

Marking & Feedback Policy

Signed (chair):	Name: D Whinham	Date: 29.9.22
Signed (Head):	Name: T Serle	Date: 29.9.22
Reviewed by: T.Serle	Reviewed on: September 2022	Note of Revisions: Inclusion of updated proud presentation poster (de-pirating)
Ratified by: Governing Body on 29.9.22		Next Review: September 2024

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Marking Policy	Date	22.09.22
EIA CARRIED OUT BY:	T Serle	EIA APPROVED BY:	FGB

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		n/a
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		x
Gender Reassignment (transsexual)		n/a
Marriage and civil partnership		n/a
Pregnancy and maternity		n/a
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers		n/a
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		n/a
Gender (male, female)		n/a
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		n/a

Any adverse impacts are explored in a Full Impact Assessment.

Marking and Feedback Policy

Introduction

At Bromley Heath Junior School we believe that high quality, consistent and timely Marking and Feedback enhance pupil's learning by engaging the pupils as active participants in their learning and by providing personalised help and guidance.

Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Principles of effective marking and feedback

Effective marking and feedback should:

- Be positive, motivating and constructive.
- Encourage pupil self and peer assessment.
- Allow time for pupils to review and improve their learning.
- Directly impact on pupil's progress and understanding.
- Be appropriate to the age and ability of the child.
- Be timely and regular; every piece of learning reviewed and acknowledged
- Relate directly to the Learning Objective
- Consistently use agreed codes (Appendix A)
- Be written in clear, joined and legible script (in line with the school approach).

We also recognise that the most effective and timely marking and feedback can be the dialogue that takes place between Teacher/Teaching Assistant and child within the learning activity.

Non-negotiables for marking and feedback

- Children must record in blue pen/pencil with joined handwriting (Year 3 pupils are expected to earn pens and join script as soon as possible).
- Children must underline headings and date with a ruler and in pencil at all times
- Children must record each digit in a separate box for maths learning. (Appendix B)
- Adults will feedback and scaffold in purple pen at all times with pupils responding to feedback in green editing pen.

- All learning must be marked regularly and promptly after completion, to allow effective and immediate feedback to be given; the teacher should aim to mark work prior to the next lesson and provide next step comments/narrative where needed to clarify or extend learning.
- The marking codes are to be followed in all cases. (Appendix A)
- The marking codes should be accessible for all pupils within the learning environment.

Forms of marking and feedback

Verbal feedback

Where purposeful learning discussions are held with individuals or groups, all adults must use highlighting and scaffolding in conjunction with the pupils to extend or clarify learning. In this instance, a 'V' for verbal feedback or a 'GW' for guided work should be recorded alongside any adult annotations.

Peer assessment and Self-assessment

Where peer assessment has been appropriately introduced, pupils will identify one or two positive aspect of work and suggest one area for improvement. This can be done on post-it notes and the peer assessor's initials are recorded.

Pupils should also be given opportunities to periodically review their own learning against their Learning Objective. This should also be recorded with green pen in books.

Light touch marking

Light touch marking should be used for short burst written outcomes; spelling, grammar and punctuation activities, Try-its, reading comprehensions or diagrams/tables (across the curriculum). Green highlighting should focus on key successes against the Learning Outcome (LO) and, where necessary, clarified at the end of the piece with one word or phrase. Pink highlighting and comment in purple pen should (where pertinent) identify a single learning development for the pupil to further explore or elaborate upon during feedback. In arithmetic, pupils will generally self-mark their work which the teacher monitors and adds to as needed.

Detailed marking

Highlighting against the Learning Objective should be used throughout the written piece with a selection of key successes and areas to improve identified in the margin using school marking codes (Appendix A).

At the end of a piece, when identifying specific success, the respective work in the pupils' book will be identified in green highlighter. The corresponding comment will also be indicated with green highlighter. When identifying an area for 'next step' or 'closing the gap' at the end of a piece, the respective work in the pupils' book will be identified in pink highlighter. The corresponding comment will also be indicated with a pink highlighter and will include appropriate models or scaffolds for development if needed.

When marking outcomes in detail, attention should also be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the agreed marking code and will be reflective of the learning needs/stage of the individual.

'Time to Shine' writing will not be marked as it is used to inform ongoing formative and summative assessment. Staff members may, however, choose to use green highlighter to indicate where the criteria has been met within a Time to Shine piece.

Maths specific feedback

A tick/dot should be used to indicate accuracy with pink highlighting and purple comment and/or model to provide next step where appropriate for clarifying or extending learning. The learning objective will be highlighted green when/if it has been achieved.

Praise and Reward

Stickers and Stamps, alongside Raffle tickets should be given to celebrate pupil's progress, effort and Growth Mindset. This should not replace 'light touch' or 'detailed' marking.

Responsibilities

It is the responsibility of the class teacher to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.



APPENDIX A

Marking codes and symbols

<u>Code</u>	<u>This means ...</u>
C	Child to edit for correct use of capital letters
^	Child to edit for a missing word
//	Child to use a new paragraph (or edit for)
Sp	Child to edit the word or line for spelling
P	Child to edit for a punctuation mark
.	Child to check and correct an answer in Maths
V	The work has been discussed with an adult
GW	This piece of work/ section has been guided by an adult
green	Green highlighting identifies where a child has met the learning objective. There may be an annotation to identify why this is successful or a summative comment at the end of the piece.
pink	Pink highlighting identifies errors or a 'closing the gap' comment to support the pupil in achieving the learning objective. A model or scaffold may be given to support this. OR Pink highlighting identifies a moving on comment where a pupil has fully achieved their learning objective and are given a model, scaffold, question or prompt to further develop their knowledge or for a pupil to explain their thinking in more depth.

APPENDIX B

Proud Presentation poster



BHJS Proud Presentation

At BHJS we take pride in our
learning by always:

- using joined writing
- writing and underlining the date and Learning Objective
- using a pencil and a ruler to draw lines
- writing by the margin or, in maths, using one digit per square
- correcting our mistakes neatly