



BROOK FIELD PRIMARY SCHOOL

Feedback and Marking Policy Statement

INTRODUCTION

Marking and feedback are aimed at what is right as much as what is wrong. Children respond better to praise for their achievements. At Brook Field marking is meaningful, manageable and motivating.

AIMS

- To show children their work is valued
- To evaluate progress made, identify next steps and future targets

PURPOSE

- To give praise, encouragement and develop motivation for learning.
- To provide feedback on the children's work.
- To monitor progress and address misconceptions
- To consolidate and provide scaffolding to deepen understanding.
- To inform future planning, including next steps in learning.
- To inform other adults including subject leaders.
- To ensure consistency and progression throughout the school.
- To empower children to be owners of their own learning.

ORGANISATION

When considering the practice of marking, it is essential that the purpose and learning intention of the task are considered and that there is clarity and specific focus for the marking. For example, if the learning intention of the task was to encourage the use of descriptive language, then those words and phrases, thought to have been used well would be highlighted in green or ticked in purple pen.

When giving feedback on work in any curriculum area, it is desirable to do so alongside the child or a guided focus group. This is referred to as live marking/verbal feedback. This feedback may be given and noted appropriately in the child's book with a '**V**' or '**VF**' which is responded to by the child in green pen. When appropriate, concise supportive comments and suggestions, which will move the child's learning on in the future. These comments may relate to the learning objective or the curricular targets.

Frequent opportunities are taken for the children to reflect on their work to develop skills of self and peer assessment which are modelled and practised regularly. For example, correcting a spelling/completing a calculation or a question/task that moves the learning on. This increases their independence and metacognitive skills in order to reach their potential within a safe and valued environment.

Use the editing symbol checklist (see Appendices 1 and 2) when marking work. Model the use of this checklist in shared writing so children can then use these symbols in their own writing. Children can mark their own or others work using this checklist or prompt questions. At Key Stage Two, children may use co-constructed success criteria to mark each other's and their own work with response/editing partners.

Other forms of feedback, when appropriate, include response stickers and learning behaviour stickers. Some work may not be visibly marked; this may lead to a guided focus group the next day ('**GF**' indicates guided focus group in the child's book.) or planning and subsequent lessons will be adjusted to ensure any misconceptions are addressed to deepen understanding.

If a child is supported to complete an activity by an adult this is indicated by an **S**. The adult working with the child will feedback to the class teacher to support their next steps.

Teachers use dots to indicate an incorrect answer and give consideration to occasions when it is not appropriate to correct all spellings. Spellings may be written above the child's own writing or in the margin and/or used as a focus for the whole class to write correctly and displayed for all; this is known as 'Spotlight on Words'.

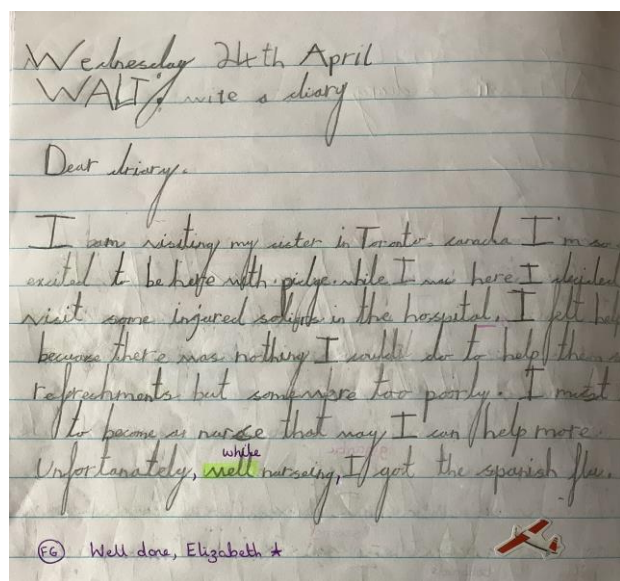
Ensure work is dated, so progress over time can be assessed and that it has an appropriate title that reflects the learning objective or key question where appropriate. (See Appendix 3 in Teaching and Learning Policy for agreed presentation expectations.)

Teachers mark where possible using a purple pen and children's responses are clearly distinguishable by use of a green pen or pencil.

