. We believe this deepens thinking and supports children developing ownership of their learning.
- Teachers should plan for opportunities for children to verbally assess within plenaries.
- All children across school are encouraged to edit and up level their own writing using a green pen.
- In Airedale Juniors, children are given the opportunity to work alongside a partner to edit and up-level their writing using a blue pen.





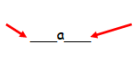


### **How will we know marking is effective?**

- Children will be making good or better progress lesson by lesson
- One lesson will build on, and link to, the next to increase level of challenge
- Children have the opportunity to respond to the marking that supports further learning.
- Additional support will take place to accelerate or support learners
- Children will know what they are doing well and what needs to be improved

## Coverage Inserts

Coverage Inserts are placed to show new learning. These inserts are located before the next text type in English, theme in Maths or half termly block in Curriculum. Before a new piece of work in all books, the date will be clearly written to show when this was completed. In English, and curriculum, the full date will be written and in Maths the short date will be used.

## English Examples:

<p style="text-align: center;"><b>EYFS:</b></p> <p style="text-align: center;"><b>Reception - English - Autumn 1</b></p> <p style="text-align: center;"><b>Reception Writing skills:</b></p> <p style="text-align: center;"><b>To apply phonics knowledge to record the initial and end sounds in words.</b></p> <p><b>Learning sequence:</b></p> <ul style="list-style-type: none"> <li>⇒ To draw myself and write my name.</li> <li>⇒ To write the initial sound of a word to show how characters are feeling.</li> <li>⇒ To write a list of ingredients to make baby bear more porridge.</li> <li>⇒ To write a list of characters from the story.</li> <li>⇒ To label the Jack and Beanstalk story map.</li> <li>⇒ To complete the caption from the Three Pigs story.</li> <li>⇒ To write a short caption from the Three Billy Goats Gruff story.</li> </ul> <p><b>My Success criteria as a Writer I can...</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;">  <p>talk about</p> </div>   </div> <div style="text-align: center; margin-top: 10px;">  </div>	<p style="text-align: center;"><b>KS1:</b></p> <p style="text-align: center;"><b>Year 2 - English - Spring 2</b></p> <p style="text-align: center;"><b>Text type: Narrative- The magic paintbrush</b></p> <p><b>Learning sequence:</b></p> <ul style="list-style-type: none"> <li>⇒ To read and explore a traditional tale.</li> <li>⇒ To use a story mountain to retell a traditional tale.</li> <li>⇒ To collect descriptive vocabulary including nouns, adjectives, verbs and adverbs.</li> <li>⇒ To use a range of prepositions.</li> <li>⇒ To write sentences using expanded noun phrases in a narrative.</li> <li>⇒ To write sentences including conjunctions.</li> <li>⇒ To write a setting description for my narrative.</li> <li>⇒ To use a planning format to plan my narrative.</li> <li>⇒ To write a narrative.</li> </ul> <div style="text-align: right;">  </div> <p><b>My Success criteria as a Writer...</b></p> <ul style="list-style-type: none"> <li>• I can listen to, retell and talk about a traditional tale.</li> <li>• I can collect a range of vocabulary to use in my writing.</li> <li>• I can use a range of prepositions and conjunctions in my writing.</li> <li>• I can write descriptive sentences about the setting of my story.</li> <li>• I can plan my story using images, labels and sentences.</li> <li>• I can write a descriptive introduction/opening, build-up/problem and resolution/ending for my story.</li> <li>• I can include a range of punctuation in my sentences.</li> <li>• I can re-read my writing to check it makes sense.</li> <li>• I can edit, up level and publish my writing.</li> </ul>
