

Badgerbrook Primary School



Marking Policy With COVID-19 addendum September 2020

This policy forms part of our school's Assessment, Recording and Reporting Policy. In all areas of marking we aim to employ a consistent approach, both within each class and across the school as a whole.

Effective marking will:

- Provide feedback to children about their work promptly and regularly
- Include both oral and written feedback as appropriate
- Focus the response on the learning objectives and criteria for success
- Provide children with opportunities to assess their own and others' work and give feedback to one another
- Ensure that pupils understand their achievements and know what they need to do next to make progress
- Provide staff with the necessary information to adjust future teaching intentions

Effective marking can:

- Provide clear feedback to children about strengths and weaknesses in their work;
- Recognise, encourage and reward children's effort and progress
- Focus teachers on those areas of learning where groups and individual children need specific help
- Provide a record of children's progress
- Help parents to understand the strengths and weaknesses in their child's work

Generic marking through the school

It is vital that the child recognises the purpose of the marking and the marking codes being used. All work in books should have the learning objective clearly written at the beginning of the page. When appropriate, Steps to Success criteria will be included at the beginning of a piece of work.

Teacher Feedback

Written comments and next steps to improve will:

- relate to the learning objective and the Steps to Success criteria
- recognise children's achievements
- indicate the next steps for the children's learning
- a traffic light system (smiley faces) will be used to indicate level of success at the end of a piece of work

All teachers will allocate time, at least weekly, to give pupils the opportunity to self-correct and follow up on teacher feedback.

Verbal Feedback

Where verbal feedback has been given, this will be indicated in books. This procedure will be used throughout the school.

Teacher/Teaching Assistant Assisted Work

Where the teacher or teaching assistant has assisted the pupil, this will be indicated in books

Pupil marking / self-assessment

Coloured traffic lights – green/amber/red will be used from Year 2 upwards (and start in Year 1 as appropriate) at the end of a piece of work (this is not necessary for every piece of work and may run alongside a teacher and/or pupil comment).



Pupil and Peer Written Assessment – will be used regularly and used beyond merely test marking (Year 1 upwards). Self and Peers' thoughts will be recorded periodically rather than relying solely on verbal feedback (Year 2 upwards). Collaborative marking will be used in all year groups, commensurate with pupil skills.

Additional strategies in the marking process specific to each Key Stage are:

Foundation Stage

- children are talked through their activity
- children are given appropriate recognition
- children are encouraged to have another attempt if appropriate

Key Stage 1

- stamps, stickers and coloured faces are used
- children have their comments explained to them at the time of writing if this is possible and appropriate
- spelling mistakes, punctuation and grammar are corrected depending on the ability of the pupil, using the generic marking code

Key Stage 2

- stamps and coloured faces may be used
- on some occasions work is marked alongside the child
- some work may be marked by the children themselves
- comments may be given verbally or they may be written
- when appropriate children will correct their own work.
- spelling mistakes, punctuation and grammar are corrected depending on the needs and understanding of the pupil using the generic marking code

A generic code will be used when annotating work. (See Marking Code sheet)

Monitoring

The Senior Leadership Team/Subject Co-ordinators will carry out a regular audit of books to ensure consistency in marking across the school. Marking will also form part of lesson observation and feedback.

This policy was updated in January 2020 and will be reviewed at least 3 yearly in line with the school's review cycle.

Signed: 

Headteacher Date: 3 January 2020



Marking Key

(Written in the margin of books)

- sp** - spelling mistake
- g** - grammar mistake
- C** - capital letter missing **or** inappropriate use
- P** - punctuation mistake
- ?** - sentence doesn't make sense
- //** - new paragraph

Additional Codes

(Written at the end of the work)

- V** - verbal feedback
- AS** - work supported by an adult
- I** - (used in KS1 and lower KS2 when needed to show not AS)

Target Marking Codes

English and Maths:

Target Achieved stamp used on a piece of work to demonstrate when a target has been achieved.

Addendum to the Marking and Feedback Policy- September 2020:



There are changes to our Marking and Feedback policy to minimise the amount of time that a pupil is in close contact with their teacher/LSA. To reduce the risk of the spread of Covid 19,

The purpose of marking and feedback remains the same;

Effective marking will:

- Provide feedback to children about their work promptly and regularly
- Include both oral and written feedback as appropriate
- Focus the response on the learning objectives and criteria for success
- Provide children with opportunities to assess their own and others' work and give feedback to one another
- Ensure that pupils understand their achievements and know what they need to do next to make progress
- Provide staff with the necessary information to adjust future teaching intentions

Teacher Feedback

There need not be any written comments. Any shorter comments made, should be necessary, purposeful and relate to the learning objective. These will be seen more in Upper Key Stage 2.

All teachers will allocate time in a lesson to give pupils the opportunity to self-correct and follow up on teacher feedback.

Green and Orange highlighter will be used:

Green to indicate successes.

Orange will be used where a pupil has to make an improvement/correction for example; in spelling or punctuation.

Verbal Feedback

Where verbal feedback has been given, this will not be indicated in books but will be evident upon looking at the consequent pieces of work where improvements should be evident.

Teacher/LSA Assisted Work

Where the teacher or LSA has assisted the pupil, this will be indicated in books. The same applies to if a piece of work has been independent.

The codes to be used are as follows;

- AS - Adult support
- I - Independent
- INT - work completed was an intervention piece

English/ Writing

The class teacher will complete a whole class feedback sheet (see Appendix A.)

This is purposeful and provides effective feedback to enable common misconceptions to be addressed and the next steps to be given. It will promote writing as a process and enable the pupils to improve at each stage.

This addendum was agreed in September 2020 and will be reviewed termly during the pandemic.

Signed:

Headteacher Date: 21 September 2020

Appendix A
Whole Class Feedback Sheet:

Date:



Lesson:

Work to Praise and Share	Need Further Support
Presentation	Spelling/Punctuation/Grammar
Misconceptions and Next Lesson Notes	
Date feedback shared:	
Additional notes:	