



BROAD HEATH SCHOOL

Marking and Feedback Policy

Reviewed - May 2022

Aims

1. To provide formative and summative assessments which are needed to monitor pupil progress and plan for their future learning.
2. To establish a written and verbal dialogue between the teacher and the child concerning their learning, difficulties and successes.
3. To provide written and verbal commentary on the learning progress and achievements of the child for the child themselves, parents and other stakeholders.

Intent

1. To ensure teachers to monitor the child's progress and track their achievements and progress.
2. To ensure that the marking criteria are clearly understood by the teachers, parents and children, by referral to the school marking codes.
3. To establish consistency in the marking criteria across the Key Stages to ensure rapid progress.

Implementation

The marking policy will be discussed and shared with all staff so everyone is clear with the feedback expectations. It should be also stored on the shared drive and available on the school website.

Regular monitoring and moderation of books by Year Leaders and the SLT will ensure the policy is being implemented fairly and consistently.

Teachers to implement the policy consistently and ask for support if needed.

Early Years

1. Recorded work should be marked with the child present. Children should write their name next to completed work and feedback given. The V symbol should be used to show where marking has been verbalised with the child present.

2. All Early Years Outcomes achieved to be highlighted on the strip relevant to the learning taking place. Post-it notes will be used and stuck into books where independent observations have been made or this can be electronically typed.
3. Any independent work needs to be initialled with an 'I' and 'Supp' or 'S' where support has been given.
4. A coloured pen should be used to write any questions asked during the learning activity as part of enhancing the children's communication and language development further.
5. Observations should be recorded in books and reference made to record progress towards Learning Goals or by highlighting the relevant goal.
6. Discussions with children about recorded work will emphasise the positive aspects and their achievements and give guidance on improvement. Use the stampers to show this.
7. All handwriting should follow the Handwriting and Feedback policy and correct formation and joining in a precursive style should be encouraged. Any incorrect formation needs to be modelled to the children.
8. Next steps to be modelled and discussed with the children during the session, with any incorrect spelling being highlighted and three of these should be corrected by the child.
9. Children's achievements should be recognised and celebrated by sharing with their peers and parents/carers at parent consultations/Stay and Play/assemblies.
10. Any absent pupils should be marked as absent in the work books next to the learning strip.
11. The appropriate red stamp should be used for Greater Depth challenges.

Key Stage 1 & 2

1. Presentation

- Pupils are expected to take pride in the presentation of their work.
- Date and title to be marked with a tick and spellings mistakes identified through underlining/circling.
- Poor presentation should be marked with a "P" and a reason indicated.
- No rubbers are to be used anywhere in books. If children make a mistake, then they should mark a small 'x' either side of the incorrect word rather than crossing out. Teachers can use rubbers under their discretion.
- Scribbling or damaging books in any way is unacceptable.
- There should be no gaps or pages missed out.
- All written work needs a title and date underlined using a ruler and pencil/pen.

- All handwriting should follow the Handwriting and Feedback Policy and correct formation and joining in a cursive style should be happening.
- In all subjects (except Maths) children who can form the letters correctly and join their writing should begin writing in pen as decided by the class teacher.
- In maths books, children should be using one square per digit for numbers.
- Numbers should be modelled and practised by the teacher and children.

2. Positive Marking

“Marking should help to motivate children to progress” (Marking Policy Review Group Gov.uk)

- Good work should be recognised, modelled and praised either verbally or in writing with the rest of the class if suitable.
- Rewards may be given for high standards or progress. Examples of rewards include stars, good work pads, postcards home, sharing on the blog or awarding certificates.
 - A yellow highlighter will be used to evidence good examples of writing. For example: highlighting expanded noun phrases, conjunctions, figurative language, punctuation etc.
 - Highlighters can also be used to inform children of good examples of work in other subjects or if any part of the work could be improved. Reasons why pieces of work are highlighted should be shared with the children by the class teacher.

3. Feedback

- If marking is to be ‘meaningful’, it should advance pupil progress and outcomes; therefore marking should refer to the learning objective.
- Where appropriate a green stamper is acceptable to show a child has achieved the objective.
- Feedback can take the form of spoken or written marking, peer marking and self-assessment depending on what is appropriate for that lesson.
- Where work does not achieve the Learning Objective an orange or red stamp should be used based on the teacher’s judgement of the extent to which the child has achieved the objective. Any use of the red and amber stamper must be supported with a verbal or written explanation as to why the child has not fully achieved the objective.
- Challenge stampers should also be used in marking and in lesson feedback on a regular basis to provide challenge for children meeting the learning objective. If the child has achieved the LO at a greater depth, LO GD should be written.
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- If work is being completed at a greater depth this should be clearly labelled as GD work/copied on Yellow paper to show this.
- If the teacher believes a more detailed comment, a next step challenge or a question etc will be useful for the child, it should support the learning, be comprehensible and if possible or appropriate, examples should be given as a model. This should be happening consistently through the week.
- Visualisers, the reflection app and photographs can be used to demonstrate how work can be improved or show examples of good work

