



BOURNEBROOK CHURCH OF ENGLAND PRIMARY SCHOOL

Marking and Feedback Policy

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Bournebrook C of E Primary School

Marking Policy

At Bournebrook C of E Primary School we believe that every child should be provided with clear, relevant and constructive feedback of their work, both orally and in writing. Feedback and marking of work are a fundamental element of the assessment of children's work and is vital in ensuring the progression of children.

We aim to provide a consistency and continuity of marking throughout the school so that children have a clear understanding of expectations.

Aims

Through the marking of work we aim to:

- Create a dialogue between teachers and children which will aid progression
- Motivate children and positively reinforce achievement
- Provide the teacher with a clear indication of the success of teaching and learning
- Use the marking system to inform formative ongoing assessment
- To quickly address any misconceptions or difficulty and provide timely interventions
- Support a child before the next lesson.
- Identify and misconceptions

Principles of Effective Marking

Effective marking should:

- Relate to the learning objective and success criteria of the work set
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Be written clearly and model good handwriting to children
- Be frequent and regular
- Give children the opportunity to reflect on their learning
- Recognise and reward achievement
- Be manageable for staff
- Support the correction of errors or misconceptions in learning.
- Provide examples of support

Specific Marking Guidance

Marking of work should take place ideally within the lesson, or as soon after the completion of work as possible. This ensures that feedback is relevant and can form a basis for ongoing progress in subsequent lessons.

Marking should be carried out in green pen to contrast with the work of the children. When marking work, the codes found in Appendix A should be used to ensure consistency across the school.

In each lesson the child's success in achieving the specific learning objective should be assessed. If a child has met the learning objective, this should be indicated with a single tick next to the child's written learning objective. If it has been greatly exceeded or exceptional progress has been made throughout the lesson, this should be indicated with a smiley face.

Types of feedback and marking

Verbal feedback

It is important for children to receive regular verbal feedback from the adult working with them. Verbal feedback gives the opportunity to give the child instant and timely input. This may be to address any misconceptions in a child's understanding or to further extend their learning.

Oral feedback is important in all age groups but this is particularly essential in Foundation Stage and Key Stage 1 where children may be unable to read a written comment. This may also be the case for children in Key Stage 2 with Special Educational Needs.

If a child has received verbal feedback on written work from an adult this should be indicated in their book with the symbol **VF** (see Appendix A)

Summative feedback

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups. Children can use a purple pen/ pencil to correct misconceptions

Formative feedback

When longer pieces of English work are completed a success criterion may be included for the children to self assess, peer assess and for the teacher to assess. Teachers will model the use of success criteria marking to support the pupils. Editing time after marking a longer task will be planned into lesson times.

Literacy

When marking pieces of Literacy work adults should:

1. Read the entire piece of work
2. Indicate whether the learning objective has been met.
3. A tick next to the learning objective will show the LO has been met
4. If the learning objective has not been met children will be given verbal feedback to support their misconceptions or if a large number of pupils have misconceptions the learning objective will be retaught.
5. Up to three key spelling errors will be identified and rewritten in the margin.

Mathematics

Live marking will occur in lessons to enable adults to spot errors or misconceptions early. Children will correct up to three corrections in purple pen.

Older children will mark their own work and make corrections or receive support.

When marking pieces of mathematics work adults should:

1. Indicate whether the learning objective has been met.
2. Tick or dot questions with a green pen to indicate correct or incorrect answers.
3. Tick next to LO to show the learning objective has been met
4. Model guidance and support within a child's book in green pen.
5. Ensure previous corrections have been made and misconceptions addressed.

Foundation Subjects

The marking of work produced in foundation subjects should be related to the learning objective and should not focus on Literacy skills. However, high frequency words and topic-based vocabulary should be identified and corrected by pupils in purple pen/ pencil.

Self-marking / self-assessment

Self-assessment is a valuable tool for improving a child's understanding of their successes and next steps to improve. Children should be given the opportunity to assess their own work under their teacher's supervision. The children should be given clear guidance when assessing their work, such as lists of success criteria. These changes should be completed in purple pen or purple crayon.

Peer Assessment





Children may sometimes work together to assess each other's work. Children should be encouraged to support each other and feedback on learning and achievement. They could highlight evidence of success or write a comment in another child's book in a different colour pen or pencil.

To encourage successful peer assessment children should:

1. Be trained to do this through modelling with the whole class, watching the paired marking in action.
2. Identify things that match the success criteria and then suggest a way to improve the piece against the learning objective.
3. Be encouraged to create a dialogue between each other.

APPENDIX A

MARKING KEY

Code	Explanation
	Objective achieved
	Teacher is pleased
VF	Verbal feedback given
I	Independent work (EYFS/ SEND)
S	Supported work (Teacher or TA)
ST	Work completed by a supply teacher
PA	Peer assessed
sp.	Spelling mistake
//	New paragraph
	Correct answer
.	Incorrect answer
	Incorrect punctuation
Picture symbols used in Year 1	Show finger spaces/ full stops and capitals