

Bridgewater Primary School  
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## **Marking and Feedback Policy**

Reviewed: September 2024

Next Review: September 2026

## Mission Statement

Our mission is:

- Make a difference in children's lives; see them grow and become confident young people by opening doors to new opportunities and ensuring choice.
- Foster a belief in achievement built upon aspiration so that all children enjoy learning and achieve across the curriculum.
- Cultivate talent by giving all children access to enjoyable, exciting learning opportunities with innovative challenges and experiences.
- Guarantee teaching and learning that ensures the basic skills in preparation for the future by developing successful, independent, creative, resilient thinkers.
- Provide a nurturing, stable, safe and friendly community built on mutual trust that promotes learning.
- Instil a determination to succeed by modeling and developing the continuous improvement of ourselves and others.
- Ensure children know their successes by promoting a sense of pride in all children's abilities and achievements.

Teacher standard: Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond

Ofsted: They (*teachers*) check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

At Bridgewater Primary School **all** children's work is marked in order to:

- Promote the child's self-esteem, interest and respect for his/her work
  - Encourage and praise by noting examples of good practice
  - Demonstrate to the children the school's interest in, and concern for, their work
  - Focus the children's attention on some of their errors and suggest means of correcting them
  - Evaluate individual progress and to enable teachers to plan for the next steps of learning
  - Assess the effectiveness of teaching.
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- ✓ All work should be marked in green pen.
  - ✓ Marking codes are used to encourage independent editing.
  - ✓ Marking should always contain constructive comments and praise.
  - ✓ Use stickers/stamps and house points to motivate the children.
  - ✓ Excellent work can be shared with senior leaders.
  - ✓ Please comment on overall presentation, handwriting, spelling and grammar and if the child has met your expectations. Model at the bottom of their work for them to practice if not.
  - ✓ If verbal feedback is given *TF* is marked in books. Children should then write/respond to the verbal feedback in their books.

- ✓ Regular opportunities for peer and self-assessment are evident (including purple polishing pens from Year 2).
- ✓ Children to respond to marking comments
- ✓ Success criteria used in Big Write books
- ✓ Set a challenge or comment on the next steps in the learning journey if appropriate
- ✓ Any supply teachers/teaching students will be made aware of these procedures; he/she must sign the marked work to show it was not completed with the class teacher.

#### Marking codes – to develop independent work.

**Sp** – spelling error

**G** - grammatical error

**P** – punctuation error

✓ - You have done this well

✓ ✓ - something is excellent

**TF** - teaching assistant or teacher feedback

**WS** - completed with support

**I** - independent work

**CL** - capital letter

// - start a new paragraph

**NL** - start a new line

#### Marking and Feedback in the EYFS:

- ✓ Instant verbal feedback by all staff giving praise for what they have done and then a challenge or consolidation within all areas of the provision.
- ✓ The children can place their best work into a box to share with others at the end of the day.
- ✓ Stickers and house points are given as an incentive.
- ✓ Marking of homework, writing books and maths books.
- ✓ Writing/mark making books are marked in green pen with the date, and code of WS or I.
- ✓ Writing books are marked with green pen, corrections over the top i.e., for capital letters, one comment saying what they have achieved and an arrow for their next steps.
- ✓ Maths work that is correct is marked with a tick, incorrect answers are marked with a dot.
- ✓ Any numbers that have been formed incorrectly have to be modelled and corrected.
- ✓ Incorrect number work should have a modelled example and corrections completed to show understanding.
- ✓ Teachers may have to discuss misconceptions with children to ensure their understanding.

#### Big Write Books

- ✓ Teachers' comments reflect the children's success
- ✓ Teachers use success criteria made up from the learning that week and the children's writing targets to set expectations for an independent piece of writing. Children should be given the opportunity to self-assess against this criteria.

#### English Books

- ✓ Acknowledge a success against the WALT.

- ✓ Indicate an appropriate next step, e.g. Great use of adjectives - look back at your writing and add commas between your 2 adjective phrases. (This should be linked to non-negotiable or/and basic skills).
- ✓ Allow children time to respond to marking each lesson or as appropriate.
- ✓ Incorrect spelling of common words must be corrected and the children should write these 3 times. KLIPs in the front of children's English books identify statements achieved (highlighted termly) and future learning opportunities. This allows children to track their own progress.

#### Maths Books

- ✓ Work that is correct is marked with a tick; incorrect answers are marked with a dot.
- ✓ Any numbers that have been formed incorrectly have to be modelled and corrected.
- ✓ Incorrect number work should have a modelled example and corrections completed to show understanding. Teachers may have to discuss misconceptions with children to ensure their understanding.
- ✓ Misconceptions are addressed during the session or through intervention – fix it times.
- ✓ If the children have achieved the WALT, you may give them a challenge to broaden/apply their skills.

#### Foundation Subject Books

- ✓ Acknowledge a success against the learning objective.
- ✓ Pick up non-negotiable skills when relevant.
- ✓ Where applicable next step/challenge/recap point is given.

#### Guided Group Work

- ✓ If a pupil has worked with an adult in Guided Group work then place a T / TA/TS (teaching student) to show that an adult has guided this work.
- ✓ This symbol needs to be placed at the start of the marking comment.