

# Marking & Feedback Policy

## *Federation of Boldmere Schools*



**Version:** July 2023

**Ratified by the Governing Body:**

**Signed by the Governing Body:** Chair: Mr. Greg Bloom

**To be reviewed:** Autumn Term 2024

# **Marking Policy**

***This will be linked into an assessment and marking policy once reviewed.***

## **Rationale:**

This policy has been reviewed in light of the workload review  
Eliminating unnecessary workload around marking March  
2016

Staff and pupil voice has helped us to determine our best practice for the most effective feedback to move learning on in our school on.

## **Teacher voice:**

*More freedom to make their own judgements to suit their class and year group. Less codes*

*It should 'value pupils work without extensive marking'*

*Allow more time to make adjustments and resources for lessons. To consider when verbal feedback(VF) is appropriate.*

*A simpler policy so that practice is easier to embed*

## **Pupil voice:**

*They said that the thing that makes the most difference is when teachers talk to them. To understand what the green and pink meant more clearly (Juniors).*

*A code that they could follow.*

*Less words, they did not always read it.*

*More time to act on what was in their books.*

*They liked praise as it made them feel like they wanted to try harder.*

## **OFSTED:**

*'Teachers check pupils understanding systematically and effectively in lessons offering clearly directed and timely support*

*Teachers provide pupils with incisive feedback in line with the school's assessment policy about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.'*  
(Ofsted 2017, Dec Update.)

**Vision:** To have a policy, which creates active learners with high aspirations, through effective and incisive feedback from teachers, peers and self-assessment, leading to progress for all.

## **Introduction:**

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Boldmere Infant & Nursery and Boldmere Junior School.

## **Aims:**

- To give effective feedback, enabling progress for all.
- To establish effective dialogue between teachers and pupils.
- To enable all pupils to understand and reflect on how well they are doing and where work can be improved.
- To balance teacher workload to enable more effective feedback.

- Improving the quality of basic skill across the curriculum.
- To praise, encourage and motivate.
- To value, respond to and communicate with each child.

## **Process:**

Marking shows progress and impact from the moment of adult intervention whether during or after the lesson.

It is used to help teachers and children identify strengths, how to improve their work and track progress. Through informed assessment, teachers adjust and adapt planning to support and challenge all pupils.

Reflection time should be timetabled into the week to allow children to read and respond to any feedback they have been given and check where they are unsure with the teacher.

It is an agreed expectation that all staff at the Federation of Boldmere schools will use this policy to ensure consistency between classes and year groups.

Marking and verbal feedback may be carried out:

- By the class teacher, TA, HTLA, other support staff and supply
- During lesson time alongside the pupil or following the lesson (prior to next lesson)
- Individually or in a group
- By the children, as peer or self-assessment (including “Editing” pens-Infants)

## **Expectations:**

Marking moves children’s learning on through:

- Positive comments linked to learning intention
- Indicating corrections and presentation standards
- Verbal feedback and dialogue between teacher and pupil
- Gap tasks/questions/ways forward
- Identifying good elements and feedback on areas of development
- Setting targets
- House, class points / and stickers may be given to acknowledge effort in learning.

## **Guidelines:**

Feedback will be in the form of written or oral feedback and may take place both during the lesson or after. It can be by the staff, peers and self-assessment. If a non-class teacher is marking, this needs to be recorded with the staff initials. All work will be marked against at least the LO.

|                   | <b>Teacher judgment considers:</b>                                                                                 |
|-------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Manageable</b> | Proportion / frequency / complexity / feedback / time                                                              |
| <b>Meaningful</b> | Subject specific / Learning intention<br>specific Age appropriate<br>Incorporated in planning and assessment cycle |
| <b>Motivating</b> | Helping children progress and improve their work<br>Provide praise and reward                                      |

- Marking code will be followed (please see below)

- Opportunities given for children to respond to marking e.g. complete gap tasks/practise skills.
- Teacher's handwriting will be clear and legible to model expectations.
- All work will be marked against the learning objective, the ability of an individual or the effort put into a piece of work.
- Spellings, punctuation and grammar will be corrected appropriately to age related expectations.

#### Infant specific

- Learning intention may include "Expected" & "Greater Depth" statements
- Comments may also include a response to the content if children are able to independently read  
e.g. "It looks like you had a great time at the zoo!"
- Marking writing may include "2 stars and a wish"- a star indicates where a child has met the success criteria/ made progress with a target; a wand indicates something that will improve their work.

#### Junior specific

- All marking to be completed in green pen
- Pink and green highlighters will be used for gap tasks and good work

### **Presentation:**

#### Infant specific

- Children are expected to take care and show pride in their work.
- Teachers have high expectations, appropriate to the ability of each individual child.

#### Junior specific

### **Presentation of Work**

- The date and learning objective must be underlined with a ruler in pencil.
- After the learning objective a line will be left before work is started .
- The top line of each page is to be used.
- The date is to be written on the top line on the left of the page, underlined with a ruler in pencil and is to be written in full.
- Mistakes should be neatly corrected with a pencil line and ruler.
- All drawings, annotations, diagrams and lines in pencil, with a ruler used for straight lines.
- The teacher will make the decision when a child is ready to write in pen and send the child to the Headteacher for a pen license. By year 4 most children will be writing in pen using joined script
- When starting a new piece of work miss 3 lines then start on the same page. Write the date and LO for all new pieces of work.
- A new page does not need to be started for a new piece of work.

### **Maths Presentation**

- Maths work should be written in pencil
- The short date will be used
- One number to be written in each square
- For each question, working out should be included across the page next to the question

## Our Marking Code (Infant & Nursery School)

Triangle marking (dated) next to learning intentions (LI) and success criteria (SC) will indicate how well a child has understood a task and the level of support received:

/ **Working Towards**– Task completed with support and further practise needed.

^ **Mostly Achieved**– Task completed with initial support and further practise needed to consolidate understanding.

△ **Achieved**– Task completed independently and with secure understanding.

▲ **Greater Depth**- Showing elements of Greater Depth within the learning intention (KS 1 only)

**S** - Work completed with adult support

**I** - Work completed independently

**VF** - Verbal feedback given

**Ch** - Challenge task given

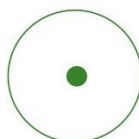
### Child initiated work

Throughout the Reception year, children will have opportunities to complete a variety of paper-based work, which will be added to this workbook. This work will be annotated with the date each piece was completed, **S** (for support) or **I** (for independent), and a brief description.

## Visual prompts



Finger spaces



Full stops



Capital/lower case letters



Write on the line



2 stars for achievement

1 wish for next step



Look carefully



Pencil grips



Segment correctly



Spelling

## **Our Marking Code (Junior School)**

**WTLO:** Working towards LO -This means I am getting there

**MALO:** Mostly achieved - I'm nearly there

**LO ✓:** Achieved - This means I have achieved the objective

**VF + focus word:** We talked about how to improve this, I had some support. Now I'm going to show what I have learnt in my work.

**S:** I have been supported with my learning

**Green + focus:** This celebrates my good example and I'm going to keep applying to my work. **Pink + focus:** Think! This tells me to take another look at how to improve my work or gives me a challenge.

**OPP + number:** This will be when you are working on one of your individual targets.

**SA** – Write this when you are assessing your work

**PA** – Write this when you are peer assessing someone else's work.

**TT:** Trainee teacher