



BRAMCOTE C OF E PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

Autumn 2024

Amendments to Marking & Feedback Policy

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| April 2018 | <p><u>Principles of good marking</u></p> <p>Addition to bullet point beginning... Involve all teachers <i>Marking carried out by persons other than the Class teacher will be clearly distinguished by SS – Support Staff, Supply Teachers – Will write their initials at the side of marking and /or comments.</i></p> <p>Additional bullet point – <i>Work transcribed by the teacher will be done in blue or black pen.</i></p> <p><u>The process of marking and feedback</u></p> <p>Additional paragraph <i>To make the marking process more consistent and meaningful to the children's learning and progress, the teachers' will ensure that for every piece of maths and English work they use a template for the learning objective and success criteria, these will be stuck into the children's books. (Appendix 1)</i></p> <p>New – Self-assessment –Three faces approach <i>At Bramcote C of E Primary School we will use a three faces approach as a way of encouraging the children to self-assess how well they believe they have done with their work.</i></p> <p><i>In reception we will introduce the three faces approach to the children and ask them to place their name on the face which best fits how they feel about their work.</i></p> <p><i>From Y1-Y6 children will mark how well they think they have done against the learning objective and success criteria by putting either a smiley (I have done well and have achieved), straight (I have done ok) or sad face (I could have done better, I need some support).</i></p> <p><u>Marking Symbols</u></p> <p>Additional sentence <i>In Reception the children will be introduced to marking stamps which will help them to recognise their achievements against the work set.</i></p> <p><u>Appendix 1:</u> Addition <i>Learning Objective and Success Criteria Template.</i></p> |
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| <p>May 2019</p> | <p><u>Principles of good marking</u> <u>Point 9</u> – To read- Marking carried out by persons other than the class teacher will be clearly distinguished by their initials.</p> <p><u>The process of marking and feedback</u> <u>iii) Developmental marking</u> – Smiley face has been deleted. New sentence within paragraph reads – A support or challenge comment will be written underneath the SC with an arrow within a circle to mark the support or challenge comment.</p> <p>Two stars and a wish – section deleted, as this is no longer used as a strategy.</p> <p><u>The frequency of marking</u> Additional section on spelling added following the bold paragraph.</p> <p><u>Appendix 1</u> Example of Learning objective and success criteria template additional row has been added to enable space for marking and feedback.</p> <p><u>Appendix 3 – Marking codes used in Reception, KS1 & KS2</u> Marking symbols to be updated to include Reception class stamps.</p> |
| <p>September 2020</p> | <p>Due to Covid-19 and advice to minimise the amount of books being transported from home to school due to possible transmission we have amended our policy to reflect this.</p> <p><u>Principles of good marking</u> Additional sentence after the second bullet point. <i>At this time more verbal feedback will be given for them to respond to.</i></p> <p><u>The processes of marking and feedback</u> Amendments made to paragraph on light marking;</p> <p><i>ii) ‘Light’ marking of work – during this period, light marking will be used in all subject areas requiring marking and feedback, this is to enable marking to be done more efficiently at school rather than transporting books home. This form of marking acknowledges and recognises attainment and/or progress, success and/or completion of pupils’ work. Where a learning objective has been met this can be fully highlighted in a yellow highlighter and marked with LO met, if partially met the LO will be diagonally slashed with the yellow highlighter. Where it is possible up to three examples of how the child has demonstrated that they have met the LO/SC can be highlighted in yellow highlighter pen.</i></p> |

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| | <p>Amendments made to developmental marking; <i>iii) Developmental Marking – At present Developmental marking will be less frequent and only used when supporting a small group of children when marking can occur with them present.</i></p> <p>The frequency of marking Amendments made <i>At this time all pupils' work will to be light marked by Teacher or Support Staff. No work for any subject should go unmarked. In addition to this, at least one piece of writing a week the key words spellings appropriate to the year group will be identified and marked.</i></p> <p><i>Developmental marking may occur in English and Mathematics if this is deemed appropriate by their teacher.</i></p> |
| November 2022 | <p>Page 5 i)Teacher's well considered intervention -removal of final sentence. For younger pupils this can be noted down to record the feedback and response process using the symbol for verbal feedback. VF</p> <p>ii) Light Marking – Addition to last sentence to read- not met highlighted at each end of the LO.</p> <p>iii) Remove – At present from beginning of sentence.</p> <p>Page 6 – Self-assessment –Three faces approach – Remove last sentence - Prove it document is used for child to judge their success against the LO / SC (Year 5 – 6) -No longer used.</p> <p>The Frequency of marking – Remove At this time all pupils' work Change to The expectation is that all work ...</p> <p>Page 7 – Marking of Spelling - Removal from first sentence - the National Curriculum high frequency (HF) word spelling lists.</p> <p>Marking in Foundation Stage (Reception Class) Remove - and as the Foundation year progresses directly onto recorded EaZMAG. EaZMAG is no longer used in school.</p> <p>Appendix 3 -Updated the Marking Symbols to reflect current symbols in use.</p> |

