

**BROADFIELD PRIMARY SCHOOL**

# **Marking and Feedback Policy**

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**Committee:** School Improvement

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**Signed:**

**Date:**

**Position:**

## **Introduction**

This policy provides all members of the school community with clear guidance regarding the rationale, principles, strategies and expectations of effective marking and feedback at Broadfield Primary School. The marking of pupils' work is a highly valuable part of teacher assessment. It is essential that there is a continuity of approach by all those working with children in school, including supply teachers and support staff.

## **Rationale**

At Broadfield we recognise that high quality marking and feedback can have a profound effect on accelerating pupils' progress and development. It is essential that we provide relevant and timely feedback to children, both orally and in writing. Feedback and marking should be consistent across year groups and developmental across the age range.

Marking is the process of creating dialogue with the learner, through which feedback can be exchanged and questions asked. This enables children to become reflective learners and close the gap between what they can do already and what they would like to be able to do.

## **Principles of Effective Marking**

### ***Marking and feedback should:***

- Take place at the earliest opportunity and before the next lesson.
- Be manageable for teachers and accessible to children.
- Involve all adults working with the children.
- Provide dialogue between adults and children and clear feedback about strengths and next steps.
- Relate to the learning objective, success criteria or children's individual next steps.
- Show the children that their work is valued and purposeful.
- Encourage children to produce work which is consistent to their best effort and academic ability.
- Motivate children to strive to improve.
- Be written in handwriting that is legible and a model for the child.
- Be at the child's level of comprehension.
- Allow specific time for the child to read, reflect and respond to marking.

## **Guidelines for Marking**

### ***English and Maths Books:***

- All work should be marked with a green improvement comment.
- The green comment should relate to the learning objective or children's individual targets and next steps. It should identify an aspect of their work to improve or move onto.
- For all work where a child has met the learning objective, highlight the learning objective in pink or underline it in pink pen.
- For some work you might also highlight/underline in pink pen parts of the child's work which are a strength.
- At times teachers may wish to write a pink comment on work which is exceptional to the child, or where previous advice has been implemented.
- If a child has not met the learning objective, then there may be a green comment only on their

work, with advice relating to how to improve.

- Comments should be succinct and clear. There is no need to write lengthy comments.
  - Tick individual sums in Maths books in pink and put a green dot next to any incorrect answers.
- NB: Pink and green pens are available from the office.*

### ***Spelling and Handwriting:***

- Choose no more than 5 spellings to correct in any single piece of work and ensure these are only words that you would reasonably expect the child to spell correctly at their age. Often these will be the key high frequency words.
- Either underline the incorrect spelling in green and write the correct spelling above **or** underline the incorrect spelling in green and write the code **Sp** above. This challenges the child to look up the correct spelling in a dictionary. Children should work towards routinely correcting their own spellings as they progress through the school.
- Remember to praise children's phonetic attempts at spelling more ambitious words.
- For some work it may be necessary to comment on handwriting and presentation.

### ***Use of Codes:***

- If a child is absent write '**Absent**' in their book, underneath the date.
- If the work is unfinished, write the reason why in their book e.g. out of class for play therapy.
- Write **CT** on the work when the teacher has guided a group or worked with an individual.
- Write **TA** on the work when the teaching assistant has guided a group or worked with an individual.
- If a piece of work does not have CT or TA on it, then it would indicate that the child has completed the work independently.
- Generally two groups per lesson should have the codes CT/TA on them, as the teacher and teaching assistant should be working with a focus group.
- In addition to the green comment you may give a child verbal feedback about their work. If so, note down the code **VF** on their work.
- In some instances it may be appropriate to peer mark – encouraging children to support and feedback to each other on learning. On these occasions note down **PM** on their work.
- All work must have a learning objective. In KS2 children should write the learning objective themselves. In KS1 the learning objective can be printed on strips or stickers. The children should stick these into their books themselves. In the summer term of Year 2 children should begin to write their own learning objective to get ready for Year 3.
- A house point can be given for a very good piece of work. Write **HP** underneath the piece of work in pink. Exceptional work can be recognised by a Headteacher's Award – only choose one child for any given piece, so that it remains 'special'.
- See other marking codes in Appendix 1.

### ***Science, Foundation and Other Subjects:***

- All work (Science, Art, D&T, History, Geography, RE and PSHE) should be marked with either a positive pink comment or a green improvement comment. If you do have any recorded pieces for Computing or MFL please mark in the same way.
- Vary the pink and green comments across a subject area to ensure there is a variety of both.
- In KS1 two pieces of work per subject, per half term can be stamped with a praise stamper – instead of writing a pink comment.
- The same standard of writing is expected in foundation subjects. Please therefore comment on handwriting, presentation and spelling in these books as required.

- Handwriting books do not need to be marked. The children should receive verbal feedback on their handwriting during the daily session.
- Other books which the children may use do not need marking e.g. ERIC, rough book etc.
- Learning Logs are generally marked with a pink comment to recognise children's efforts in completing their homework. At times a green comment may be added.

### ***Use of Teaching Assistants for Marking:***

- The majority of marking is completed by the class teacher, however teaching assistants should complete the marking for the focus group or individual they are supporting, **within** the timeframe of the lesson.
- Learning Logs are marked by teachers, however teaching assistants may mark spelling or arithmetic tests which involve a pink tick or green dot. In these instances an answer sheet should be provided.

