

Broadbent Fold Primary School and Nursery

Marking and Feedback Policy



Introduction

The way in which children's work is marked is critical to their understanding of their strengths, knowledge of next steps in learning, and their motivation to succeed. At Broadbent Fold we have a strong commitment to using Assessment for Learning as a tool for empowering children and improving their attainment. All children share responsibility for their learning and for the progress they make. Self and peer-assessment is therefore an important feature of our feedback and marking policy. Marking and feedback form a crucial element of the teaching and learning cycle and should always be used to evaluate progress and inform next steps in learning.

Feedback and Marking Arrangements

Explicit and constructive feedback hinges on a clear WILMA (What I'm Learning More About) and Success Criteria (a checklist) which is shared with children in all year groups. Feedback can be verbal or written, should always be constructive and should be given within the lesson wherever possible. We ensure that during lesson time pupils have sufficient time to ask questions and reflect upon advice given. Any feedback of this sort is a good opportunity for teachers to quickly assess groups and individuals and adjust the lesson accordingly. Written comments during lesson time should include things the pupil has done well in order to meet their WILMA and next steps for improvement, which is linked to their success criteria. The teacher could model an example or use the child's work where possible.

Purpose for marking work

Feedback and marking should:

- Be accessible to children and be purposeful
- Be seen by the children as positive in improving their learning
- Encourage and teach children to self-mark and peer mark
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Be based on the child's previous attainment
- Respond to individual learning needs
- Inform future planning and target setting
- Involve all adults working with children in the classroom
- Use consistent codes throughout the school
- Be used to acknowledge the work a child has produced.

Marking Methods

Positive praise through the use of:-

- Stamps, stickers, smiley faces, star points to indicate praise/ reward, verbal feedback

Formative feedback/marking

- Observations in Early Years will take place and annotations of children's achievements and comments will be made against the area of learning.

- Verbal feedback – impact should be evident from this, through editing and purple pen.
- Quality marking in all subjects to take place – this can be decided by the teacher and it can be different for age groups and units taught.
- The emphasis in marking should be on both **success** against the learning criteria and **improvement needs**.
- Focussed comments should help the child in ‘closing the gap’ between what they have achieved and what they could have achieved.
- Pre-teaching exercises may take place following on from previous lessons.

Suitable written comments may include:

- Examples of what the pupil has done to achieve or work towards the WILMA
- Comments related directly to a pupil’s individual target from a previous lesson
- What a pupil has done or needs to do, in order to demonstrate progress

Non-negotiables

- Teachers will ensure key spelling, grammar and punctuation for the age expectations are pinpointed in marking. Time should be given to pupils to practise.
- Handwriting and presentation will be addressed, especially where there are reversal of numbers and letters.

Spelling

- KS1
 - Children encouraged to have a go and praised
 - Key words only corrected
- KS2
 - Key words/ known words – errors highlighted by underlining the parts of the word miss spelt and corrected by the child.

Frequency of Marking

- Work will be marked before the next session of that subject.
- Marking can take place during lesson time to accelerate the progress of individuals and groups. Also to support the wellbeing of staff.
- In the case of a long-term project it may not be marked until the completion of the project. Children will be informed in advance if this is the case.

Self-Marking

- Children should self-evaluate wherever possible.
- Children can identify their own successes and look for improvement points

Peer Marking

- Children are trained in the process of peer assessment
- Children are encouraged to accept guidance from others

Shared Marking

- Make use of a piece of work from the children and use it to model the marking process and to teach key points.
- Show two pieces of work of a similar level and discuss similarities and differences.

Marking of children's work at Broadbent Fold should be meaningful and purposeful. Staff mark books in **Pink** and **Green** ink to distinguish comments from the work of pupils. Pupils self-correct, edit and amend their work using **Purple** ink. Pupils in Reception may use a pencil instead of a purple pen. The system below is used by both staff and children when marking work.

Coding

 **Pink to think**- teacher's comments are there to develop the children's work by using questions and deepen their thinking.

 **Good to be green**- positive praise, highlighter can be used to identify good points in the children's work.

 **Purple with a purpose**- Reflection time is important and the children will be given time to reflect upon the teacher's comments and improve their work or answer questions.

The following codes may be seen – variation in age group.

 VF Verbal Feedback

AS Adult Support
I Independent

SP Spelling
P Punctuation
G Grammar (SPAG)

Mathematical codes:

T Teacher
C Corrections
CH Challenge

GW Group Work
  Peer to Peer Assessment

 Star point achieved

WILMA may be ticked to indicate the achievement of the objective.
Good work stamps may be used which can vary from each year group.