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| November 2024 | <p>P4 Removal of paragraph <i>'To make the marking process more consistent and meaningful to the children's learning and progress, the teachers will ensure that for every piece of maths and English work they use a template for the learning objective and success criteria, these will be stuck into the children's books. (Appendix 1).</i></p> <p>Removal of Appendix 1 (L.O. and success criteria template).</p> <p>P5 Amendment: <i>'Peer Assessment is introduced to the children in Y4'</i> changed to <i>'Peer Assessment is introduced to the children in Y2.'</i></p> <p>P6 Removal of paragraph <u>Self-assessment –Three faces approach</u> due to no longer using this template in books.</p> <p>P6 Amendment to <i>'Each week one of the success criteria will be linked to Spelling or phonics'</i> to <i>'A maximum of 3 incorrectly spelt HF will be identified by SP, the child will then be asked to rewrite the words correctly 3 times using their purple pen.'</i></p> <p>Appendix 2 amended to new marking symbols.</p> |
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RATIONALE

At Bramcote C of E Primary School we are committed to providing relevant and timely feedback to pupils both orally and written. It is intended that marking serves the purpose of valuing pupils' learning, helping them to identify areas for development or next steps, and evaluating how well the learning task has been understood.

By creating a dialogue with the learner, through which feedback can be exchanged and questions asked the learner becomes actively involved in the process.

AIMS

Through this policy we aim to be effective in our marking and feedback by being able to:

- ✓ Assess children's learning and progress.
- ✓ Take learning forward.
- ✓ Provide consistency and continuity in marking throughout the school so that the children have a clear understanding of teacher expectations within every class.
- ✓ Use marking and responses from children as a tool for formative and on-going assessment.
- ✓ Improve standards by encouraging children to give of their best and improve on their work.
- ✓ Develop children's self-esteem through praise and valuing their achievements.
- ✓ Create a dialogue with children which will aid in their progression.

PRINCIPLES OF GOOD MARKING

Good marking and feedback of children's work should:

- ✓ Be positive, motivating and a constructive approach to improve their learning.
- ✓ Consist of both verbal and written which is at the child's level of comprehension ensuring that it is understood. At this time more verbal feedback will be given for them to respond to.
- ✓ Be accessible to all by responding to children's individual needs.
- ✓ Be frequent and regular but manageable for the teacher.
- ✓ Relate to the Learning Objective.
- ✓ Inform future planning of lessons.
- ✓ Where appropriate be linked to basic skills in English e.g. handwriting and spelling.
- ✓ Ensure children can actively demonstrate understanding of targets set.
- ✓ Involve all teachers and teaching support staff who work with the class, groups and individuals. Marking carried out by persons other than the Class teacher will be clearly distinguished by their initials.
- ✓ Be consistent throughout the school.
- ✓ Involve all children in the process from Foundation to Year six.
- ✓ Ensure that children are clear about the teacher's expectations.
- ✓ Allow the children specific time for them to Read, Reflect and Respond to the marking and feedback given.
- ✓ Use examples of children's work to support with understanding of success and how to improve.
- ✓ Written feedback is done using a green pen.
- ✓ Work transcribed by the teacher will be done in black.

THE PROCESSES OF MARKING AND FEEDBACK

Four types of marking and feedback occur during teaching and learning at Bramcote C of E Primary. We will always mark and write comments on work using a green pen.

i). **Teachers' well considered intervention** – This is used to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback used in mini plenaries and mid-session reviews through the use of effective questioning to clarify, refocus tasks or promote enquiry. It may also be verbal feedback given during a 1:1 learning time with a pupil or with a small group and this is recorded as VF in books.

ii) **'Light' marking of work** – light marking will be used in all subject areas requiring marking and feedback, this is to enable marking to be done more efficiently and effectively. This form of marking acknowledges and recognises attainment and/or progress, success and/or completion of pupils' work. Where a learning objective has been met this can be fully highlighted in a yellow highlighter and marked with LO met, if partially met the LO will be diagonally slashed with the yellow highlighter, not met highlighted at each end of the LO.

iii) **Developmental Marking** – **Developmental marking will be less frequent and only used when supporting a small group of children when marking can occur with them present.** This is where incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and

deepen learning. A support or challenge comment will be written with an arrow within to mark the support or challenge comment.

e.g.

→ To make it even better, can you think of ...

When considering written feedback to the children it is important that we think “How will this improve their learning?”

- ✓ Can it be something they can act upon – use imperative verbs which direct e.g. describe, calculate, check, find, change...
- ✓ Does it remind the children – reiterate the LO – describe the character using more detail.
- ✓ Does it scaffold the children’s learning – e.g. describe something that happened which showed you they were a good friend or describe how this person is a ‘good friend’
- ✓ Finish off a sentence – She showed me she was a good friend when ...
- ✓ Is it an example prompt – model a possible improvement then asks the pupils for an idea of their own.
- ✓ Is it challenge or question prompt – pose a challenge to extend learning further.