<p style="text-align: center;"><b>LKS2:</b></p> <p style="text-align: center;"><b>Year 4 - English - Summer 1</b></p> <p style="text-align: center;"><b>Text type: Narrative- The polar bear explorers' club</b></p> <p><b>Learning sequence:</b></p> <ul style="list-style-type: none"> <li>⇒ To explore and discuss the narrative.</li> <li>⇒ Collect a range of ambitious vocabulary.</li> <li>⇒ To use speech in different parts of my sentence.</li> <li>⇒ To use taught sentence structures throughout my narrative.</li> <li>⇒ To plan my story in a logical sequence.</li> <li>⇒ To write my story using my planning format.</li> <li>⇒ To edit, up-level and read aloud my work.</li> </ul> <div style="text-align: right;">  </div> <p><b>My Success criteria as a Writer...</b></p> <ul style="list-style-type: none"> <li>• My story will include a beginning, buildup, problem, resolution and ending</li> <li>• I have used paragraphs.</li> <li>• I have used the past tense.</li> <li>• I have included a range of effective language- adjectives, pronouns, similes, metaphors, adverbs.</li> <li>• I can use a repeated adjective, 'the more,' and 'if, if, if, then' sentences.</li> <li>• I can use a range of prepositions.</li> <li>• I can write using a range of fronted adverbials.</li> <li>• My writing includes taught sentence structures.</li> <li>• I have used a range of punctuation including speech.</li> </ul>	<p style="text-align: center;"><b>UKS2:</b></p> <p style="text-align: center;"><b>Year 6 - English - Summer 1</b></p> <p style="text-align: center;"><b>Text type: Short Story - The Plane</b></p> <p><b>Learning sequence:</b></p> <ul style="list-style-type: none"> <li>⇒ To collect descriptive/emotive vocabulary and understand and use synonyms appropriately</li> <li>⇒ To map out my ideas for writing</li> <li>⇒ To choose and apply a range of co-ordinating and subordinating conjunctions</li> <li>⇒ To convert between past and present tense</li> <li>⇒ To use a range of sentence structures for an intended effect</li> <li>⇒ To apply semi colons and colons to separate clauses</li> <li>⇒ To draft, edit and publish a short story using band related targets</li> </ul> <p><b>My Success criteria as a Writer...</b></p> <ul style="list-style-type: none"> <li>• I can adapt, manipulate and control the features and language of a text type for different audiences and purposes and to achieve an intended effect.</li> <li>• I can describe settings, characters and create atmosphere through the selection and prioritisation of details for effect.</li> <li>• I can select from a range of rich, adventurous and appropriate vocabulary</li> <li>• Use a wider range of sentence structures, including complex, for an intended effect.</li> <li>• I can use 'and', 'if, if, if' sentence when writing reports and letters</li> <li>• I can create inside/outside sentences</li> <li>• I can create 'Imagine 3' sentence, using 3 descriptions and a statement</li> <li>• I can use a semi-colon INSTEAD of a 'but'</li> <li>• I can create DE sentences which are connected with a colon</li> <li>• I can make changes to the vocabulary, grammar and punctuation of my writing to enhance effects and clarify meaning</li> </ul>