- In Key Stage 1, some of the work should be marked in the presence of the child and children to initial to confirm they have read/talked about marking.
- In Key Stage 1, only the first and last paragraph or the first 10-12 maths problems can be marked in depth.
- In Key Stage 2, the first 2 or 3 paragraphs for longer pieces should be marked in depth. The first 10-12 maths problems should be marked.
- Where appropriate, next step challenges should be provided for the children to either consolidate or further their learning.
- For writing pieces, highlighters should be used to show where a child has used good language and grammar skills appropriate to the year group's expectations.
- Moderation of work should have an M in their books when work is looked at and a synopsis of findings should be uploaded on the shared monitoring document

4. Pupils' responses

- Pupils should initial or sign teacher's comments and respond to questions. Teachers should make sure that this has been done. It must be noted if children are absent to make it clear why comments have not been answered.
- If a child is absent, LSAs must write absent, date and learning objective in the child's book.
- Children can use a coloured pen to make edits in their writing.
- Children should be using 'drafting' slips to improve parts of their writing.

5. Timing

- Most of the pupils' work should be marked as soon as possible after completion, bearing in mind some work might span several days. Once work is completed it should be marked before the next lesson so children can understand how to make progress.
- In Key Stage 1, work should be marked with the children where possible, to allow for verbal feedback and modelling for less able readers. The V symbol should be used to show that feedback has been verbalised with the child present.

6. Consistency

- Teachers should ensure that parents and children are made aware of the codes used to mark their children's work; they should also be aware of the strategies necessary to make progress in their learning. There will be time and opportunity for this at parents' interviews and meetings and in the child's annual report.
- Each classroom should have the marking codes displayed as a reference.

7. Grammar

- Children are expected to write in complete sentences for most lessons, across the curriculum, using punctuation and grammar appropriate to their development.

- In addition to marking against the Learning Objective, teachers may decide that significant grammar (and punctuation) errors need to be addressed regardless of the subject being marked.
- In each piece of assessed writing, particular attention must be given to grammar and punctuation. From this, grammar targets should be given to help the children improve against the learning objective.
- Where there is a grammar error, the mistake will be identified and corrected. This should be discussed or modelled to suit the age of the child.

8. Spelling

- Incorrect spelling should be addressed in books in all subjects
- All spelling errors should be underlined and be marked 'sp'.
- In Key Stage 1, the 3 incorrect spellings, marked 'SP' should be added to an 'SP' list at the bottom of the piece of work. Children will practise writing the spelling correctly 3 times next to the teachers marking at the bottom of the piece of work. Write X3 to encourage children to do this.
- In Key stage 2, the 5 incorrect spellings, marked 'SP' should be added to an 'SP' list at the bottom of the piece of work. Children should write this out 3 times in their book.

9. Maths

- Maths work should be completed in pencil unless specified by the teacher
- Each step of number calculations should be checked for accuracy.
- If part of the operation is correct, this should be acknowledged in the form of a tick but if the answer is wrong then it should be circled and marked with a cross.
- To support children's understanding of place value, each digit should be written in columns - one digit in one square
- All geometry, tables and straight lines should be drawn using a ruler.

10. Other adults







- LSA marking should be checked by the teacher and any errors are the teacher's responsibility. LSAs and cover staff to initial after their marking. Teachers should ensure other adults working in their class are aware of the marking policy.

Review

The marking policy will be reviewed at the beginning of each academic year.

Each subject co-ordinator will review standards of work as part of their role of tracking standards of attainment and children's learning.

MARKING CODES

	I am happy with your work.
	This is not your best; you can do better.
LO GD	The child is working at a Greater Depth standard for this piece of learning.
	Your work is correct.
	You are beginning to understand this learning.
	You have not understood the learning and need to discuss this with an adult in the class.
	A challenge given to children to further their learning.
V	We have talked about this work. Teacher to note the main point.
_____	You have made a grammatical mistake. Teacher will correct for you and discuss with you. This can also be used as a 'next step' prompt for children.

<p style="text-align: center;">P</p>	<p>Indicates there is a problem with the child's presentation-a reason should be indicated.</p>
<p style="text-align: center;">Sp or _____</p>	<p>Incorrect spelling</p>
<p style="text-align: center;">M</p>	<p>This indicates a particular item of work has been used for assessment by teachers. Teachers to add initials.</p>
<p>Sent to the Head</p>	<p>Headteacher's Award will be given when the work is of a very high standard or the child has made exceptional effort. A child will go to the head and a sticker will be awarded.</p>