



## **Marking and Feedback Policy**

### **Braybrook Primary Academy**

At Braybrook Primary Academy we believe that marking and feedback should be constructive for every child. It should refer to the learning objectives of the lesson, focusing on the child's success and on improvements needed. All children should be encouraged to become reflective learners. Receiving effective feedback will support children to close the gap between their current attainment and the desired attainment. Sometimes this will be done through written marking and sometimes through verbal feedback.

#### **Principles**

Marking and feedback should:

- Further the child's learning
- Relate to learning objectives which have been shared with the children.
- Give children opportunities to become aware of and to reflect on their learning.
- Give recognition and appropriate praise for achievement.
- Take account of the child's previous level of achievement.
- Inform future planning and target setting.
- Be carried out as soon as possible after the work has been completed. With younger children, marking **could** be immediate and take place face to face at the time of completing the work.
- Be clear, legible and easily understood by the children. Teacher's handwriting, spelling and grammar should be a good model for the children.
- Use consistent codes throughout the school (see Appendices)
- Be seen by the children as positive in improving their learning.
- Encourage and teach children to self-mark, peer assess and peer mark when appropriate.

#### **Marking and Feedback should follow these guidelines:**

- All marking by teachers is in **green pen**.
- The learning objective (LO) written at the top of the piece of work should be highlighted by the teacher in pink (fully met) or green (partially met) for 'growth'.
- Where a learning objective has not been met, verbal feedback should be given to the pupil at the next opportunity.
- Self-assessment should be completed at the end of the lesson by the children and then by the teacher
- In KS2, self-assessment should be completed on the marking ladder and the teacher should read out each step for the children to tick or write 'NS'.
- In KS1, a visual assessment will be indicated (especially for writing) and completed at the end of each session (see appendices)

**During a week, the ways in which the children receive marking and feedback will vary from lesson to lesson, objective to objective, but will include a range of the following:**

#### **1) Verbal Feedback:**

- The LO will still be highlighted.



- Self-assessment should take place against the success criteria after every lesson. This should be done alongside the children so that they understand where their learning is and their own next step.
- Marking will then take place verbally by the teacher or TA either during that lesson or before the next session. The idea is to quickly relay information to the child in order to move their learning on.

## **2) Peer or self-assessment/Marking:**

Peer and self-assessment/Marking could take many different forms. Below are some examples but this is not a complete list:

- Self-assessment should take place against the success criteria after every lesson. This should be done alongside the children so that they understand where their learning is and their own next step.
- Children could self-mark work. This will then allow the teacher to quickly identify which children are need of more support and will then be able to address any misconceptions.
- Self-marking should then allow children to move on to a challenge at a quicker pace. E.g. if the children get 5 correct, then they can move to the next level of challenge.
- Self-marking will also allow a teacher to identify if extra support is needed by the children.
- Peer and self-assessment could take the form of underlining where they have used certain skills. E.g. underline where you have used verbs in your work. This will then provide the children with a next step in a visual way as they will be able to identify where they have not used a certain skill.
- Peer and self-marking may also include editing completed work. E.g. Punctuation and spelling in English.
- Peer and self-assessment may include things such as 2 stars and a wish (2 positives and 1 area of development against success criteria)

## **3) Acknowledgment marking:**

This is where the teacher will very quickly look through some work to identify a child's understanding. Where children have understood the lesson, the LO will be highlighted and self-assessment should take place against the success criteria after every lesson. This should be done alongside the children so that they understand where their learning is and their own next step.

Where children have not understood the lesson, misconceptions will be identified and the children will be worked with.

