



Dishforth Airfield Primary School

Marking and Feedback Policy 2023-24

Marking needs to be proactive not just reactive. Our Marking and Feedback Policy is linked to the developmental stage of each child. There is a requirement for children to respond to marking and feedback where it is appropriate. (Refer to Appendix 1 for examples)

Marking and Feedback in books must be written in accordance with the school's Handwriting Policy and written in green pen. (Refer to Appendix 2 for the Handwriting Policy)

Marking and feedback has 3 purposes:

To help pupils:

1. Understand what they have done well
2. Understand how to improve
3. Make visible signs of improvement as a result of feedback

Notes:

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points.

To ensure all pupils understand how to improve, different types of prompts should be used, we use a mixture of **challenge, reminder, process (steps) and example prompts**, as appropriate to help pupils to understand. This may be done through comments, questions, discussions or diagrams that help pupils to understand.

Guidance Type
Challenge (e.g., Now can you tell me more about the atmosphere in the forest?)
Reminder (e.g., What should you include in a story setting?)
Process (steps) (e.g., First: write down 5 adjectives, Second: place the adjectives in a sentence.)
Example (e.g., put this sentence into your story here to improve the description of the scene.)








Effective marking / feedback facilitates visible progress. Teachers and Teaching Assistants are required to allow children to act upon the marking / feedback and make improvements. Children will respond in purple as appropriate.

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ.

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.

Where verbal feedback is given for pupils' recorded work, it is often appropriate to use '**key word marking**' which is an indication that feedback has been given. This is to help both the pupil and the teacher remember what was discussed so the work can later be checked for visible signs of improvement.

Marking Symbols – to be used in a developmentally appropriate manner	
O	This means that you have missed out or used the wrong punctuation or capital letter.
^	This means that you have missed a word out.
sp <u> </u>	An underlined word and / or sp means that you have spelt a word incorrectly.
	This means that your sentence doesn't make sense.
	This means that you need to start a new paragraph.
	This means that you were right. Well done!
	This means that you were not right this time.
	If you see T at the end of your work, this means that this should be your target for next time.
	Independent Work
	Supported Work
VF	Verbal Feedback in the form of either a challenge, example or prompt.

Adults are to write their initials after leading the marking / feedback session.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior and middle leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

Date of Policy: **May 2023**

Appendix 1 – Examples of marking and feedback

Marking needs to be proactive not just reactive. There is a requirement for children to respond to marking and feedback.

Marking and Feedback in books must be written in accordance with the school's Handwriting Policy and written in green pen.

Mathematics

- Intervening when a child is struggling – insert an example to remind and support the child, demonstrate further, easier question
- Intervening when a child is managing the work to ensure challenge – insert questions at the next level
- refer to the 'Guidance Types' on the first page of the Policy – Challenge, Reminder, Steps (Instructions), Example

English

- Phrase marking so children are required to respond to it – use their success criteria to support this or the key skill of the lesson. An example may be required to show / remind the child.
- For example, re-write the paragraph to include an example of personification. Write this paragraph again to include a complex sentence. Write a sentence with an embedded clause. Re-write this paragraph and use commas accurately.
- A question might be asked – refer to the 'Guidance Types' on the first page of the Policy – Challenge, Reminder, Steps (Instructions), Example

Across the Curriculum

- The Marking and Feedback Policy applies to all subjects across the curriculum. The standards are the same for every subject. Use the key skill of the lesson and / or the success criteria to shape the marking following the Guidance Types.
- If skills in Mathematics or English are being developed through the other subjects, then children's target levels need to be considered as well.

We aim to have a culture of children responding to marking and feedback and visible signs of progress made throughout their work.

Appendix 2 – Handwriting Policy and Number Formation

Handwriting Policy Dishforth Airfield Primary School



This leaflet is designed to provide parents with an overview as to how handwriting is taught in our school. Our full handwriting policy can be viewed on our website:

Aims of our handwriting policy

- Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.
- Our aim is that the children will be able to write clearly, fluently and quickly so that they can cope with the everyday demands of life and school. • We aim for our pupils to develop a legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.
- By the end of Year 6 pupils will understand the importance of high- quality presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.
- We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

Early writing

All children are encouraged to write recognisable letters, most of which are correctly formed – using the Read Write Inc rhymes to support correct letter formation. Children will be encouraged to hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.

KS1 – see appendix 1

All children are introduced to pre-cursive handwriting (this type of handwriting uses leading lines at the start of the letter and a flick at the end, but does not yet join up). We use the Read Write Inc rhymes to support correct letter formation.

By the end of Year 2 it is expected that some children will have achieved a continuous cursive (joined up) handwriting style.

Cursive Handwriting

Our handwriting style is what is known as the ‘continuous cursive’ style. In other words, it is joined up writing where each letter is formed without taking the pencil off the paper –consequently, each

word is formed in one, flowing movement. Children in KS2 will begin to use a handwriting pen when their handwriting is legible and correctly joined.

Key Advantages of Continuous Cursive Handwriting

- By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape.
- Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (b/d or p/q)
- There is a clearer distinction between capital letters and lower-case letters.
- The continuous flow of writing ultimately improves speed and spelling.

Cursive handwriting is recommended by the British Dyslexia Association

Key Features of our Handwriting Style

- The majority of letters start on the line with an 'leading line'.
- The majority of letters end on the line with a 'flick'.
- The pencil does not leave the paper until the word is complete.
- t is crossed and i is dotted when the whole word is complete.

Letter Formation

Formal teaching of handwriting is carried out regularly and systemically in school to ensure Key Stage targets are met.

