

BWJS Marking & Feedback Policy



At Bishop's Waltham Junior School we believe that good marking and feedback to pupils should:

1. Help children understand **what** has been done well.
2. Give clear guidance on **how** to improve.
3. Show **how** well children have been learning.

Aims of Marking and Feedback

- For the teacher to recognise and celebrate effort and to gain a sense of how the class, or groups within it, are performing.
- For the teacher to assess how well the children have achieved against the success criteria of the lesson or their personal targets and to plan for the next steps in learning.
- For the learner to see what they have achieved and where they need to go next in their learning.
- To reinforce strengths and identify areas for improvement in learners' work by allowing them opportunities to practise and improve their work.
- To set high expectations in outcome, effort and presentation, and to monitor achievement in these areas.
- To show children that their work is valued.

How Work is Celebrated

We celebrate, reinforce and reward good progress, high achievement, attitude and effort through a range of strategies. These include:

- Acknowledging ALL pupils' work.
- Responding / marking children's work at the earliest opportunity.
- Using verbal and written feedback.
- Using stickers / stamps etc. where appropriate.

How Progress is Encouraged

- Prompting further work or improvements by careful use of closed feedback (e.g. a reminder prompt, an example prompt, a steps prompt or a challenge prompt).
- Providing the pupils with opportunities for peer and self-assessment e.g. use of traffic light / mark out of 5, leading to self-marking against a set of 'success criteria' or use of verbal and written peer evaluation.

Headteacher / SLT

The Headteacher and members of the SLT have a responsibility to:

- Monitor the consistency of subject marking in work samples across school.
- Monitor the effect of policy/guidelines on pupil work.

Written Work

Written work applies to work completed in English, and also to pieces of written work completed in science or topic lessons.

- Teachers will use a specific colour of pen for marking within the lesson to differentiate this from marking at the end of a lesson. This marking will either celebrate success or indicate immediate next steps – the impact of this marking should be immediately obvious.

- When a TA is working with a group, they will mark using a different coloured pen to the teacher.
- Green and pink highlighters will be used to show the children what they have done well (“Go Green” - green highlighter) and their areas for development (“Think Pink” - pink highlighter).
- Specific, bullet pointed feedback will link directly to this marking. It will tell the children what they have done well in their writing (to match the green highlighting) and provide closed feedback to aid in improving a piece of work (to match the pink highlighting).
- Appropriate spelling mistakes will be indicated and corrected by the teacher. These may include high frequency words, topic words, and words which follow previously taught spelling words. Children will be expected to correct and practise these words as part of their response-to-marking time.
- Reference should be made to previous targets that have been set and whether these are being met.
- There should be an indication on **ALL** pieces to show whether the work has been completed with the support of an adult or independently or in partner / group work or even a combination.

Maths Work

- Teachers will use a specific colour of pen for marking within the lesson to differentiate this from marking at the end of a lesson. This marking will either celebrate success or indicate immediate next steps – the impact of this marking should be immediately obvious.
- When a TA is working with a group, they will mark using a different coloured pen to the teacher.
- Specific feedback will link directly to the task and the progress made in achieving it. Children’s next steps will link to the task i.e. specifying if more practise is needed using a method or correcting a piece of work.
- Children will use self-assessment in the form of ‘Honesty Marking’, with corrections being completed in purple pen during the lesson.
- There should be an indication on **ALL** pieces to show whether the work has been completed with the support of an adult or independently or in partner/group work or even a combination.

Pupil Editing & Response to Marking

- Where corrections or closed marking has been given for a piece of work, children will be expected to respond to this marking during early morning time or as part of their next lesson. This follow-up work will be done using a purple pen to indicate that is a response to marking.
- Children will also use a purple pen during a lesson to show where they have corrected an error or chosen to make an improvement. This may be as a result of their own editing, feedback from another peer, or intervention from the teacher.

Marking Codes

The following codes are used in marking across the curriculum. In some cases, they may be replaced by individual stamps.

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| | You have been successful here. |
| | This is a point for development. |
| √ | This is good! |
| O | This is where you have gone wrong. |
| © | This needs correcting. |
| TM | You have earned a team merit for this work. |
| sp | This is a spelling mistake – please copy this out correctly at the end of your work. |
| // | You need to start a new paragraph. |
| ^ | You have missed a word out. |
| FG | I worked in a focus group today. |
| P | I worked with a partner today. |
| I | This work was completed independently. |
| AS | An adult helped with this work. |
| AS+ | I had a lot of help with this work. |
| VF | Verbal feedback was given for this work. |

(This policy was last updated in November 2015 by Lucy Pearmain & Jon Senior)