## **4) Deep/margin marking (including the codes listed in the appendices)**

Deep marking is required for a task where the teacher will look closely at the work completed (for example, in exciting writing or extended pieces of writing)

- The LO and SC will be highlighted/ticked
- Margin marking will highlight areas the children need to edit and respond
- Next step marking comments should help the child in closing the gap between what they have achieved and what they could have achieved. Improvement prompts ask a child to improve the piece of work they have just completed e.g. by editing, adding punctuation or correcting a calculation whereas a 'Next Step' could give indications about how to improve the work in the future.
- Improvement prompts and next step questions should provide a challenge or support for all children.
- Spelling corrections will be given to the children with 3 spellings provided for the children to practise 3 times at the end of their work



### **5) Focus marking (including 'yellow box' marking)**

- In some lessons, the teacher will only mark to a specific focus, for example, fronted adverbials in a piece of writing. With this specific focus, a yellow box can be highlighted to draw attention to the child to them edit/improve. A comment will be left explaining the expectations for improvement.
- LO/SC will still be marked

### **Responding to marking and next steps**

It is vital that time is given for children to read and then make the improvements or next step suggested by the teacher. This should be done as soon as possible after the marking has taken place. All children's editing should be done in purple pen although pencil should be used if they are asked to write a significant amount e.g. an additional paragraph. Marking and feedback should create a learning dialogue between teacher and child; responses to teacher's marking should be encouraged and valued. Children will need to be taught appropriate ways to respond to teacher's marking.

Next step tasks can be provided depending on the task – a child could be given a code, e.g. 1 / 2 / 3 and a next step task relating to that work can be displayed on the interactive white board. Next steps symbols (Green For Growth) can be used where necessary. This can be particularly useful for children responding to work completed on SeeSaw as part of retrieval of learning at the start of the next session.

### **Children as markers**

Teaching children to be constructively critical about their own work and that of their peers is good practice. Encouraging them to assess how well they have met success criteria leads them to recognise what they need to include to improve their work before it is marked by an adult. Visual SC strips can be used to support this process.

Children should indicate at the end of the lesson how well they feel that they have met the success criteria or whether they have achieved the learning objective.

Children are encouraged to peer assess each other's work (particularly in English). When written peer marking is used, guidelines need to be established about what a child may write in another's book and how it is presented. Peer marking should be seen at least once a half term.



