



EFFECTIVE MARKING AND FEEDBACK POLICY

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Bletchingley Village School.

Rationale

Bletchingley Village School is committed to providing relevant and timely feedback to pupils. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be shared explicitly and the learner is actively involved in the process.

At Bletchingley Village School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the English and Maths marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;

Principles of Effective Marking

Effective marking should:

- Be manageable to support staff wellbeing
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be frequent, regular and every piece seen and acknowledged
- Allow specific time for the children to read, reflect and respond to marking
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and attainments
- Relate to the learning intention/success criteria of the work set, e.g. science should be marked mainly for the science content.
- Be consistently followed by teachers and support staff across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (See English and Mathematics) to correct errors that go beyond the learning intention

Procedures

At Bletchingley Village School, all work must be marked in **PINK** and **BLUE**. (**Pink** = Think; **Blue** = Well done you!). For self-assessment and when responding to marking, pupils will use **PURPLE** pen. For peer-assessment pupils will use **GREEN** pen.

For Maths, pupils will write in pencil.

For English, pupils will write in pencil. When ready (particularly in year 5 and 6), children will write in pen. For explicitly taught handwriting sessions, children will use handwriting pens in key stage two.

- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective/ success criteria. Refer to these when giving written and verbal feedback.
- Use **BLUE** to highlight the success and a comment at the end of a Hot Write.
- Underline in **BLUE**, or tick, where a child has met part of the success criteria for that lesson.
- Mark according to the success criteria – e.g. ticked in **BLUE** (where possible) and a **PURPLE** with children editing their work in response.
- Acknowledge verbal comments and praise with a **VF**.
- Ensure that misconceptions are corrected during the lesson.
- Differentiate marking according to children's needs, e.g. SEND, EAL etc.
- Provide time for the child to respond to all verbal feedback.
- Use stickers and stamps as necessary.
- Writing non-negotiables to be visible in all classrooms.

Marking Requirements

To ensure that effective marking is frequent and implemented consistently across the school, yet staff wellbeing is taken into account, the minimum requirements for marking are outlined below.

Subjects	Minimum Requirement Each Week
English (5 sessions)	<ul style="list-style-type: none">- Live marking with evidence of immediate responses- Verbal feedback given, with evidence of immediate responses- GPS focus, with evidence of immediate responses (refer to non-negotiables)- When peer marking, there should be clear focus directed by the class teacher- Hot tasks should be marked and assessed promptly, ahead of their next piece of writing- Positive comment
Mathematics (5 sessions)	<ul style="list-style-type: none">- Checklist to be stuck in at the start of each unit and marked with the learning objective triangles- Live marking with evidence of immediate responses- Verbal feedback given, with evidence of immediate responses- All work by pupils to be reviewed by the class teacher on a daily basis (learning objective triangle)- Self-marking with use of symbols to reflect self/peer understanding
Science and Foundation Subjects	<ul style="list-style-type: none">- Live marking of subject specific skills being taught in lesson with evidence of immediate responses- Verbal feedback of subject specific skills being taught in lesson with evidence of immediate responses- All foundation work will be acknowledged by the class teacher

Responses to children's work in the EYFS Foundation Stage

Learning folders/ writing books

Each piece of learning in the folder or writing book, must be annotated with the date and the initial of the adult completing the annotations. If it is unclear, what the child has written, then annotate accordingly.

Annotations should be at the top/bottom of the page, not within the child's writing. They should be made in blue pen.

It will also need to be labelled using the following abbreviations:

CI	Child initiated- the child has chosen to complete this piece of work using their own initiative.
AI	Adult initiated- the writing opportunity has been provided by the classroom adult.
I	The child has worked independently.
S	The child has required adult support for all or some of the learning.

When annotating the level of support, particularly for an adult led task- you'll probably use both **I** and **S** together. For example, if a child could hear the initial sounds of a word by themselves, but then needed adult support to write the rest of the words, you could annotate it as follows:

I- initial sounds. S- to hear other sounds in the word.

Reception: Writing books should begin in the Autumn term of Reception after all baseline assessments have been completed. It is the expectation that there will be one piece of adult initiated writing a week, in every child's writing book. This can be supplemented with other adult-initiated if appropriate for that child. Child initiated learning can also be stuck in the writing book or filed in the learning folders.

Nursery: All learning will be filed into the learning folders.

Tapestry

When writing the observation notes consider the purpose:

- If it is a general, whole class observation, then the notes can be generalised e.g., *Otter class went on a bug hunt. They were excited to collect many minibeasts. We talked about the minibeasts we found and the habitats we discovered.* *This could be a group observation and does not need to be individual and copied and pasted for each child, unless that child cannot be in photos on other child accounts*
- If it is an individual child observation, then the notes should be more specific e.g., *B used the Numicon to find different ways to make 10. He needed some support but once shown, he was able to find ways independently. He could tell me that "4 and 6 make 10".* Consider- what learning/ skills does this observation capture?
- For general messages/ reminders, weekly overviews, and home learning support, add these as a memo using the website.

Observations need to be completed and approved on a weekly basis, so that notifications going home to parents/ carers are relevant and up to date. Every child in Nursery should have at least one observation a week. Every child in Reception should have at least one observation a fortnight.

Appendix 1 - Our Agreement on Marking Partnerships

When we become marking partners, we agree to:

- **Respect our partner's work** because they have done their best and so their work should be valued.
- Try to see **how they have tackled the learning intention** and only try to improve things that are to do with the learning intention.
- Tell our partner the **good things** we see in their work.
- Listen to our partner's advice because **we are trying to help each other do better** in our work.
- Look for a way to **help our partner achieve the learning intention** with more success.
- Try to make our suggestions **as clear as possible**.
- Try to make our suggestions **positive**.
- Get our partners to talk about **what they tried to achieve** in their work.
- **Be fair** to our partner. We will not talk about their work to other people because we wouldn't want them to do it to us and it wouldn't be fair.

Appendix 2 - Marking Code


This marking code is used consistently from Year 1 to Year 6. The symbols are explained to children so that they understand the comments that are being made and can respond appropriately. The marking code is modified to the age of the pupils and used across all subjects.

The marking code will be displayed in all classrooms so that children can refer to it when they are reviewing their work. A copy is also stuck in their English books. Supply teachers/PPA staff must initial marked work.



ALL work must be marked in **PINK** and **BLUE**. (Pink = think! Blue = well done you!).

Pupils will write with either a pencil or in a pen (depending on level).

Pupils will respond to marking in **PURPLE** pen. Peer marking will be completed in **GREEN** pen.

✓	Correct answer
—	This is a strength – ensure you use this again/learning achieved
	Incorrect answer (circle as appropriate)
—	This section of work needs looking at/up-levelling
^	Omission of a word/letter/expansion of a phrase
SP	Incorrect spelling (word could be underlined or pupil needs to find it)
bec__e	Spelling strategy supporting with part of the word
P	Punctuation error
//	New paragraph needed
TA (1:2)	Marked by a TA and ratio of adult to pupil noted
I	Independent work
VF	Verbal Feedback given
T	Worked with a teacher/support by a teacher
PA	Peer-Assessed
SA	Self-Assessed
	Teacher Assessment triangle 1 line [needed help from an adult, LO not achieved, needs to revisit] 2 lines [needed some adult support, LO may be partially achieved] 3 lines [objective achieved]

Appendix 3 – Objective Header template

Date:			
LO:			
Vocabulary:			 I can do this!
I	T	TA	
Teacher assess:			 I need help with this.

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