### **Responding to Marking**

- In KS2 children should respond to green comments for every piece of work.
- In KS1 children should respond to green comments for 3 out of 5 pieces of work (two green comments for each subject per week can prompt the children to reflect, but may not need a response, except for their initials e.g. Next time try adding 2-digit numbers).
- By the summer term of Year 2, marking should closely resemble KS2 marking and children should be regularly responding to green comments in every piece of work.
- Time must be allocated at the beginning of each lesson for children to respond to green comments from the previous lesson. They should be supported in doing so and encouraged to ask if they are unsure as to how to respond.











### **Guidelines for Early Years:**

- The curriculum in Nursery and Reception is much more practical and exploratory.
- Early Years Practitioners collect evidence of progression and samples in a child's individual learning journal.
- These samples can be in the form of photographs, recorded dialogue, observations and recorded work e.g. mark-making or pictures.
- Each sample should be accompanied by a comment from the Early Years Practitioner about the learning, with next steps.
- Learning journals are shared with children and parents and the children are encouraged to reflect on their learning.
- Reward systems, which include praise, stickers, smiley faces and sharing work with other children are also a key part of foundation stage practice.

### **Monitoring and Review**

Marking and feedback will be monitored regularly by the Senior Leadership Team and staff will receive feedback relating to the effectiveness of their marking. This policy will be reviewed every two years, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

## Appendix 1

<b>MARKING CODES</b>	
<i>(Use green pen for all except first)</i>	
✓	This work is correct
•	This is incorrect  <i>Correct your work!</i>
<b>CT</b>	I worked with the Class Teacher
<b>TA</b>	I worked with the Teaching Assistant
<b>S</b>	Marked by supply teacher or student teacher
<b>VF</b>	An adult has talked to me about this work
<b>Date?</b>	No date on work  <i>Write the date on your work.</i>
<b>LO/Title?</b>	No learning objective/title on work  <i>Write the LO/title on your work.</i>
<b>Sp</b>	Spelling mistake  <i>Use a dictionary or word list and write the correct spelling.</i>
~~~~ (Wiggly line)	Does this make sense? <i>Reread and correct your work!</i>
<b>P</b>	Missing punctuation  <i>Add in the missing punctuation mark.</i>
/	Space needed  <i>Remember to leave a space between each word.</i>
//	New paragraph needed  <i>Use a new paragraph.</i>
^	Missing word  <i>Read your work and add the missing word.</i>
<b>TuesdAy</b> (letter underlined)	Incorrect use of upper or lowercase letters  <i>Use the correct upper or lowercase letters.</i>
↔	Letter or number facing the wrong direction  <i>Write your letter or number the right way round.</i>
<b>Absent</b>	You were away for this piece of work
<b>HP</b>	You have received a house point
<b>PM</b>	This work was marked by one of my peers

 *Blue text indicates follow up actions for children.*

NB: Use a maximum of 2/3 codes per piece of work to ensure children have time to respond.

## Appendix 2

### Examples of Marking Comments

Focused marking should be linked specifically to the learning objective of the lesson, success criteria or children's individual targets and next steps. Marking is only of value if comments are read and responded to. It is essential that a reasonable amount of time is set aside for this at the beginning of each lesson.

#### Green Comments

Green comments are next steps and should indicate an area where some improvement needs to be made. They allow the teacher to tailor and personalise learning for all pupils and may link to the learning objective, success criteria or children's personal targets.

Specific information needs to be given as to **how** the child can improve and **what** they should do next.

Green comments can be open or closed and can take the form of:

- **Reminders**  
*What else could you say here?*  
*Can you think of a better word than 'nice'?*
- **Scaffolds**  
*What was the dog's tail doing?*  
*The dog was angry so he...*  
*Change 'bad' for a word that sounds scarier.*
- **Examples**  
*Underline the one that is correct: The dog was frightened/The dog was excited.*  
*Instead of 'bad' try one of these words, or your own - ferocious, terrifying, evil.*
- **Modelling**  
*Remember that commas separate items in a list e.g. Red, green, blue, yellow and pink.*

The teacher should use different prompts, depending on the task involved, as well as the age and ability of the child. Children's responses to green comments may involve:

- **Reasoning/explaining**  
*Explain why this answer can't be correct*  
*Why do you need commas here in this sentence?*  
*How did you work out the answer?*  
*Adam believes all prime numbers are odd. Explain why he is wrong.*
- **A longer response**  
*How does using shorter sentences increase the suspense in your story?*  
*Give three reasons why he enjoyed his trip to space.*  
*Explain the strategy you could you use to work out problems like this.*

- **Moving onto the next skill up**

*You can divide by sharing. Now use repeated subtraction to solve this problem.*

*You can use commas in a list. When else do we use commas?*

*Now use this strategy to compare two five digit numbers.*

- **Applying the skill in a different context**

*You understand repeated addition. Now use this strategy to solve a multiplication word problem.*

*You can identify words that are verbs. Now write a sentence that includes two verbs.*

- **Consolidating a new skill**

*Try this one*

*What is the first thing you did?*

*What is the final thing you did?*

### **Pink Comments**

Pink comments are used for Foundation Subjects and Learning Logs and at times in Literacy and Maths books. They give specific feedback on **what** has been done well and **why** it has been done well. Avoid general praise such as 'Well done' or 'Good work'.

Examples:

- *You have used some adventurous vocabulary, which helps to hook the reader.*
- *You have written in the first person, which reminds us consistently who is telling the story.*
- *You have added 2-digit numbers accurately, which shows your clear understanding of place-value.*