



# Botley School

## Marking and Feedback Policy

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### **Botley School Vision statement**

**A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.**

### **Botley School Values**

*Inclusivity*

*Teamwork*

*Kindness*

*Respect*

*Resilience*

*Creativity*



At Botley School the Marking policy is part of a set of policies on assessment, monitoring and reporting. Marking is an important part of the assessment process, which seeks to encourage the highest possible standards for each child. The marking policy aims to encourage a positive self image and increase pupil independence in learning. The marking policy takes into account the school's policy on equality.

The aim of this policy to ensure that children receive timely meaningful feedback on their work to help them improve further.

### **Pupil Voice**

Consistent and effective marking, has a significant impact on raising achievement. Research about marking has shown students highlighted a number of points they like:

- to see that their work is carefully considered
- to know that their effort is acknowledged
- to know clearly what they do well, where they go wrong, and, specifically, how they can improve
- detailed comments but not too much writing
- honest comments
- stickers and stamps (even for older children)
- time to read what a teacher has written and to ask questions
- seeing examples of good work from other student

### **Aims of Marking and Feedback:**

- To determine how well a child has met an objective, their strengths and areas for them to develop (next steps) and to inform further planning and teaching to ensure the right amount of challenge for all abilities in lessons.
- To motivate children and for them to produce the best work they can
- To create an ethos where mistakes are acceptable and we all learn by our mistakes
- To enable a child to extend their learning, create challenge and therefore progress
- To provide opportunities for children to review and critique their own work and the work of others in a positive supportive way, to engage children in their own learning (self and peer assessment)
- To provide evidence for formative and summative assessments for reporting purposes

Feedback can be given by any adult working with a child/group of children on their work, this can be verbal or written. We also encourage self and peer feedback although we are aware that this is still being learnt to be used in a productive manner in KS1.

### **Verbal Feedback:**

This is appropriate for immediate feedback on work completed. Most feedback to younger children/less able children is likely to be verbal, as they may not be able to read written comments.

A plenary at the end of a lesson is also where much verbal feedback and formative assessment is given/made, highlighting any common misconceptions, celebrating positive achievements and challenging children's learning further by applying the skills learned.

### **Written Feedback:**

Written marking/comments should be done in **green pen** to make it easily distinguishable from the pupils own work. Codes can be used by staff - see appendix summary. All work completed will be acknowledged. A highlighter pen will be used to highlight work correctly completed/achieving the objective by the teacher. This can also be supported by positive comments by the teacher followed by a next step, to extend learning, correct a misconception or to practise a skill that had been taught. Constructive and meaningful feedback can also be given to encourage a child to think about their learning. These will be related directly to the learning objective or from a target previously identified for an individual child. If spellings are corrected (eg in English incorrect spelling of high frequency words, or if a child is capable of spelling technical words in maths, topic or science) a teacher will underline the incorrect spelling and write the correct spelling above for younger/less able children. More able or older children may be asked to find the correct spelling themselves. Neatly presented work is easier to mark and to give feedback so consistent, high quality presentation is encouraged of all children. Children are to edit any work in **red**.

### **EYFS marking and feedback policy:**




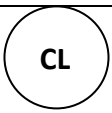








In the EYFS, observations are carried out on a daily basis by all members of staff using Tapestry to record children's learning, skills and achievements. Parents have access to their child's learning journey and are encouraged to add comments and their own observations. Observations are carried out in adult focused and child-initiated learning and captures all areas of learning. Development Matters is used to support the tracking of children's progress and attainment as well as highlighting gaps which feed into planning.

In Reception, children have a 'work book' to capture recorded pieces of learning. This is marked immediately with the children and verbal feedback is always given. Next steps are recorded and followed up either in future lessons or during interaction time.

### Methods of marking books in KS1 and KS2

**Highlighting:** Your teacher may have highlighted some of the WALT and/or Success Criteria in green to show that you have understood the objective and orange to show that you are beginning to understand the WALT.

**Marking codes and symbols\_-** The Teacher and Teaching Assistants may use the following codes and symbols when marking pupils' work. They may choose to use stamps, stickers or handwritten codes to leave a positive comment and a next step challenge. They will mark books in **green pen**.

	Teacher Supported Work.		Full stops are needed
	Teaching Assistant Supported Work.		Capital Letters need to be checked and/or added
	Child Completed the work independently.		Finger spaces need to be wider
	Child completed the work in a group		Paragraph spaces are needed
	Verbal Feedback was given to the child.		Check the tense of your verb that is underlined
<b>SDI</b>	Same Day Intervention provided		Check the spelling of the words in this sentence or paragraph
			Next Steps/Challenge Sticker
		<b>RTQ</b>	Read the question carefully

Pupils will edit their work for any errors or improvements in **red pen**.

### Workload

Although excellent teaching and assessment are central to pupils' high attainment, not all pieces of work can be quality marked. Acknowledgement should always relate to the learning intention. Teachers need to decide whether pieces of work will simply be acknowledged or given detailed attention.

### Children's response to the comments

- Children should be given time, at the start of the day/ or in a discrete time set, to read and respond to the written feedback the teacher has provided.

- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Children should be expected to respond to the written feedback, either by correcting mistake in a pencil/different coloured pen or by writing a reply. When children have responded to feedback, teachers should initial their feedback to acknowledge the child's response or use the ✓ symbol where appropriate.

### **Self/peer evaluation**

All children should be reminded to self-evaluate against success criteria and older children should be encouraged to identify their own successes and look for an improvement point. Younger children may use traffic lights or smiley faces as an alternative method. The plenary could then focus on this process as a way of analysing and learning. This process should also highlight specific children who need targeting with specific things through a focus group or individual attention.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. Again, this process needs guidance from the teacher – what to look out for in peer evaluations so comments from peers are useful and helpful.

### **Monitoring**

Marking should be regularly scrutinised and books should be seen as part of both lesson observations and learning walks by the SLT. All curriculum leaders should moderate work and sample marking. Feedback to staff on the quality of marking will be provided both to individuals and phase teams so that improvements can continue to be made.