## Appendices

### Marking Codes - Teachers' Key

Code	Meaning	Explanation
✓✓	SC achieved to a high standard	To indicate when a feature/success criteria has been really well used.
✓	SC achieved but child is still developing	To indicate when a feature/success criteria has been well used.
NS	Next Step	This is how you can improve your writing.
Sp	Spelling	To show errors in spellings (key words they should know or topic related vocab)
P	Punctuation (upper KS2)	To show errors or omissions in punctuation.
FS/CL/com	Punctuation (KS1/lower KS2)	To specifically name the missing punctuation (FS = full stop, CL = capital letter etc)
~~~~~j	Sense	This word/phrase doesn't make sense.
^	Missing Word	Something is missing here (word/phrase)
//	New Paragraph	This should be a new paragraph.
I	Independent work	The children has worked independently through this task
TA	TA assisted work	To show when a group has worked with a Teaching Assistant. Can be accompanied by VF and adult's initials to show verbal feedback has been given.
T	Teacher assisted	To show when a group has worked with the teacher. Can be accompanied by VF and teacher's initials to show verbal feedback has been given.
PS	Peer support	Work produced with a partner.
CM	Concrete manipulatives	In Maths, the child has used concrete manipulatives to support their work. The work the child completed may have been practical and not evidenced in books.
<b>Spellings Corrections</b>		
Any incorrect key words that pupils <u>should</u> know (3 maximum), can be written in the margin and should be practised 3-5 times in their book.		

The codes in blue can be displayed as part of the LO where the children just circle the appropriate code



## Example marking ladders:

### EYFS example LO:

<b><u>Week Beginning:</u></b>		
<b><u>Learning Objective:</u> Write a sentence</b>		
Say the sentence: <u>Ind. Adult Support</u>	Write simple words phonetically: <u>Ind. Adult Support</u>  Write tricky words: Ind. Adult support	Letter formation: <u>Ind. Adult Support</u>

- LO displayed at the top
- Success criteria broken down into steps with level of support shown for each section
- Visual self-assessment for children

### KS1: core subjects

LO: To write a simple sentence.

<b><u>Success Criteria</u></b>	T
I can start my sentence with a capital letter.	<input type="checkbox"/>
I can use finger spaces.	<input type="checkbox"/>
I can segment and blend <del>cvc</del> words.	<input type="checkbox"/>
I can use full stops correctly.	<input type="checkbox"/>



I	T	TA	PS
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- LO displayed at the top (written as a statement)
- Success criteria broken down into steps (with the challenge given in grey – not all children will get to this step)
- Level of support shown at the bottom – this to be circled
- Visual self-assessment grid for writing
- Self-assessment (ticking) in Y2



## KS1 foundation subjects

How have schools changed over time?

<u>Success Criteria</u>	T_
I can make careful observations of photographs.	
I can <b>begin</b> to recognise similarities and differences between classrooms.	
I can correctly place 4 photographs on a timeline.	

I	T	TA	PS
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Find our learning on [SeeSaw!](#)



Always, Sometimes, Never?

'You need all four types of teeth in order to eat'

- Learning *question* used
- Success criteria broken down into steps (with the challenge given in grey – not all children will get to this step)
- Level of support shown at the bottom – this to be circled
- Indication of where to find work if on SeeSaw
- Example of next step symbol and question
- Self-assessment (ticking) in Y2

## KS2: core subjects

LO: To be able to add and subtract capacity and volume

You	<u>Success Criteria</u>	T
	I can identify the capacity of a liquid on a scale	
	I can add and subtract using known methods	
	I can identify key language in word problems	
	I can write my own word problems for a friend	

I	T	TA	PS	CM used
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- LO displayed at the top (written as a statement)
- Success criteria broken down into steps (with the challenge given in grey – not all children will get to this step)
- Level of support shown at the bottom – this to be circled



## KS2: foundation subjects

Why do we have different types of teeth?

You	Success Criteria	T
	I can recall the four types of human teeth	
	I can make predictions based on observations about the role of teeth	
	I can explain what the different teeth are used for	
	I can compare the teeth of different animals	

Find our learning on SeeSaw!



Always, Sometimes, Never?

'You need all four types of teeth in order to eat'

- Learning *question* used
- Success criteria broken down into steps (with the challenge given in grey – not all children will get to this step)
- Level of support shown at the bottom – this to be circled
- Indication of where to find work if on SeeSaw
- Example of next step symbol and question

## Examples of work

### Example of completed LO in Y1:

Date: Monday 13<sup>th</sup>- Thursday 16<sup>th</sup> November 2023

LO: I am able to write the beginning middle and ending of a story and edit the story.

capital letters	finger spaces	full stop	read it again

I	T	TA	PS
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Example of completed LO in KS1

**Date: Wednesday 24th January 2024**

**LO: To write a sentence including if.**

<b>Success Criteria</b>	T
I can use if at the start of a sentence.	✓
I can use if in the middle of a sentence.	NS
I can write an AP If, then sentence.	✓

I T TA PS

Example of completed LO in KS2:

**LO: To be able to demarcate fronted adverbials correctly**

You	<b>Success Criteria</b>	T
✓	I can use a fronted adverbial to show time, place or manner	✓
✓	I can use a comma to show where the adverbial ends	✓
✓	I can use 'Double ly' and '2 pair' sentences in my writing	
0	I can balance my use of fronted adverbials with different sentence structures	✓

I T TA PS CM Used



### Margin marking and editing in KS1

SP the ~~x~~ IF <sup>you</sup> you see  
a giant <sup>gold</sup> fish then  
he will ~~w~~ tell <sup>you</sup> you the  
FSC L way. First he will  
SP ~~take~~ <sup>come</sup> you to shell  
CL Island. Next  
he will talk  
SP ~~guy~~ <sup>guy</sup> to Lidry  
Island.

SP take take take take

### Margin marking and editing in KS2:

x Dear braybrook community.  
Have you ever been bullied or you had when what  
did you do about it, if you hadn't then your in  
luck because I am going to inform you about  
x everything to do with bullying. Inside of school  
and out of school you still shouldn't be bullied.  
Imagine a place where bullying was as much  
where there was business and happens everywhere you  
went. Well we can make it a reality if you  
And tell anyone around you to stop bullying and  
repetition x we can make this a reality. Firstly you



### Example Yellow Box Marking:

example!

Andrew may be a robot however, that doesn't mean that he doesn't have human features. Andrew also has feelings. Well his feelings are building up. Never has a robot been so advanced that they started to have feelings. Andrew is the only robot on earth that is so advanced he is the only robot that has feelings so why dismantle him?