



Marking and Feedback Policy

Brierley CE (VC) Primary School

Approved by:	Governing Body	Date:
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Last reviewed on:	September 2024
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Vision Statement

Though we are many, we are one body. Together we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

Aim

The aim of this policy is to develop consistency and coherence within each Key Stage in the area of marking and giving feedback in order to improve outcomes for pupils. We expect all teachers to mark and give feedback as an essential part of the assessment process.

Some General Principles of marking and feedback

- Marking should be consistent and purposeful – its purpose is to help children learn and reach their Curriculum Learning Goal.
- Success criteria should be shared so children know the criterion by which they are to be judged
- Giving feedback and marking in the pupils' presence, either verbal or written, is the most effective approach
- Verbal feedback is essential and will be provided to pupils during lesson time. If verbal feedback is given, VF will be written at the left side of the work.
- Children should be made aware of where they are successful and what they need to do to improve
- Marking should be used to inform future planning.
- It should provide the basis for summative and formative assessments
- Editing and correcting work is a fundamental part of a child's development
- Marking and feedback should be **meaningful, manageable and motivating**

Methods for marking written work

Our marking table shows what the symbols and letters written by adults mean (See table at back of this policy)

Adults will write using a green ball pen.

Curriculum Learning Goals will be written at the top of a piece of work, underneath the date and title.

A green tick at the side of the Curriculum Learning Goal shows that this has been achieved independently.

Where support has been required in order to meet the Curriculum Learning Goal, a letter S within a circle placed at the side of the Curriculum Learning Goal will be written.

Where a child has not met the Curriculum Learning Goal despite support, NM will be written in a circle (indicating NotMet)

Adults may write a positive comment within the work or at the end to show where success has been achieved. This is at the teacher's discretion.

Wherever possible, adults will feedback verbally during a lesson. This will be indicated by a green 'VF' in the margin where the feedback was given.

When feedback is given, it should **always** be responded to and the response marked.

Where feedback is written, adults' writing will be of a cursive style. It will be legible and model good presentation.

Any corrections and editing of work should be made by children in KS2 and Y2 using a blue pen to make editing and corrections easy to identify. Once corrections have been made adults should then remark the children's work and if correct, put a tick to show that either the Class Teacher or Teaching Assistant has looked at it.

Adults will identify incorrect grammar, punctuation and spelling wherever possible.

Where mis-spellings are identified, 'sp' at the side of work in the margin will be written for children to correct in their spelling journal.

Only **key words or words relevant to the topic and those that have been taught** will be identified as incorrect.

Wherever possible, children in KS2 will correct mis-spellings for themselves rather than an adult writing for them. They each have a book to attempt spellings in and where incorrect, an adult will correct. This book then builds up overtime to become a dictionary for the child to refer to. For younger children, an adult will model correct spellings for children to copy. These will be written immediately.

Where grammar, punctuation or case errors occur, these will be noted in the margin on the line where the error was as 'G' or 'P' 'C' and as with spellings, they will be either corrected independently or with adult support.

No more than three spellings will be noted so these corrections do not detract from the Curriculum Learning Goal.

The focus of any feedback should be on helping children meet the Curriculum Learning Goal or extending learning so whether this feedback is given in written form or verbally, children should respond to this with an editing pen in KS2 and Y2 or pencil in Y1 and F2.

Children's writing will be in pencil until handwriting is judged neat enough for a child to be given a pen license and then they will write with a black pen. Children should not write in ink in maths books.

Blue pens should be used by children for correcting and editing (except in maths books). After VF has been given, any responses should be in blue for the correction/editing. After this, if the child normally uses a pencil, he or she will then go back to using a pencil

Assessed Written Work

When assessed pieces of writing are carried out, a series of drafts are completed prior to a best piece. Children are given opportunities to edit and improve drafts after receiving feedback. Editing will not just focus on basic skills but will utilise prior learning and new skills.

Methods for marking maths work

A green pen will be used by adults to tick correct answers

A cross will be written in green to indicate incorrect answers. The correction will be marked in green pen with a 'C' at the side to indicate that a correction has been made.

As with Writing, the Curriculum Learning Goal will be ticked with a green pen to show it has been met independently. Where support has been required in order to meet the Curriculum Learning Goal, a letter S within a circle placed at the side of the Curriculum Learning Goal will be written.

Where a child has not met the Curriculum Learning Goal despite support, NM will be written in a circle (indicating Not Met)

For maths, all work is in pencil in all Key Stages, including when children mark their own answers during the arithmetic part of a lesson.

Children will not rub out incorrect answers, instead, they will write the correct answer at the side of the incorrect one.

All children will be given opportunity to complete an extension challenge which will build on learning taught during the lesson at a deeper level.

Adults can put a comment with a green pen to give praise for accurate work but this is at the teacher's discretion.

Please note: It is important to consider, when marking, that if pupils are having all their answers ticked with no errors, whether that work is suitably challenging from the onset. This will need addressing in subsequent planning.

Planning and Assessment

The children need to be aware of what is expected of them. Marking will be considered when work is planned. The outcome is a guide to assessment, a useful form of feedback and a guide to future planning. It will help the child to know what is expected of them next time and how they can improve.

Early Years

General Principles of marking and feedback

Pupils in Reception are praised verbally for all their efforts and achievements. This provides instant feedback and encouragement with future learning. Pupils are encouraged to respond to verbal comments that are made by improving their learning, supporting their peers and/or exploring other ways of achieving the learning intention.

Marking methods

- Where pupils' learning can be marked with a written comment it will follow the following methods:
- FS2 staff will mark in green ball pen.
- The level of support will be noted on pupils' work (Independent, Teacher support or Teaching assistant support).
- All work, where possible, will be dated (exceptions may include Art/DT work).
- Curriculum Learning Goals will be included in Maths and English work.
- As well as the verbal comment, a positive comment will be included at the teacher's discretion.
- Any errors pupils' make in Maths/English work will be responded to there and then. Pupils will not rub out their recordings, but will be prompted to re-write it correctly.
- Photographs may be used to support pupils' evidence of learning, These images may be annotated at the teacher's discretion in accordance with the Early Years Framework.

Conclusion

The purpose of this policy is to provide staff with clarity when considering marking and feedback. Above all, marking and feedback should focus on the Curriculum Learning Goal and help children reach these and extend their learning wherever possible.

Children will demonstrate they have responded to any feedback through editing, correcting and progress both during and after a lesson.

Marking for Writing	Function
VF	Verbal Feedback
C	Wrong case (needs changing to either upper case or lower case)
P	Wrong/missing punctuation
G	Incorrect grammar
sp	Spelling error
- (underlined)	Letter is back to front
✓	Marked - correct
✓ (next to CLG)	Curriculum Learning Goal met
'S' (in a circle next to CLG)	Curriculum Learning Goal met with support
'NM' (next to CLG)	Not met Curriculum Learning Goal
Marking for Maths	Function
VF	Verbal Feedback
- (underlined)	Digit is back to front
✓	Marked - correct
x	Marked - incorrect
'S' (in a circle next to answer)	Supported to answer question
✓ (next to CLG)	Curriculum Learning Goal met
'S' (in a circle next to CLG)	Curriculum Learning Goal met with support
'NM' (next to CLG)	Not met Curriculum Learning Goal