



Bathampton Primary School
Together on a learning adventure

Bathampton Primary School
Marking and Feedback Policy

1 Introduction

Bathampton Primary School has been described as having a ‘welcoming and delightfully happy environment in which pupils thrive and want to do their best.’ We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning adventure’. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

At Bathampton 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 has 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 what they need to do to improve;
- 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 emphasis given to recognition of the efforts made by the child.
- 3.2 The marking should be in accordance with the objective of the lesson and, at times the child's own personal learning targets.
- 3.3 The child must be able to read comments that are made and should be allowed time to respond to those comments. Wherever possible a child response to a marking comment is to be encouraged (comment or signature).
- 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 so as not to discourage.
- 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 success criteria 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.
- 3.8 The marking system should be constructive and formative. The school strongly believes in using the formula: 'praise, next steps' in the majority of writing tasks.
- 3.9 Feedback can also be given by a teaching assistant, or through peer review.
- 3.10 Feedback is provided through plenaries and group sessions.
- 3.11 Errors that were made by many children need not be the subject of individual comments, but should be noted in planning.
- 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.

4 General advice to teachers

- 4.1 Marking and feedback must help children learn and make good progress
- 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 extent of the teacher's response to a piece of work is determined by the teacher's professional judgement. Consideration is given to what a particular

child is capable of, what the next learning stages involve, and what should now have priority.

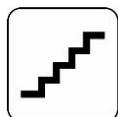
- 4.4 Any negative comments must be accompanied by a constructive comment on how to improve, thereby encouraging a positive response.
- 4.5 The best marking and feedback is the dialogue that takes place between teacher and child **while** the task is being completed. A quick survey of progress as soon as possible in the lesson can correct misunderstanding and address quality issues.
- 4.7 Ticks are normal where work is correct, and a dot where errors have been made, and when correction is required. Other symbols are used once their meaning has been explained. (See appendix A)
- 4.8 Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems.
- 4.9 When appropriate children may mark their own work or that of another child.
- 4.10 All work should be dated.
- 4.11 In KS2 titles and dates should be underlined.
- 4.12 Children should be encouraged to assess their work ahead of final marking, using success criteria. This helps children to self-assess at each step of the learning process. The children should self-assess using a traffic lights system when appropriate.
- 4.13 In addition, older children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- 4.14 Occasional personal discussions (bubble time) offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- 4.15 Teachers will concentrate on spelling and grammar
 - if spelling and grammar were part of the lesson focus;
 - if it is a spelling that all pupils should know;
 - if it is something related to the child's target.
- 4.16 Green pen is to be used for all marking and comments.
- 4.17 The WALT or Learning Intention should be apparent from the title of the work from Year One. (WALT Y1 to Y4) (LI UKS2). Additional Success Criteria help children know exactly what is expected.

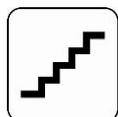
5 Monitoring and review

- 5.1 We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in four years, or earlier if necessary.

Appendix A Symbols for Marking

- Symbols (I) (independent) or (A) (aided) are to be appended to children's work in order to put it into context
- (TA) Marked by a Teaching Assistant (with initial)
- (T) Teacher Focus Group
- (P) Paired work



- * and  symbol to be used for Praise and Next Steps in all writing and in maths where appropriate
- SP Incorrect spelling
- // New line/ paragraph
- ^ Omitted words / phrases
- △ Capital letter required or has been used incorrectly.
- ___?___ Word/ phrasing does not make sense

Maths.

- Incorrect answers in written work marked with a dot. Tick for correct answer.

