

Broadacre Primary School



Marking and Feedback Policy

Summer 2023

Introduction

This policy reflects the marking techniques and feedback practices used in our school. It reflects the consensus of opinion of the staff and has been approved by the Governing Body. The implementation of this policy is the responsibility of the Headteacher, SLT and all staff and is part of the non-negotiables that all staff are expected to observe.

Clear, consistent and informative feedback to pupils is embedded in the Teachers' Standards – September 2012:

Promote good progress and outcomes by pupils –

- Be accountable for pupils' attainment, progress & outcomes.
- Be aware of pupils' capabilities & their prior knowledge & plan teaching to build on these.
- Guide pupils to reflect on the progress they have made & their emerging needs.
- Encourage pupils to take a responsible & conscientious attitude to their own work & study.

Demonstrate good subject & curriculum knowledge –

- Demonstrate an understanding of & take responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English, whatever the teachers' specialist subject.

Make accurate & productive use of assessment –

- Make use of formative & summative assessment to secure pupils' progress.
- Give pupils regular feedback, both orally & through accurate marking, & encourage pupils to respond to the feedback.

Aims

- To give praise and encouragement to all children. High self-esteem is a significant factor in being a successful learner.
- To contribute to the assessment of children's work and help teachers gain information for future planning.
- To provide a point of discussion with children as a means of identifying a positive way forward to improving their work, resulting in all pupils making good progress.
- To involve children actively in the self assessment of their work through Assessment for Learning.
- Develop pupils as independent learners through the use of metacognition techniques.
- To ensure that staff have high expectations of children's work and that children understand what is expected of them.

Entitlement

- All children are entitled to have a clear and consistent style of marking applied to their work.
- Children should expect to have all their work marked within a reasonable amount of time.
- Children should have verbal or written feedback in a form they can understand and read.
- Children should be able to act upon advice given to further improve the standard of their work.

Marking and Feedback for FS 2 pupils

- Marking must highlight what the child has done well. There must be praise and examples of what the child has achieved.
- Marking must show evidence of discussing the next step with the pupil.
- Response time must be allowed immediately during the same session.
- Oral feedback must be given during all focussed writing activities and, where possible, during child initiated mark making.
- These symbols will be used:
 - S** - supported
 - I** – independent
 - G** - guided
- Marking will be appropriate to the ages and development of each child.
- Work will be marked in a colour to make it stand out – green.

Marking and Feedback for Key Stages 1 and 2

- Marking is an ongoing part of assessment and should be seen as a valuable assessment opportunity and an important tool in maximising pupil progress.
- Feedback and marking should reflect the learning objective of the lesson and have a focus on basic skills.
- All marking will be appropriate to the child's ability to understand.
- All marking is dependent upon the confidence of the child to take on board advice. Not all errors may be corrected.
- It is not possible to do a detailed mark for every piece of written work, but all pupils must receive regular way forward marking that allows them to improve/develop a skill.
- In assessed writing (twice every half term) the EOYE are highlighted in green, identified in the margin and ticked off in the targets at the front of the pupils' books. This work must be independent.

Detailed Marking

This must be carried out regularly in all subjects.

Praise

- Marking must highlight in green what the child has done successfully. Apart from assessed writing, this should only be features linked to the learning objective.
 - In foundation subjects, marking will focus on the taught sticky knowledge and sticky vocabulary that pupils need to learn. This should be linked to the learning objective.
- 1. Reference to the learning objective.**
 - The expectation is that all pupils will be given opportunity to meet their objective. Pupils not meeting the objective will have a way forward/intervention to allow them to meet it.
 - 3. A way forward should be offered.**
 - Way forward comments can be written as commands or as a direct question for the pupils to answer.
 - These written comments should form the basis of a discussion between the teacher and child. Younger children who may not be able to read the written comments must have verbal feedback.
 - Teachers must model good handwriting and therefore comments must be written in the school's agreed form of handwriting. Teachers must use words and phrases that children can read and understand.

Teachers must write in Standard English, using correct grammar and punctuation.

4. Response time

- Correction time will be an important part of lessons to enable children to read the marking comments and act upon them. Corrections will be done underneath the work. Correct spellings will be written three times and calculations will be redone. All edits, corrections and responses will be written by the pupils in blue pen.
- Children will respond to WF comments in a blue pen.
- Children's responses must be marked to ensure they have been successfully done and if not, they need to be done again with support.

