



Marking and Feedback Policy

This policy is for Barleyhurst Park School and Barleyhurst Park Nursery.

Agreed by Governors: 15.06.2023

To be reviewed: Summer 2025

Introduction

At Barleyhurst Park Primary School, we recognise the importance of marking and providing feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, where research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal;
- be specific, accurate and clear;
- encourage and support further effort;
- be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell students when they are wrong.

Principles of marking and feedback

Our policy on marking and feedback has, at its core, a number of principles. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments which enable them to adjust their teaching both within a lesson and across a sequence of lessons. Therefore:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective and, as such, feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.



Feedback and marking in practice

Type	What it looks like	Evidence
1. Immediate	Includes teacher-gathering of evidence e.g. work on mini whiteboards Often given verbally for immediate action May re-direct the focus of the teaching or task set May include annotations following our school's marking code Any marking is completed alongside the children and is quick.	Lesson observations Some evidence in books Evidence in assessment sheets/ books
2. Summary	Takes place at the end of a lesson or activity Provides an opportunity for evaluation of learning in the lesson May be peer or self-assessment (purple pens)	Lesson observations Book scrutiny Pre and post teach sessions
3. Review	Takes place away from the learning May involve written comments for the pupils to respond to May lead to targets being set for pupils' future attention or immediate action (recorded on their target sheet) Provides teachers with opportunities for assessment Leads to adaptation of future plans	Lesson observations Book scrutiny Adaptations to future teaching sequences Use of annotations to inform future groupings

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Excellent work should be acknowledged with stickers, verbal praise and a potential spot on the Wow Wall.

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks, codes or stickers. Children should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above. In Foundation Stage and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity. In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, a comment may not be needed in books. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning. At Barleyhurst Park, we adhere to the following guidance and codes when marking work. All teachers mark in green pen, teaching assistants use blue or black ink and children self-mark, correct, edit and improve their work with purple pens where appropriate.



English

- English work is marked with constructive comments praising the pupil's successes and indicating points for improvement. Good features which meet the success criteria may be highlighted.
- For Big Write pieces of work, we use the two stars and a wish approach to marking and feedback. The stars indicate successful features that contribute to the effectiveness of the writing. The wish gives a target for improvement that will have a positive effect on their next piece of writing, helping to move their writing onto the next level.
- Once or twice a week, teachers provide pupils with the opportunity to edit or redraft their work by writing comments that expect immediate action. The focus may be a particular paragraph or small section of writing. Pupils are expected to focus on key areas identified by the teacher, these may include spellings, punctuation, grammar, powerful vocabulary or sentence structure. Teachers may also pose questions for pupils to respond to which will help them with the crafting of their ideas. Pupils take on board these comments written by the teacher and focus on improving the content, and where necessary, the quality of their presentation.

Spelling

- We try to identify no more than five spellings that we think should have been spelled correctly. These usually relate to misspellings of taught letter patterns or common words. When an error is recognised, we write 'Sp' beside the word and either write the correct spelling above the mistake, write the word at the end of the piece for the pupil to practise or ask the pupil to use a dictionary to find the correct spelling. When a pupil has to practise a spelling, the number of times the spelling should be written is indicated. The approach used is dependent on the word and the age and ability of the pupil.

Maths

- In maths, pupils complete their initial task in a maths journal. They are provided with a task, usually in the form of a relatable worded problem which they then need answer, whilst also providing at least one method to show how they achieved their answer; pupils will describe multiple methods depending on the time given and their ability. The work in journals is marked using ticks and short comments so as to be quick and effective. Pupils then move on to complete work in their maths workbooks. Questions completed in workbooks are marked to show whether the answer is right or wrong. Correct answers are ticked and incorrect answers have a dot at the side of them. Improvement prompts may also be used and could take the form of a reminder, a question or a modelled example. When a number is reversed we show the correct orientation at the side of the pupil's work.

Marking of other subjects

- The written work in other subject areas is marked against the expected learning outcomes and next steps are identified as appropriate. Where subject specific vocabulary is written, this should be spelled correctly. Questions are used to encourage pupils to reflect on their learning.

Monitoring

- This policy is monitored by the Senior Leadership Team and Subject Leaders to ensure it is being implemented and that high-quality marking is taking place. Written and verbal feedback is given as appropriate and examples of good practice and areas for development are discussed with staff.

Marking codes

Corrections should be based on individual children's needs.



Over the learning objective indicates that the child has not understood and will need more help and support.



Over the learning objective indicates that the child has not completely achieved the objective and will need a little more help.



Over the learning objective indicates that the objective has been met by the child.



Where pupils are encouraged to add a circle of colour on their completed work to show how well they feel they have achieved the learning objective, a traffic light stamp next to the learning objective indicates that the teacher still requires the child to record their self-assessment of their learning against the learning objective.

AN

If not the usual class teacher, staff should initial the work so the marker can be identified. (Where teachers job share, initials will still be included after each piece of marking)

S and I

To be used if a child is working as part of an adult led group to show which parts of their work were completed independently and which were completed with support.

VF

Indicates that the work was marked with the child and verbal feedback given.

Sp

Used in the margin or next to the word indicating a spelling error.

^

Used in the text indicating that there is a word missing.

//

Used in the text indicates that a new paragraph is required.

Big Write/ English marking



Indicates achievement in relation to the learning objective or the child's individual target or a successful feature that contributes to the overall effectiveness of the writing.



Indicates a target for improvement that will have a positive effect on their next piece of writing and help to move their writing on to the next level. This is something that the pupil can act on straight away and requires a response from the pupil.



Mathematics

- ✓ A tick indicates the answer is correct.
- . An incorrect answer will have a dot at the side of it.

Correct orientation of numbers will be reinforced for reversals as appropriate for the age and ability of the child.