



1 Introduction

1.1 At Barningham CEVC Primary School we take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers mark work and give feedback as an essential part of the assessment process.

2 Aims

2.1 We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

3.1 The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child. The school has a '2 stars and a wish' approach.

3.2 The marking should always be in accordance with the original lesson objective.

3.3 The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made. Teachers should use a clear and legible script and ensure that the marking is well-organised on the work to model presentation and handwriting skills.

3.4 Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.

3.5 Comments will focus on only one or two key areas for improvement at any one time.

3.6 Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.

- 3.7** Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. **VF** indicates that the adult has provided Verbal Feedback (see appendix 1: **Marking and Feedback Key**.)
- 3.8** The marking system should be constructive and formative. (LO met and initialled.) A useful formula is - praise first, then advice on improvement (next step), using the 'steps for success' as part of the lesson planning. This in depth marking approach should be used once a week in English and maths books to engage and extend the children's learning. Marking should be written in green by an adult and feedback from the children written in blue. Science, History and Geography are marked using a Superstar Challenge to extend the children's thinking.
- 3.9** Feedback may also be given by a Teaching Assistant, or through peer review, following the same guidelines.
- 3.10** Feedback is provided through plenaries too, and in group sessions, usually verbal.
- 3.11** Feedback can identify a child's key learning difficulties.
- 3.12** Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work. Teachers will offer the children an opportunity to respond to feedback in Early Morning Work.

4 General advice to teachers

- 4.1** The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- 4.2** A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- 4.3** The child's work should be of a good standard in terms of layout, spacing, presentation, especially at Key Stage 2.
- 4.4** In maths, tick/s are normal where work is correct, and a dot where errors have been made.
- 4.5** Children should be encouraged to assess their work ahead of final marking, sometimes using prompt cards or checklists. These cards can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- 4.6** In EYFS, assessments are created using the on line Tapestry programme. Teachers use a sticker approach – showing date, LO, Date, CI (Child Initiated), AI (Adult Initiated), Comment and Next Step.
- 4.7** In KS1, assessments are made using the policy, with increasing expectations that children will adhere to the rules of marking in blue pen and providing peer feedback in readiness for KS2.

5 Monitoring and review

- 5.1** This policy will be reviewed by the Learning and Achievement Committee every two years.

Signed: Frances Parr

Date: November 2019

Date reviewed: November 2021

6 Codes used for marking

Barningham CEVC School Marking and Feedback Policy November 2019
Learning and Achievement Committee

The following codes on appendix 1: **Marking and Feedback Key** will be used throughout the school.

VF (key word)	Verbal Feedback - as work is on going – adult to initial
	Peer Assessment – 2 stars and a wish. Pupil to initial.
Blue Pen	Self-Assessment by child
TA	Feedback from teaching assistant – initialled
AS	Adult Support given – initialled
ST	Feedback from supply teacher – initialled
P	Punctuation, including Capital Letters
	Positive comment from adult for depth marking
Sp x3	Write the identified spelling 3 times
?	Next step or challenge from adult for depth marking
P	Presentation on top line of work – arrowed ↑→↓
	KS1 self-assessment against Learning Objective
Arrows ↑→↓	KS2 self-assessment against Success Criteria



Barningham CEVC School

Marking Policy

- We will **respect** our partner's work because they have done their best
- We will **tell** our partner the good things we see in their work linked to the Success Criteria
- We will **listen** to our partner's advice because they are trying to help us improve our work
- We will try to make our suggestions as **clear** as possible
- We will try to make our suggestions **positive**