

**Brighter Futures Academy Trust**  
**Marking and Feedback Policy**



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
S Cockcroft	November 2013	October 2014
V Dear	October 2014	October 2015
V Dear	December 2015	October 2017

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers need to follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

At Field Lane Primary we believe that the most effective way of marking is through dialogue.

### **Purpose**

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher
- To provide guidance on expectations of presentation
- To improve the organisation of the pupils work

### **Principles**

At Field Lane all marking should:

- Be constructive
- Be related to needs, attainment and ability
- Be related to specific criteria/learning objectives which the pupil should know in advance
- Ensure that pupils know how to reflect and react to comments on how well they are doing. Pupils, where appropriate, should respond to comments and initial to acknowledge. RAR time (Read and Reflect) may be provided as morning work or as part of a lesson; pupils will complete corrections and give feedback using green pens.
- Provide pupils with opportunities to assess their own work and that of others, pupils to use traffic light system to indicate how they felt about a piece of work, e.g. traffic light marking trays, self-marking faces.
- Work should be marked as quickly as possible i.e. same day or next day.
- All adults use purple pens for marking and correcting pupils work. Adults take care to preserve the integrity of pupils' work. For example, work should be marked at the drafting stage and not on the final copy.
- Final pieces are not always marked, when marking or feedback has taken place during the writing process.
- Erasers are only used during final draft/best pieces of work. at other times mistakes are left or a line put through them by the pupil. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified.
- Work can often be marked by the children themselves. In this way the class can discuss and explain the answers and any misconceptions addressed. (Pupils should be encouraged to self-assess their homework using the traffic light system).

- Marking should be done using cursive, legible writing, following the schools handwriting policy.
- Corrected spellings should be printed into the margin and children should copy correctly three times, before placing into word books.
- All marking should be initialled by whoever has marked it and the agreed code used (see appendix)
- At Luddendenfoot Academy pupils work should:
  - Always be dated using the word format except during maths and science when the number date is used, and underlined in KS2- DUMTUMS.
  - Have the learning objective/ outcome at the top of the piece of work and underlined in KS2, where appropriate or stuck in.
  - Be completed in pencil until a child has been awarded their pen license by the class teacher , only handwriting/fibre pens are used by the pupils
  - Be on paper with margins wherever possible.
  - Be on squared paper for maths and pupils should put a digit/mathematical symbol in each square when recording.
  - Tackle corrections, in maths, at the end of the piece of work, setting out the problem again, so it can then be remarked.

### **Rewards**

These will be in accordance with our behaviour policy and will be in the form of Fabulous Field Lane stamps, stickers and certificates.

### **Professional Judgement**

Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil.

The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking.

Teachers must use their professional judgement when deciding how many corrections to mark.

Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups. These should be rotated to target all children.

Marking is for the direct benefit and improvement of the children's work. Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards. It is recognised that some pieces of work will not be marked, as marking is only effective if the child is given opportunities to respond to the comments.

Teachers may use peer marking as an assessment tool. Teachers should respond to pupil's comments or corrected work, by initialling.

### **Equal Opportunities**

In applying these principles, we will maintain a consistency throughout school that will support all children in their learning by focusing explicitly on what children 'can do' and identifying clearly 'next steps' for their continued progress and improvement.

### **Specific Details on Year Groups**

#### **Reception**

- In Reception we rely mostly on verbal feedback, usually a positive comment and a target for development

- Any written work focuses on 1 star and a wish (1 positive comment and a target for development). Focus from Spring B/Summer term.
- On all pieces of written work it is indicated whether the child has completed the work independently or with some assistance.
- Learning journeys profile individuals work and link to the development matters themes.

## **KS1**

- In KS1 we focus our marking on 2 stars and a wish (2 positive comments and a target for development), in writing.
- On all pieces of work it is indicated whether the child has completed the work independently or with some assistance.
- Work is marked according to the lesson objective.
- On occasions children will mark their own work and be encouraged to evaluate what they have learned.
- Verbal feedback could be given in the form of: teacher/TA feedback and talking postcards.
- Where a large proportion of the class have misunderstood a concept this is planned into the shared session of the next lesson. This means that correction is not repeated in lots of books – but addressed as a whole class.
- Agreed symbols are used to indicate where children need to make changes. These are displayed in the classroom.

## **KS2**

- In KS2 work is marked according to the lesson objective. We still focus on two stars and a wish, in writing.
- Where a large proportion of the class have misunderstood a concept this is planned into the shared session of the next lesson. This means that correction is not repeated in lots of books – but addressed as a whole class.
- Verbal feedback could be given in the form of: teacher/TA feedback and talking postcards.
- Agreed symbols are used to indicate where children need to make changes. These are displayed in the classroom.

### **Agreed Codes**

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful. At Field Lane a consistent practise to marking is expected to be followed by all staff across school throughout the school.

The following agreed code will be displayed in all relevant classrooms so that all children are aware of the meanings of the various markings.

Comments should be written whenever possible, giving targets for future work.

\_\_\_\_\_ (underline) Spelling error and place the corrected version in the margin (Child writes out three times in the margin and places in their word book)

~~~~~ Other error

^ Omission

// Start new paragraph

o Punctuation error (circle enclosing error or absence of punctuation)

P Correct

Pc Correction completed

. (dot) look at work again incorrect

? This doesn't make sense (margin)

----- Child rules a line through a word if it is a mistake

FR- Focus Review Group

PP- Perfect Punctuation Penny Sweet.

VF- Verbal Feedback



FFL - Fabulous Field Lane sticker/stamp

I - pupil worked on task independently

TA - teaching assistant support (group)

T - teacher support (group)

1:1- one to one work

Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it.

They must also be given the opportunity to seek further clarification if needed.

### **Monitoring the Policy**

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be done on a regular basis by the senior leadership team.

### **Dissemination and Review**

This policy once agreed by governors will be disseminated to all staff and reviewed annually. This policy should be read in conjunction with the Assessment, Teaching and Learning and Curriculum policy.