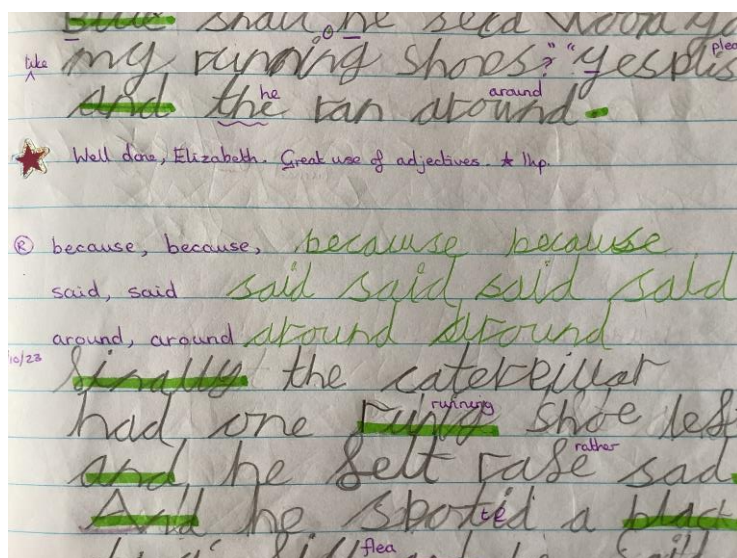
Some work can be marked by the children, alongside an adult, during the lesson and misconceptions can then be addressed immediately.

When marking the work of children with Special Educational Needs and Disabilities (SEND), we take into account the wider range of abilities of our children. Support is given and the curriculum is adapted to meet their individual needs, whilst ensuring access to a full and varied curriculum alongside their peers. Reasonable adjustments will be made so that every SEND child will be given feedback appropriate to their learning.

