

Badgerbrook Primary School

Feedback & Marking Policy



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Feedback and Marking Policy September 2021

Feedback and marking is purposeful. All work in books should have the learning question clearly written at the beginning. In all areas of marking we aim to have a consistent approach, both within each class and across the school as a whole.

Effective feedback and marking will:

- Support pupils to understand what they have done well.
- Support pupils to improve.
- Support pupils to make progress.
- Support teachers to make assessment judgements.
- Focus teachers on those areas of learning where groups and individual children need specific help.
- Recognise, encourage and reward children's effort and progress.
- Help parents to understand the strengths and weaknesses in their child's work
- Provide a record of children's progress

Written Marking and Feedback

Written comments and next steps to improve will:

- relate to the learning question
- recognise children's achievements
- indicate the next steps for the children's learning

Orange and green smiley faces will be used by staff to indicate level of success at the end of a piece of work, in relation to the learning question.

All teachers will allocate time, at least weekly, to give pupils the opportunity to self-correct and follow up on teacher feedback. However, when needed, time will be given on the spot in the event of live marking.

Verbal Feedback

Where verbal feedback has been given, this will be indicated in books with a 'V' 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 'AS' for adult support.

Pupil marking / self-assessment

Green or Orange pen will be used in Key stage 2 upwards (and start in year 2 as appropriate) next to the learning question (this is not necessary for every piece of work).

Peer marking

Collaborative marking will be used in all year groups where appropriate, depending on pupil skills.

Additional strategies specific to each Key Stage are:

Foundation Stage

- Children are talked through their activity
- Children are given appropriate recognition through verbal and tangible rewards.
- Children are encouraged to have another attempt if appropriate

Key Stage 1

- Stamps, stickers and coloured faces are used
- Children have verbal feedback at the time of writing if this is possible and appropriate
- Work is marked live where appropriate
- Spelling mistakes, punctuation and grammar are corrected depending on the ability of the pupil, using the generic marking code

Key Stage 2

- Green or orange faces are used
- Some work may be marked by the children themselves
- Comments may be given as verbal feedback or they may be written
- Children are given time to respond to marking and correct their own work, where appropriate.
- Work is marked live where possible
- Spelling mistakes, punctuation and grammar are corrected depending on the needs and understanding of the pupil using the generic marking code

Marking Key

(Written in the margin of books)

SP	Spelling mistake
G	Grammar mistake (Year 5/6)
C	Capital letter missing or used incorrectly
P	Punctuation mistake
V	Verbal Feedback
AS	Adult support
I	Worked independently (KS1/SEND)
Int	Intervention

Monitoring

Subject Leads and/or SLT will undertake regular book audits to ensure consistency in marking across the school. Feedback and marking will also be part of the focus in lesson visits where appropriate.