Implementation

Verbal feedback- Live feedback during a lesson, provided to individuals or a small group, to correct a misconception or highlight a next step. The member of staff delivering the feedback will mark **(VF)** in the margin with a word/phrase describing the feedback e.g. *VF capital letters*.

Highlighting the objective- This shows that the child has met the objective for the lesson. The school expectation is that all pupils will have the opportunity to meet the objective and so this will no longer be done.

Providing a way forward (WF)- This is denoted by a pink mark followed by a direct and precise command/direct question for pupils to follow. The intention is that, by following this command, pupils work/understanding will be of a greater quality/depth. E.g. Writing- *rewrite the highlighted sentence, adding a relative clause*. Reading- *Tell me how you know the character is surprised*.

This is particularly effective when a child has not met a learning objective. A targeted WF allows the pupil to meet the objective as a result of the marking.

Tick for correct response/cross for incorrect- This is used when there is a simple answer/response given. The expectation is that, where crosses are used, the pupils will rewrite/redone the particular question, using their blue pen.

Margin/feature marking- This is used to highlight the skills/techniques a pupil has used in writing. To ensure effectiveness and to consider workload of teachers, this should only be used for assessed pieces of writing.

Green highlighting- This is used to show the pupils what they have done correctly. When it is not an assessed piece of writing, it should be used to demarcate the examples of a child meeting the learning objective. E.g. *in a piece of writing with the target of using relative clauses, the relative clauses would be highlighted green*.

Praise/Reward- This is crucial to build pupil confidence. Where a pink WF is given, a green mark should be used to provide **precise** praise/highlight what the child has done well. E.g. *I like your use of expanded noun phrases. Excellent vocabulary choices*. Stickers/stamps can be used to recognise excellent pieces of work.

- Staff must identify the amount of support that children have had during each activity. If there is no indication, the work has been done independently.

G – guided work with either the teacher or TA. Guided work is when children are taught something new. For example - The writing is done together and therefore, cannot be assessed or in maths the session is led by the teacher so that targets cannot be ticked off as achieved.

S – support from a teacher or TA to enable pupils to achieve the learning objective.

This may be for all or some of the work and then **I** for independent may be used to indicate where the child has worked by themselves.

Challenge – for pupils who have achieved the learning objective and are ready to apply the learning/skill to a new context.

- For younger children, or for children with EAL or SEN, work should be marked in their presence or the marking must be explained to them, allowing the teacher to make clear the targets for improvement and to rectify any misconceptions.
- Work should be marked in green so that it stands out from the pupils' work and can be easily seen.
- Maths work will be marked using a tick when correct and pink mark will be made to indicate an error. Calculations that are marked as incorrect with a cross must be done again as a separate calculation. The wrong answer must not be crossed or rubbed out and the correct answer inserted or written on top of the original answer. Where many mistakes are made, a constructive comment will be made rather than a series of crosses.
- Basic errors of spelling and punctuation will be corrected unless this may destroy a child's confidence. Spelling errors are identified by pink highlighting for the child to correct. Children will use a blue pen to write the correct spelling above and not on top of the miss-spelt word. If the miss-spelt word is more difficult the teacher will write the correct spelling above the word or in the margin. The correct spelling of words will be written at the bottom of the writing by teachers during marking and children are required to rewrite the word correctly three times. Pink highlighting is also used to identify incorrect punctuation. It is crucial that the appropriate spellings are highlighted (age/stage appropriate/key technical vocabulary etc.)
- Children should be encouraged to look at their work themselves and assess it. Self and peer assessment is very important in helping children learn to evaluate and improve their work. This may be done individually or with a response partner. There are many techniques that can be used, such as three stars and a wish to identify three positive things and one way forward. There are occasions when children may mark their own work or someone else's, such as a time tables test.
- Good work and effort is recognised by the use of motivational rewards, such as class points and stickers.

Inclusion

For some pupils, who may have difficulty working with this policy, the teachers have the discretion to alter and adapt these practices.

Policy Review

This policy will be reviewed in the Summer term 2025.