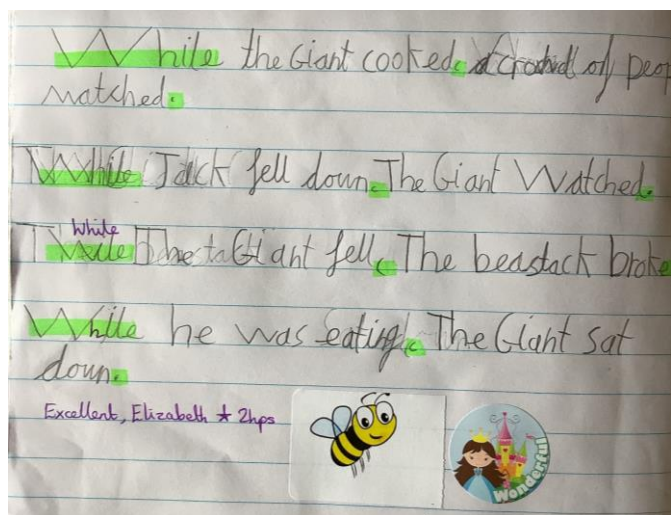
Key Stage 1 examples of marking



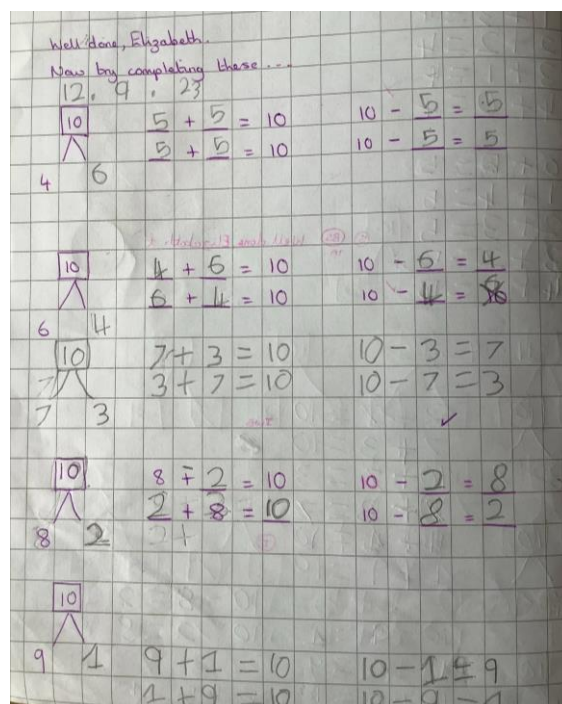
Focus Group



Green highlight and response to marking

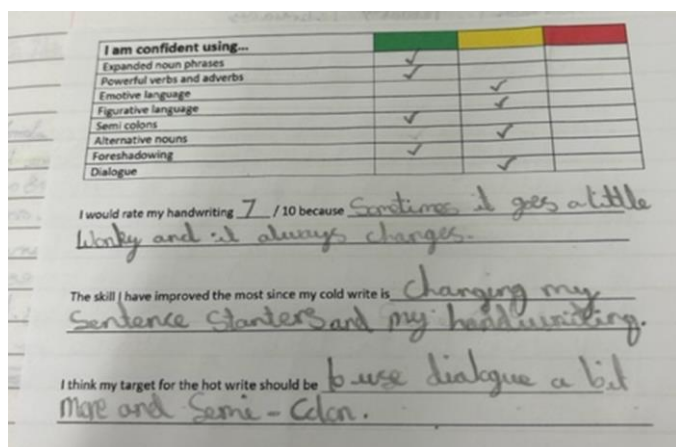


Green highlight and learning behaviour sticker

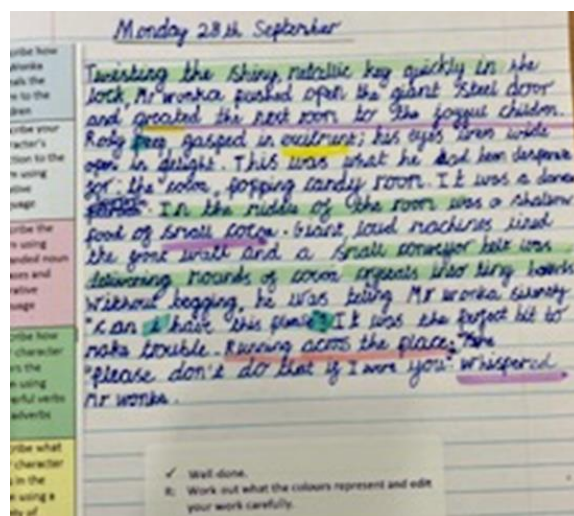


Guided response to marking

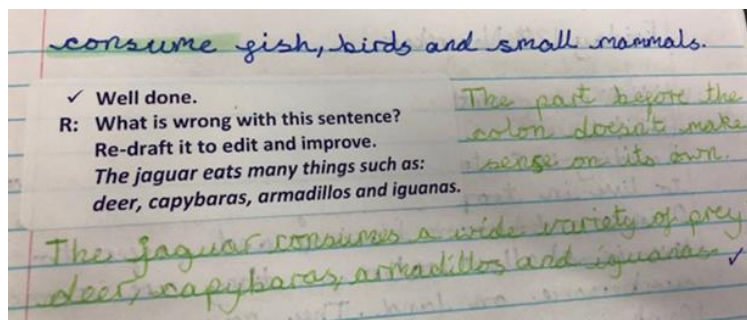
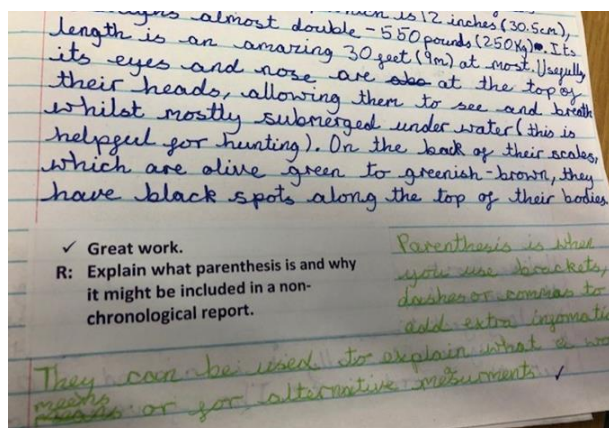
Key Stage 2 examples of marking



Self-Evaluation against success criteria



Dot and dab



Response stickers

As Mrs Bucket rolled through the door and chuckled her
 dame out on the floor and pulled her hand out from the
 pocket, gave Charlie a present.
 "Hi Mr Charlie," she said.
 "A chocolate bar," said Charlie. "I think I better
 wait till morning."


