



Rich fields of learning



Butterknowle Primary School Marking and Feedback Policy

Introduction

At Butterknowle Primary School we believe that marking work and giving relevant feedback is a fundamental element of the assessment of pupil's work, helping pupils become reflective learners and to close the gap between current and desired performance. This will be achieved through pupils working on their next steps to either address their misconceptions, to reinforce their learning or extend their learning further. The purpose of this policy is to make it explicit how pupil's work is marked and provide feedback to ensure effective learning, whilst ensuring that it is meaningful to all and sustainable by all.

Aims

In order to achieve a whole-school approach, marking methods must be agreed and aim to:

- Provide a dialogue between staff and pupils
- Ensure a high standard of work is maintained.
- Give pupils clear strategies on how they can improve their work
- Positively reinforce pupil's achievement
- Allow specific time for pupils to read, reflect and respond to marking where appropriate
- Be consistent across year groups
- Be consistent across all subjects and lessons.
- Be consistently applied to homework tasks.
- Be developmental across the age range
- Be consistently applied by all those working with pupils in school, including supply teachers and support staff.
- Help the teacher to evaluate teaching and inform planning

Rules and Expectations

The school has rules that apply to all pieces of work (e.g. the date, either 'short date', or 'long date' and title on work). Teachers will not accept the work unless these rules and expectations have been followed. In addition to these general rules, there are specific rules for specific types of work, e.g. numeracy, using a square for each number on the page, using rulers correctly. These rules have been taught and may be on display. They make it clear what good-quality work in the subject is like.

Frequency of Marking

English and maths work must be marked after each lesson in order to inform next steps. All other subjects should take place soon after the work has been completed and before the next lesson. All homework is marked and returned to pupils on a weekly basis.

Marking procedures

At the beginning of each lesson, the teacher must communicate the learning intention for marking, and the success criteria (steps to success) when appropriate for the lesson being taught.

- In the Foundation Stage the learning intention will be given as appropriate to the task and the pupil's level of understanding.
- At Key Stage 1 pupils will record the learning intention when their ability allows them to do so.
- At Key Stage 2 pupils will record the intention at the beginning of their work.

All marking shall be done following the marking codes (appendix A). These will be clearly displayed in and around the classroom for the benefit of pupils, staff and visitors. Marking should be:

- completed by staff in blue or black pen.
- staff use green highlighter pen to underline work to highlight 'next steps' (formerly known as improvement points') and pink highlighter pen to underline work that is to be celebrated,
- Pupils use green pen for self-assessment, peer feedback and next steps,

Margin marking for writing tasks across all areas of the curriculum should be used to encourage pupils to, where possible, self-correct their work initially (e.g. spellings, punctuation, capital letters). Staff use the marking code in the margin on the same line as the error to indicate that a correction is needed. Pupils are then invited to find and correct (in green) their own work.

Incorrect spellings may not always be corrected: only technical vocabulary or commonly used words which the pupil is expected to know will be marked. Incorrect spellings will be indicated with the use of the marking code 'sp' in the margin, initially to encourage self-correction. Pupils will then complete the correct spelling using their phonics knowledge, word bank or dictionary.

Marking comments

Marking and comments should include next steps for pupils. Marking in books will vary according to the age and reading ability of the pupil. For younger pupils the marking code will give them a symbolic indication of their feedback. A written comment may be given to inform a member of teaching staff about next steps for the pupil. It is not intended that the pupil will be able to read and fully understand the comment. As the pupil's reading ability improves the feedback comments can be directed at the pupil, as well as using the recognised marking code.

These may be given using different types of prompts depending on the task involved and the ability of the child – examples of these are:

- Open comments
- Closed comments
- With a scaffold
- Without a scaffold
- Needing a longer response

- Involving reasoning/ explaining
- Moving onto the next skill up
- Applying the skill in a different context
- Consolidating a new skill

In order for the marking to be formative the information must be used and acted on by the pupils. Therefore specific set times will be given and responses to feedback should be evident in the child's work. When a child has successfully achieved a 'Next Steps', the teacher can stamp the book with a 'Next Steps' stamp and put a pink tick through it, and an optional comment, to demonstrate that the pupils has a secure grasp of the learning.

Verbal feedback

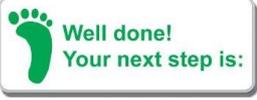
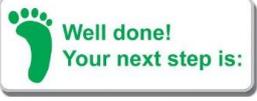
When working with a small group, marking should be done with the pupil present to allow them to get quick feedback about their work. Where verbal feedback is given, there is no need for the teacher to provide a written comment as well, but they must indicate verbal feedback was given using the code 'VF'.

Peer and Self Marking

Older pupils should be encouraged to peer and self-evaluate by identifying successes and next steps. The plenary may then focus on this process as a way of analysing learning. Peer and self-marking should be carefully monitored by the class teacher.

Appendix A Butterknowle Primary School Marking Code

CL	Capital letter needed or incorrectly used
P	Punctuation missing or incorrect.
FS	Full stop missing, or incorrectly placed.
sp.	Spelling mistake
HW	Handwriting correction needed.
• or *	Wrong answer given and needs to be corrected
	Correct answer given.
VF	Verbal feedback given
I	Worked completed independently
S	Work completed with adult support (add staff initials) and comment if necessary
//	Start a new line.

 <p>Well done! Your next step is:</p>	Next steps (an improvement point)
 <p>Well done! Your next step is:</p>	Next steps achieved – use a pink pen for tick. Optional comment.

Updated April 2021