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### Maths Examples:

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# Curriculum Inserts:

Y1:

**Year 1 Summer 1**

Design and Technology learning sequence:

- To join fabrics together using different methods.
- To use a template to create my design.
- To join two fabrics together accurately.
- To embellish my design using joining methods.

**Textiles - Puppets**

**Decorate**  
To add details to a design to improve its appearance.

**Design**  
To make, draw or write plans for something.

**Fabric**  
A material or non-metallic sheets or flexible material that is made from plant fibres, animal fur or synthetic materials.

**Glue**  
A sticky liquid that can join two things together.

**Model**  
A practice version, often on a smaller scale, that lets you test out your ideas and see how it will look and work.

**Hand-crochet**  
A way that you can make most by putting your hands inside it.

**Infelty pin**  
A pin which you use with a top where the needle slots in securely after fastening.

**Pattern**  
A shape that you can draw around.

**Embroider**  
A way of doing something to complete a task.

**Template**  
A stencil which you use to help you draw a shape more easily on different materials.

**Did you know?**

Puppets were first invented in 700 BC when they were made out of clay.

**Key facts**

You will use a variety of techniques to create your puppets including cutting, sewing, stitching and pinning.

**Kapow!**

Use fabric and paper to make puppets that can move and talk. You can use different materials to make different parts of your puppets.

**Did you know?**

Some puppets are made from felt. Some are made from paper. Some are made from fabric.

Y2:

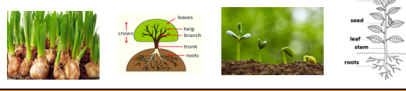
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**Spring 2 - Science**

**Plants:**

**Science skills I will need to learn this half term are:**

- Observe how bulbs grow into mature plants.
- Observe how seeds grow into mature plants.
- Describe how plants need water, light and a suitable temperature to grow and stay healthy.



**During this science topic I will learn:**

During this science topic I will observe and describe how seeds and bulbs grow into mature plants. I will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. I will observe how seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.

**Technical vocabulary I have used and will remember:**


LKS2:

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**Spring 2 History Topic—Year 4**

**How was the Tudor reign different from today?**

**Other subjects I will cover in this history topic:**

Learning and Teaching	Reading	Writing	Maths	Science	PE	Geography
BT	Computing	Art	Design Technology	Music	Physical Education	PSHE

**Historical skills I will learn in this topic:**

- I can use dates and historical terms to describe historical periods, eg. The Stone Age, The Romans.
- I can describe how the past has been divided into different periods of time.
- I can explain reasons for placing objects, people and events in a particular order.
- I can use different sources of information to find out about a significant historical person, eg. Elizabeth the Queen and King Henry VIII.
- I can identify and describe key events in their life from different sources of information.
- I can look at and give reasons for the relevance of a well-known historical person.
- I can compare the range of life of people from different historical periods.
- I can use a range of information to use and answer questions about the past.
- I can use chronological order and explain sources for facts to answer about the past.
- I can look at and explain information that contains changing opinions and accounts.
- I can compare and describe features of life now and in the past.
- I can describe and give reasons for the change and differences in objects in the past and present.

**Describe how history from the Tudor period was a timeline:**

- To place key events from the Tudor period on a timeline.
- To research King Henry VIII.
- To compare and contrast from different periods of time.
- To understand what life was like in Tudor England.
- How was the Tudor reign different from today?

**Enrichment opportunities:**


**Historical vocabulary I have used:**


**I would like to find out...**

UKS2:

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**Spring 2 History Topic—Year 5**

**What legacy did the Ancient Greeks leave behind?**

**Other subjects I will cover in this history topic:**

Learning and Teaching	Reading	Writing	Maths	Science	PE	Geography
BT	Computing	Art	Design	Music	Physical Education	PSHE

**Historical skills I will learn in this topic:**

- I can answer questions about the past relating information from a wide range of sources.
- I can identify different events in which people have participated and understand the past.
- I can describe and give reasons why certain sources of information contain changing opinions and accounts.
- I can describe the key features of different periods of history.
- I can describe changes that have taken place within and across historical periods.
- I can give judgements and views on a timeline showing an understanding of the terms BC and AD.
- I can describe in range of different features of key historical events.
- I can compare events from different historical periods and say what is different, eg. Ancient Greece, 1982.
- I can look at how historical events impacted different groups within society.
- I can identify and describe features of past societies, eg. Ancient Greece.
- I can compare the features of a range of significant groups from the past, eg. Ancient Greeks.

**Describe how history from the Ancient Greeks I will learn:**

- To make events on a timeline.
- To learn about Ancient Greek architecture and its lasting legacy.
- To understand what daily life was like in Ancient Greece.
- To learn about Ancient Greek gods.
- To understand what democracy was and how this influences our modern governments in England.
- To learn about events in Ancient Greece.
- To learn about the origins of theatre in Ancient Greece.

**Enrichment opportunities:**

TaSC Day - Greek Pottery Making


**Historical vocabulary I have used:**


**I would like to find out...**

Reviewed: April 2023  
To review: July 2023