

Policy

Marking and Feedback Policy

May

2018

Broomfield Primary School

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Headteacher: Miss Alex Allison



Sub-committee at which reviewed:
FGB meeting at which approved :
Minute reference no:
Next review date:

School Improvement
Committee

May 2020

Chair of Governors:

Head Teacher:

Policy adopted - May 2018
Review Date - May 2020

Signed _____ Headteacher
_____ Governor

This policy was disseminated to Governors, Staff, (for inspection in the school office).
Location - copies of the policy can be found in the policies folder in the staffroom and in the office.

Rationale

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviours and leads to improvement in standards.

Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Evidence of our response to children's work can be found recorded in books and on display, but much of Foundation and Year 1 learning is practical and much response is verbal. A great deal of verbal praise is given. We use our judgment as professionals in a constructive way when working with young learners to take them forward.

We believe that often the most effective way of marking for all pupils is through dialogue.

We mark to:

- assist learning
- provide information for assessment
- encourage, motivate, support and promote positive attitudes
- inform planning
- promote higher standards
- correct errors and clear up misunderstandings
- recognise achievement, presentation and effort
- provide constructive feedback
- show pupils that we value their work
- allow pupils to reflect on their past performances and to set new targets together with the teacher

At Broomfield, Marking:

- is constructive
- is related to needs, attainment and ability
- is related to specific targets and learning objectives which are shared and made clear to the pupils in advance
- follows consistent practise throughout the school
- ensures that pupils know how well they are doing and what they need to improve to make further progress
- provides pupils with opportunities to assess their own work and that of others
- is positive and constructive with appropriate praise given
- sets targets for children to ensure pupil motivation and involvement in progress
- encourages a dialogue between teacher and child

Broad Guidelines

- Work will not always be marked in detail. Where verbal or other feedback has been given, this will be indicated.
- **Purple** pens used for positive comments, **green** pens to provide a moving on or next step comment. All green comments (where suitable) must be able to be acted upon and completed with a pink polishing pen (KS2)
- There must be a balance of teacher marking and evidence of feedback, collaborative improvement and self-assessment/improvement in all exercise books. Improvements that are made by the children should be visible, made using a **“pink polishing pen”** in Key Stage 2 and for Key Stage 1 pupils when ready. All recorded work should as a minimum be acknowledged (refer to school marking codes) next to the learning objective, or be recorded as a tick.
- Teacher’s handwriting needs to be legible, sit neatly on the line and be correctly punctuated as a model for the child.
- Children should be provided with time to read, consider and respond to the comments made. Acknowledge the children’s response when work is marked next.
- Maths to be marked daily to inform planning and groupings with extended writing to be quality marked. Other work (including homework) will be marked in a short form using bullet points that still clearly indicates successes and an improvement.
- Sub-standard work will not be marked but will be given back to the child to complete again. There is an expectation that work will be checked by the children against the classroom non-negotiables before being handed in.
- Spelling, punctuation and grammar need not be marked in every piece of work but basic errors (high frequency words or technical words) to be highlighted (up to 3 high frequency words). Children to correct their errors during feedback time.
- There will be times when it is appropriate for a T.A. to mark work – especially recording verbal feedback.
- Work is marked as quickly as possible. English and maths to be marked for the next lesson to inform planning and groupings.
- Talk partners- children are encouraged to evaluate their own and other’s achievements against the learning objective/success criteria, in verbal or written form.
- Self-marking – all children should be encouraged to self- evaluate. Older children should be encouraged to identify their own successes and look for an improvement in performance. Children may evaluate their own work using a traffic light system. The children place their books in the correct coloured marking box (beginning, within, secure). This will support the

staff identifying which children to work with next as part of a guided group as well as pinpointing next steps for each child.

- Supply teachers need to mark and initial all work (ST to indicate supply teacher).

