

Marking and Feedback Policy

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

Ofsted: Outstanding – consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains

Ofsted Priority 1: Increase even further the rates of progress pupils make across all classes by:
– ensuring that marking of pupils’ work is sharply focused on what they need to do to improve
– ensuring that every pupil is given the opportunity to respond to their teacher’s comments.

The marking policy from Bridgewater Primary School explains that 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 or stamps to motivate the children.
 - ✓ 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 the verbal feedback in their books.
 - ✓ Regular opportunities for peer and self assessment are evident (including purple polishing pens at KS2).
 - ✓ 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

Marking codes – to develop independent work.

Sp – spelling error

G - grammatical error

P – punctuation error

✓ - You have done this well

✓✓ - something is fabulous

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 of what they have just done. 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, star slips, stickers and steps on the race track 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 T-Teacher guided work, TA-Teaching Assistant guided work, I-Independent.
- ✓ Writing books are marked with green pen, corrections over the top ie, for capital letters, one comment saying what they have achieved and an arrow for their next steps. Writing passports are also filled in.
- ✓ 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.
- ✓ Comments about improvements should be linked to basic skills – where appropriate.

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. A maximum of 3.
- ✓ 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, give them a challenge to broaden/apply their skills.

Creative and Discreet Books

- ✓ Acknowledge a success against the question.
- ✓ Where applicable next step/challenge/recap point is given.

- ✓ Pick up non-negotiable skills when relevant.

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.
- ✓ All TAs marking group work should follow the policy above.
- ✓ 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.