For simplicity, the letters of the alphabet can be sorted into 4 main movement families:

The four groups are:

- Long ladder: down and off in another direction, exemplified by the letters: **l i j l t u**
- One-armed robot: down and retrace upwards, exemplified by the letters **r r b n h m k p** and the numbers: **2 3 5**
- Curly : anti clockwise round, exemplified by the letters **c c a d e g o q** and the numbers: **0 6 8 9**
 - Zig-zag letters: **v w x y z** and the numbers: **1 4 7**

Four Basic Joins

Children will be taught the 4 basic letter joins:

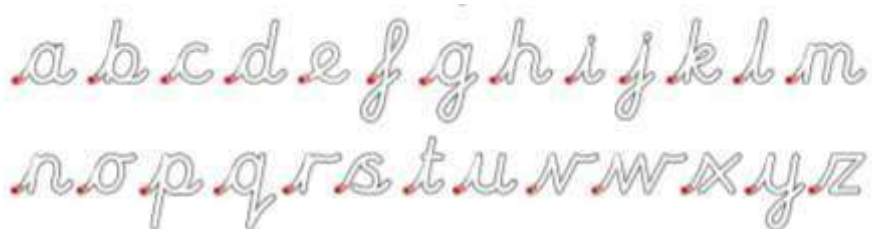
- Diagonal joins to letters without ascenders, e.g. ai, ar, us.
- Horizontal joins to letters without ascenders, e.g. ou, vi, wi.
- Diagonal joins to letters with ascenders, e.g. ab, ul, it.
- Horizontal joins to letters with ascenders, e.g. ol, wh, ot.

How can you support your child's handwriting at home?

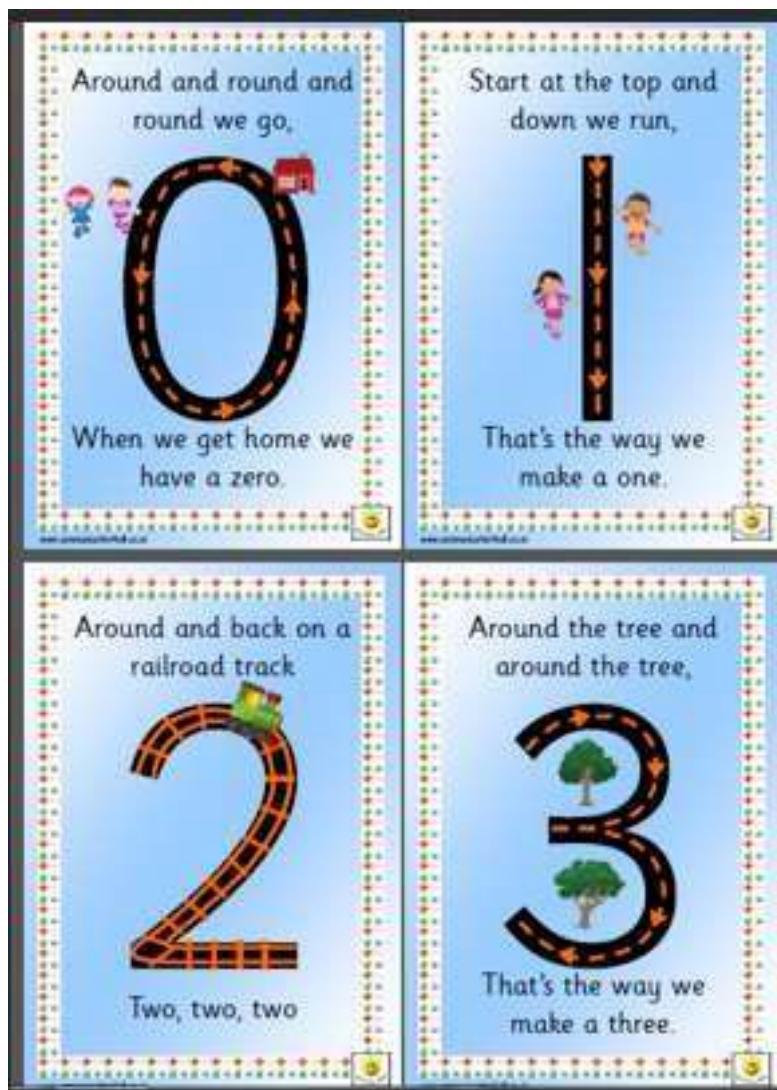
The key is practice and the more creative the better! With younger children you might like to write letters in foam, sand trays or in chalk outside. Encourage your child to say the letter as they write and allow them to become familiar with the movement of each letter. Older children might like to practise their handwriting by keeping a diary or writing a story. Being left-handed is not generally a problem, however some children do experience difficulties. It is therefore important to support your child in developing the correct pencil grip, sitting position and focus on initial letter formation.

Please contact your child's class teacher if you are concerned about your child's handwriting or you require any further information.

Appendix 1 – pre-cursive handwriting



Appendix 2 – number formation



Down and over, down
some more



That's the way we
make a four.

Down and around
then a flag on high



That's the way we
make a five.

Down we go and make
a loop,



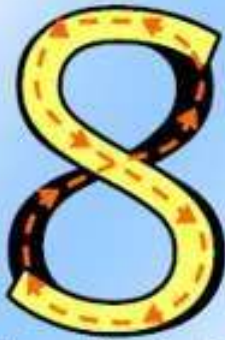
Number six makes a
hoop.

Across the sky and
down from heaven,



That's the way we
make a seven.

Make an 's' and do
not wait



When it's joined up
you have an eight.

www.oxfordowl.co.uk



Make a loop and then
a line,



That's the way we
make a nine.

www.oxfordowl.co.uk