Some examples of the sorts of statements or questions to ask can be found in Appendix 1.

When pupils are given a next steps target or corrections it is important to ensure that they are given time to respond. The children will respond using a **purple pen of progress** which clearly identifies to the teacher where changes, amendments or improvements have been made.

iv) Self & Peer Assessment

We recognise that the following are important points to consider when getting the children to mark their work on their own or collaboratively:

- ✓ Children will need to be trained to do this. The teacher will always model the process to the whole class using samples of pupils’ work, or prepared examples before asking them to use the strategy in pairs on their own.
- ✓ Ground rules need to be set – e.g. being positive, supportive and relevant to the SC/LO.
- ✓ It can be used as part of the starter or plenary.
- ✓ Peer Assessment is introduced to the children in Y2, this will be initially guided by the teacher and ground rules are set to make it a supportive and constructive process for the children.

THE FREQUENCY OF MARKING

The expectation is that all work should be marked, light marked by Teacher or Support Staff. No work for any subject should go unmarked. **In addition to this, at least one piece of writing a week the key words spellings appropriate to the year group will be identified and marked.**

Developmental marking may occur in English and Mathematics if this is deemed appropriate by their teacher.

Marking of spelling

A maximum of 3 incorrectly spelt HF will be identified by **SP**, the child will then be asked to rewrite the words correctly 3 times using their purple pen.

This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made, this could be within the lesson, at the start of the lesson or following the lesson. The child will annotate their work using a purple pen, which will clearly indicate where adaptations, improvements and next steps have been made.

Marking in Foundation Stage (Reception Class)

In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback, discussion recorded and noted down. This will be recorded on Tapestry to show the pupils' learning journeys.

MARKING SYMBOLS

At Bramcote C of E Primary School we use marking symbols with the children to aid them with their understanding of successes and guide them in developing further. Below is a list of symbols used. These are clearly displayed in all classrooms. (See Appendix 2)

MONITORING AND EVALUATION

Monitoring of the policy will be done through work scrutiny led by the Headteacher, Deputy Head Teacher and where appropriate subject leaders. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher and subject leaders will also monitor the impact of developmental marking through work scrutiny in both Mathematics and English as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys.

Pupil interviews will be used to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. Work scrutiny will be included in the assessment and monitoring cycle and feedback will be given to teachers, teaching assistants and governors.

POLICY REVIEW

This policy has been agreed by the staff and Governors in the Autumn 2024 and will be reviewed in Autumn 2025.

Appendix 1 Examples of feedback prompts requesting response.

| <u>Writing Prompts</u> | <u>Maths Prompts</u> |
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| Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc) | Look back at your work – can you add...(your method, a number line) |
| Try to find the sentence which needs to be changed /doesn't make sense and improve it. | Can you find where you went wrong? |
| How could you check this? | How could you check this? |
| Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar) | Now try these... (extension questions/Consolidation questions) |
| | If the answer was What could the question be? |
| Is there another way you could write this information (highlight sentence)? | Is there another way you could do this? |
| Can you find a way you could write this in a shorter sentence? | Can you find a quicker way of doing this? |
| Finish this sentence: | Finish this sentence: (Explaining work) |
| Fill in the blanks: | Fill in the blanks: _ 2 + _ 6 = 6 _ |
| Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc) | Highlight where you have used (column method, grid method, a strategy to check your answer, etc) |
| Boom! This sentence by adding | |
| Tell me 1/2/3 reasons why I should give you a Wow! Point for this work. | Tell me 1/2/3 reasons why I should give you a Wow! Point for this work. |
| Tell me ... that have ...? | Tell me ... that have ...? |
| Tell me two sentences that have adverbials. | Tell me two numbers that have a difference of 12. |

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| What ... would you use to...? e.g. What word would you use show me what the character is feeling? | What ... would you use to...? e.g. What unit would you use to measure the width of the table? |
| <u>English</u> | <u>Maths</u> |
| | What are the ... of ... ? What are the factors of 42? |
| Please write another ... connective/sentence that shows me how the caterpillar moved. | What is another ... method that might have worked? |
| Show me how you think this sentence would work with ...adverbials/connectives/ adjectives. | Show me how you think this will work with ...other numbers/3 digit numbers? |
| Verbal: Please talk me through what you have done so far. | Verbal: Please talk me through what you have done so far. |
| Show me how you could write it with ... adverbials, connectives, punctuation? | Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line? |
| What would happen if...? | What would happen if...? e.g. What would happen if you started with 52? |
| What new words today? What do they mean? | What new words today? What do they mean? What maths words also mean...? |
| | Would it work with different numbers? |
| What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound? | What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0? |
| What if you could not use...? What if you could only use...? Short sentences, simple sentences, the adjectives for sight? | What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers? |

APPENDIX 2: Marking codes



Highlighter Objective met

C Capital letter

sp Spelling

vf Verbal feedback

(s) Supported

P Missing punctuation

^ Insert word

→ Next steps