3-10-23 - Group work (EE)
 TA(S)

Rushing in from the freezing cold, hiding
 to while hiding Charlie's present behind their
 back. Mr Bucket said.
 "Charlie, you never and I thought maybe you'd wait
 to open your birthday present tonight."
 "But you are," Mrs Bucket whispered excitedly.
 "Charlie's eyes widened in delight as he ripped the
 wrapping off the present and screamed.
 "A Wonka W Mummy! scrumptious yum yum yum delight!
 I think I'd better wait until morning."
 From the middle of the of the room (or perhaps) he was
 snuggled in bed at night his wife he sighed
 "If you add our ages together, we're three hundred and
 eighty-one years old. We don't wait!"

Charlie carefully examined the chocolate bar, he tore the
 corner.
 "Charlie, you mustn't be too diss disappointed if you don't
 get one," explained Mrs Bucket.
 "Whatever happens, you'll still have the candy," Mr Bucket
 added.
 A widely Charlie unwrapped the bar to reveal no golden ticket.
 "Ah, well, that's that," responded Grandpa Joe quietly.

✓ Great ideas.
 R Edit this dialogue so that it is correctly
 punctuated.

well share it said Charlie

 Changing and
 Learning

Much better
 handwriting!

"We'll share it," whispered Charlie.

Some work may not be visibly marked leading to a guided focus group the next day or supported by a TA (identified with S) to redo the task.

Appendix 1

Marking - Key Stage 1

In the Text

Capital letters and full-stops

When appropriate, where there is a missing capital letter place a circle around the letter, and circle where there is a missing full stop.

Errors and Editing:

For errors, please use dots rather than crosses.

Children can either have errors rubbed out or they can place a line through their mistake, whatever the teacher decides is appropriate for the child.

Once the work has been marked, when children (or scribe) are correcting and editing their writing, they must use a green pen or green pencil where appropriate.




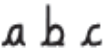



Spelling Mistake:


Where teachers feel appropriate, spelling errors will be underlined. In Key Stage 1 the correct spelling will be written in their books above or below the error.

Wiggly line use:

Where appropriate Yr 1 and Yr 2 will have a wiggly line placed under writing where it is confused and needs to be re-read to check it makes sense. This may form the guided group the next day.

All children in Key Stage 1 have this as a bookmark in their English books. It also visible in other lessons i.e. on their table/on a flipchart/ on the working wall.

	Have you used full stops correctly?
	Have you used capital letters at the start of your sentences?
	Does your sentence have finger spaces?
	Are all your letters the right way round?
	Does it make sense?
	Have you used interesting words?
	Have you used connectives?

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Appendix 2

Marking – Key Stage 2

Try to make the title/question the objective

All children have the template below stuck into their books

Celebrating all our steps to success...

To help me do my very best with my writing I will...

- ☐ Work with the class to decide on the success criteria for the activity that we will be looking at
- ☐ Carry out a **'cold'** task at the start of some units of work; at the end do a **'hot'** task to show what I have learnt
- ☐ Have lots of opportunity to edit my work, on my own and with a talk partner
- ☐ Decide on the next steps to take in order to improve my writing and talk about these with my talking partner and teacher

Some symbols that may be used in my books...

- ☐ **V/VF** — verbal feedback
- ☐ **Green highlighter pen** or a **purple pen** double tick—parts that are fantastic!
- ☐ **Underlined** — a bit you may need to look at again and re-do
- ☐ **^** - a word or words missed out
- ☐ **○** - missing punctuation
- ☐ **Sp** — a spelling error that needs correcting and learning
- ☐ **R** —respond to all marking that has a capital **R** next to it (using a green pen)
- ☐ **S** — I was helped with this (by a TA or T)

Appendix 3

Marking Maths

Marking is always positive in purple pen and dots are used alongside incorrect answers. Time is given for children to make corrections in green pen. Modelling or circling parts of the question may be used to show a child where they have gone wrong. When appropriate, a response task may also be set to extend their learning; this should be completed by the child in green pen. Frequent editing in maths may be carried out as part of a guided group (**GF**) with a teacher or TA. If a child has had verbal feedback or support, this is indicated in their book with **V/VF**.

- 'R' tasks should be set when appropriate e.g. to deepen understanding. These may take the form of sticker.
- Time should be built in to lessons for children to respond to 'R' tasks. Or if children have not grasped the task, guided groups should be taken by the T/TA to consolidate learning, ideally that afternoon or following morning.
- Response to marking should be carried out in green pen.
- 'S' should be written next to a piece of work if the child has had support.
- Modelling should be used when appropriate, especially to help show organisation of calculations or correct number formation.
- If correct number formation is required, children are given the opportunity to do this before the next lesson.