



## **Barnfields Primary School**

### **Marking and Feedback Policy**

**March 2017**

#### **Rationale**

At Barnfields Primary School we are committed to giving relevant and timely feedback to our pupils. We believe that marking should value pupils' learning, diagnose areas of misconception or next steps and evaluate how well the learning task has been understood. Feedback and marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked and the learner is actively involved in this process.

#### **Marking and Feedback Aims**

- To encourage children to take responsibility for their learning and guide them on how to improve it further to make maximum progress.
- To give opportunities for extension of learning.
- To celebrate success.
- To be a responsive audience for their work.




#### **General Marking Guidelines**

- Marking should be carried out with great care, ensuring written feedback models good presentation.
- All marking by teachers will be written in red pen and other adults other than teachers will mark in purple.
- Teachers' comments may refer to the presentation of the writing.
- Teachers will strive to make marking both manageable and effective.

#### **Achievements, Successes and Next Steps**

- Three different symbols will be used in Maths and English books to identify achievements, successes or challenges and next steps.
- Next steps will be recorded at the back of the book on the next steps proforma.
- Additional marking symbols will be used within the completed work to identify areas for improvement.



|   |  |
|---|--|
|  | <p>Achievement or success. This must refer to the learning objective.</p> <ul style="list-style-type: none"><li>• L.O achieved</li><li>• L.O working towards</li><li>• L.O not achieved</li></ul> <p>Further comments can be added if appropriate.</p> |
|  | <p>Next step is the action required to move the learning forward. This must be reviewed at least weekly. If the child is continuing to make the same mistake they need to be retaught this next step.</p>  |
|  | <p>Challenge. This is an alternative to a next step. It must either stretch or consolidate the lesson's learning.</p>  |

- The children will have an opportunity to respond to their next steps or challenge. Each piece of work will have an area for the child to reflect upon; these will be responded to in green pen. Comments will be as brief as possible.

### **Marking in English lessons**

- Marking in English lessons will use the marking symbols in Appendix 1 to support an efficient approach. These will all be written within the margin and the error underlined where appropriate. In Year 2 and 6 spellings, where suitable, will not be underlined from Spring 2 onwards.
- When a child has used their next step it is to be highlighted in pink every time it is used.
- These will be displayed by teachers in the classroom and shared with parents (this does not need to be put in the back of books).







### **Marking Spellings**

- Not all spellings will be corrected. Approximately three spellings (however the exact amount will be at the teacher's discretion) will be identified by placing an SP in the margin and the word to be corrected underlined. An SP will be added under the completed work and this is where the underlined word is to be written again. At the teacher's discretion the word can be written for the child.
- A child will then write this word across the line in green pen, at least three times and once in a word bank.

### **Marking Maths**


- Teachers ensure that errors in spellings including mathematical words, grammar or punctuation are addressed in Maths, as they would in English lessons. The writing marking symbols should be used.
- The symbols below are used to ask children to have another go, examine what has been modelled or to try a next step or challenge.
- An arrow always indicates where a calculation must be re-tried.



|   |  |
|---|--|
|  | Next step  |
|  | Children know that they need to examine what teachers have added       |
|  | Challenge or correction  |
|  | Add a ring around an error or section that the child needs to consider |
|  | Check with me please   |
|  | We talked about this together  |








### **Marking Across the Curriculum**

Writing across the curriculum should reflect the standards seen in English lessons. Teachers ensure that errors in spellings including technical language, grammar or punctuation are addressed in Creative Curriculum, as they would in English lessons. The writing marking symbols should be used as appropriate.

|   |  |
|---|--|
|  | <p>Achievement or success. This must refer to the learning objective.</p> <ul style="list-style-type: none"><li>• L.O achieved</li><li>• L.O working towards</li><li>• L.O not achieved</li></ul> <p>Further comments can be added if appropriate.</p> |
|---|--|









## Keystage 2 -Marking Symbols

|   |                                   |
|---|-----------------------------------|
|    | Have a go at...                   |
|    | Next steps                        |
| CL  | Capital letters                   |
| HW!   | Neater handwriting needed         |
| P__   | Punctuation                       |
| NSNL  | New speaker, new line             |
| " "   | Inverted commas                   |
|  | Change this section/sentence      |
| SP__  | Spelling not correct              |
|  | We've talked about this together  |
| //  | Start a new paragraph here        |
| ^   | Insert a new or missing word here |
|  | Please check with me              |
|  | Word choice                       |
|  | Look carefully                    |



## Keystage 1 -Marking Symbols

|   |                                  |
|---|----------------------------------|
|    | Have a go at...                  |
|    | Next step                        |
| CL  | Capital letters                  |
| HW  | Neater handwriting needed        |
| P_____  | Punctuation                      |
| FS  | Finger space                     |
| SP_____   | Spelling not correct             |
|   | We've talked about this together |
|  | Please check with me             |
|  | Incorrect word choice            |
|  | Look carefully                   |