



Marking and Feedback Policy

Intention

Marking children's work is a vital part of the assessment process. At Bankfields Primary School, our aim is to ensure all children have their work marked in such a way that it will enable them to progress further in their learning and to take ownership for improving their work. Marking and feedback can be oral or written but should always move learning forward. We aim to develop independent learners who can seek out and gain new skills, knowledge and understanding. We want our children to engage in self-reflection and to be able to identify the next steps in their learning. To this end, we aim to equip children with the desire and capacity to take charge of their learning through developing the skills of peer and self-assessment.

As a result of this policy, there will be greater consistency in the way that children's work is marked and the involvement of children in the marking and feedback process across the school. At Bankfields Primary School, all children's work will be marked regularly and consistently. Marking of children's work can have different roles and purposes at different times and should involve both written and verbal feedback provided individually by the teacher where possible and appropriate. All marking will be linked directly to learning objectives and success criteria. These will have been clearly identified in planning and at the start of every session. Marking will be used by the teacher and child to agree next steps in learning. Time will be built in during lessons to reflect and respond to marking.

Implementation












The following agreed procedures for marking and feedback of children's work will be implemented by all staff. Marking of English, maths and foundation subjects will follow the guidance below:

Teacher Marking

English



- At the **Investigation Stage**, the level of support is indicated with S/G/I and live marked as and when appropriate with a tick and LM. Teachers will respond promptly to misconceptions and common errors and address them throughout the lesson.
- At the **Teaching and Collaboration Stage**, the level of support is indicated with live marking, shared marking, or teacher marking after completion of short tasks to address common misconceptions. There will be opportunities to edit and improve sentences or short paragraphs independently within pieces of writing. This will be done after analysing examples of children's work and making improvements as a class. Children will rewrite the identified with a C, using the title 'Editing and Improving'.
- At the **Show Me Stage**, the level of support is indicated. The whole class writing feedback and assessment sheet is completed by the class teacher to identify common misconceptions/errors and any issues that have arisen. Misconceptions/issues addressed as whole class followed by **A, B, C** pupil response to marking. Children will rewrite a selected paragraph/section underneath the original piece.
- Spelling errors of key words and key vocabulary displayed on working walls will need to be written out again by the children three times. However, ambitious vocabulary choices spelt incorrectly will also be given by the teacher to practise.
- **A**- Objective/technique mastered. Opportunity to extend deepen skill by exploring and applying techniques further.
- **B** – Edit and improve a sentence/ paragraph independently linked to common misconceptions/issues identified on the whole class feedback sheet.
- **C** – Shared improvements guided by teacher/TA

- The following marking codes should be used:

-  **Objective/Success Criteria met**
-  **Capital letter**
-  **Punctuation**
-  **Grammar**
-  **under word = spelling**
-  **under word = choose a better word**
-  **Missing word**
-  **Independent work**
-  **Guided work**
-  **Shared work**
-  **Verbal Feedback**

- Choose a maximum of 5 spellings to correct in each piece of writing.
- Ambitious spellings will be given by the teacher for the children to practise.
- Children should use one single line if writing in pen through any mistakes – no scribbling.

Maths

- Mark every question with a  or 
- At the beginning of **every lesson** where independent work has been completed, the children should go back and correct the questions that they got wrong using a black polishing pen.
- The teacher must check this response to marking for accuracy.
- At the end of each piece of maths work (at least once per week), the following codes should be used:
 - **A** – means a child has fully met their objective and they need to try the **mastery or greater depth** problem during editing time next lesson.
 - **B** – means a child needs to **consolidate** their understanding during editing time next lesson.
 - **C** – should be used when a child has got less than 50% of their work correct and needs to work with the teacher or TA during editing time next lesson.
- Time needs to be planned in to allow the children to edit and improve their work. The teacher needs to display the **A** and **B** problem on the Smart Board or on a labelled sheet so that the children can work on this once they have completed any corrections.
- Work should also have **I, G or S** to indicate how much support was given during the lesson.

Foundation Subjects

- The level of support is indicated with S/G/I and can be live marked as and when appropriate with a tick and LM. Teachers will respond promptly to misconceptions and common errors and address them throughout the lesson.
- Any pieces of work that fall below the expectations of the teacher should be commented on and re-visited, if necessary, in the next lesson.
- Choose a maximum of 5 spellings to correct in a piece of writing.

Floor Books

- EYFS and Y1 floor books to be compiled in year groups. From Y2 to Y6 each class to compile their own floor books.
- Floor books to feature class photos, class name, year group and academic year on the front.
- Examples to be included in floor books:
 - Half-termly PE PicCollage
 - Half-termly Monday Morning Mindfulness PicCollage
 - Half-termly science bright ideas activity
 - Termly history and geography bright ideas activity
 - Termly Thrive PicCollage
 - Termly music, French, art, DT and RE PicCollages
 - Termly careers PicCollage
 - Science Pic-Collage for outdoor learning or classroom based practical investigations
 - Skills Builder Pic-Collages
 - PSHRE oracy-based lesson PicCollages
 - Trips and enrichment opportunities PicCollages

PicCollages in Floor Books

- PicCollages featuring multiple pupils to be included inside floor books as opposed to individual pupils' books. PicCollages included in floor books should feature the following elements:
 - Date
 - L.O. Title.
 - Summary of purpose and learning outcome of the lesson
 - Photos of pupils working
 - Photos of work from the lesson
 - QR codes

Self and Peer Marking

The children will also be given the opportunity to peer and self-assess their work in relation to the objectives and success criteria set. During self-assessment time, the children will assess their work against the success criteria for that particular piece of work. This self and peer marking process should be utilised regularly as part of the writing journey too.

Marking of Homework

All homework will be marked either by the teacher or as a whole class led by the teacher. All children will have their homework returned to them and will have an opportunity to respond. Poor effort and presentation of homework will be challenged.

Frequency of Marking and Feedback

Maths must be marked after any independent work using the marking codes detailed earlier in this policy. English will be regularly marked in accordance with the guidance above for each stage of the process. All other pieces of work must be marked before the next lesson, using a single tick for objective met and the code **I, G or S** to indicate the level of support that was required during the lesson.

Rewards

The marking of work will help children to develop their learning in all curriculum areas. It will be used to celebrate success, promote the highest standards and encourage the children to work hard and always try their best. The children will be rewarded for their successes in a variety of ways:

- Stickers, stamps and stars
- Sharing work with the rest of the class
- Sharing work with other classes, teachers and senior leaders
- Sharing with parents
- Certificates handed out in assembly

Monitoring and Review

Senior Leaders will be responsible for monitoring the implementation of this policy within their teams through termly book sampling. Subject Leaders will be responsible for monitoring the implementation of this policy by sampling books and looking at examples of planning from across the school twice per year. The Head Teacher will also carry out regular book looks as part of her monitoring and evaluation of teaching. The desired outcomes for this policy are improvement in children's learning and the raising of standards and expectations across the curriculum. There will be consistency across the whole school of high-quality marking and feedback. Children will be proud of their work and feel a greater sense of achievement and ownership.

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