Written Feedback

All work, including homework, will at least be **checked** against the learning objective where applicable. This is important as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children. The teacher will demonstrate the fact that they have acknowledged the work by using the school marking codes. Stamps or stickers may also be used to indicate work has been checked. It is imperative that such notations are used **consistently**. Next steps comments may be given in Science/Topic books if deemed appropriate.

Rewards

In accordance with our Behaviour Policy teachers establish their own reward systems, appropriate to the age and needs of the children in their class. These may be in the form of stamps, stickers and certificates. Smiley faces etc. may be used by individual teachers.

Planning and assessment

Marking informs planning and provides information for assessment.

Corrections support the child's learning and we remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark.

Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups.

Marking is for the direct benefit and improvement of the children's work. Marking is therefore undertaken by staff to inform the child of the progress they are making and the targets they need to work towards.

The school is trialling 'No Pen Wednesdays' during the academic year 2018/19.

Agreed Code for marking

It is essential for older children to have the skills necessary to proof-read and edit their work independently. The "agreed code" is a tool that older children will use to draft their work and produce a final copy. The code is introduced to the children at developmentally appropriate stages. Class teachers may use their professional judgement to alter the code as appropriate to the needs of the children in their class.

Broomfield Primary School Marking Codes

LO	Learning objective has been achieved - well done.
SP	Spelling mistake.
G	Grammar error.
^	Omission - you have missed a word or words out of your sentence.
//	Start a new paragraph here.
•	Incorrect answer.
C ✓	Shows a corrected response.
O	Punctuation error - circled.
CAT 	Come and Talk - you have misunderstood the work.
GW	Group/Guided Work
VF	Verbal feedback has been given.
SW	Supported Work
IW	Independent Work

Writing margin codes

If you see one of these in your margin then try to find and correct it yourself using your pink polishing pen. Look carefully for the error on that line.

CL	Capital letter error
FS	Full stop error
SP	Spelling error.
G	Grammar error
^	Omission
C	Comma error
P	Punctuation
.	Incorrect answer

<p>Words/phrases/punctuation highlighted in purple -These are the words/phrases/punctuation that your teacher is impressed with.</p>	<p>Words/phrases/punctuation highlighted in green - These are the words/phrases/punctuation that your teacher wants you to look at and possibly correct.</p> <p>These are your next steps for improvement and the things to remember in your next piece of work.</p>	<p>Use your pink polishing pen to make any changes, add in punctuation or answer any next steps.</p>
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Broomfield Marking Codes

Maths

LO	Learning objective has been achieved (according to colour codes).
VF	Verbal feedback (individual).
GF	Group feedback.
IW	Independent work.
SW	Supported work.
CAT 	Come and talk – you have misunderstood the work.
PI	Peer improvement.
VS	Visualiser stop.
.	Incorrect answer.
NS	Next step
	Greater Depth challenge – you have achieved your L.O and you will now develop the skill by deepening your thinking.

<p>Maths work highlighted in purple – This is what your teacher is impressed with.</p>	<p>Maths work highlighted in green – This is what your teacher wants you to look at and possibly correct.</p> <p>These are your next steps for improvement, either:</p> <ol style="list-style-type: none"> 1. Reteach – nearly there but you need to go through this with an adult. 2. Practise – you are confident but you need to go through a couple more. 	<p>Use your pink polishing pen to make any changes, corrections or answer any next steps.</p>
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Monitoring, Evaluation and Review

A key aspect of the role of the SLT and subject coordinators is to monitor, evaluate and review the effectiveness of our marking procedures throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils, observing in lessons, providing appropriate and high quality resources. It is the role of the subject coordinators to:

- monitor the implementation of the marking policy.
- use assessment data to monitor progress
- support staff with new ideas, resources and materials relevant to the policy
- monitor standards and to lead work sampling sessions where staff moderate marking across the school
- make recommendations for further improvements.

Review

This policy will be reviewed every two years. Any alterations that come from this review will be discussed and ratified by the teaching staff and appropriate governing body sub-committee.