



# **Brunswick Park**

## Primary School

### **MARKING AND FEEDBACK POLICY**

# Marking and Feedback Policy

***In this document, 'teacher' refers to class teachers, specialist teachers, supply teachers and any additional adults working under the direction of a teacher. It is the teacher's responsibility to make sure that any additional adults in the classroom know how to apply this policy when working with children, if they are being directed to mark work. This policy applies only to children and staff in Years 1-6.***

Children's work is marked, and feedback is given, so that they can see how much of the learning objective they have achieved and know what they need to do to improve a piece of work. There is no obligation to provide detailed written marking, or to provide lengthy written next steps. However, children must be given the opportunity to address misconceptions and correct errors in their work.

Each piece of work a pupil produces will be marked/assessed either by an adult (teacher/TA) or a child (through peer- or self-assessment).

At Brunswick Park Primary School, each lesson has a learning objective (known as a WALT) and success criteria. The exception to this is in English lessons Year 6, and for independent writing tasks (WOT tasks; see below). The learning objective is the skill or knowledge children are focussing on in that lesson, and the success criteria break down the elements of the objective so that children know how to meet the objective. English and some foundation subjects also have a context, which helps children and staff understand the difference between the skill being taught and the activity being completed.

Teachers should tick against the learning objective (WALT) to indicate a child's level of overall understanding (two ticks if the child's understanding is secure, one tick if the child demonstrates some understanding, and a dot where there is little or no understanding) Teachers must also tick against the Success Criteria to show that children have understood all the skills and knowledge required in the lesson. One tick shows that the child has met that criterion, a dot shows that they have not.

Where children show misconceptions or errors in their work, teachers will use verbal feedback so that these can be addressed, as far as possible, in the same lesson. This is not only best for the children, who will be able to succeed in the lesson and address their misconceptions straight away, but also aims to reduce workload for staff.

These principles apply to all lessons, including English, Maths and Reading where there is a recorded outcome, and all foundation subjects with the exceptions of PE and Music, which do not have recorded outcomes and are assessed differently. For information about how these subjects are assessed, separate policies are available.

## **Next Steps Marking**

In this policy, 'next steps' means any feedback which helps children to meet the objective of that lesson. We will not give children detailed written next steps in any subject. Teachers will use verbal feedback during lessons to make sure children are addressing any misconceptions as soon as possible after they arise, during the same lesson.

Teachers are expected to give feedback which will help children to meet the learning objective (WALT) for that lesson. Verbal feedback can also be used to make sure children complete any challenge or extension within the lesson. Teachers can also use short written feedback in lessons if this benefits the child, and this can also be done when work is marked after lessons.

When marking, teachers use yellow highlighters to show children where an error or misconception has been recorded. For younger or less able children, this may mean highlighting an entire word or sentence to show the child exactly where the error is. For older or more able children, the teacher may use the symbols (see below) in the margin or give verbal feedback only to enable children to correct errors independently.

Teachers should use verbal or short written feedback to support children with the following next steps, in order of priority:

- Children's misconceptions about the skill or knowledge they are developing within the lesson.
- Spelling, grammar, or punctuation errors (age appropriate and within reason), including numbers or symbols written incorrectly in lessons where maths skills are being used.
- Presentation errors.

During lessons, teachers will give verbal feedback to pupils about what they need to do to improve. Evidence of this can be recorded in the margin using the symbol **VF**. A short comment or symbols to remind the child what was said can also be written **if this is necessary to help the child move on**.

Verbal feedback and next steps can be given in the following ways:

- Individual conversations with a child or small group;
- Brief written comments or symbols;
- Mini-plenaries during lessons;
- Whole class feedback in the following lesson;
- Working with children in a guided group.

Sometimes it will not be possible to give verbal feedback to every child during the lesson. Teachers must then make sure that highlighters and short written comments (if necessary) are used so that children can correct their work before the next lesson. Children must then be given time to edit work, which should be planned into the next session.

Year 1 children will be introduced to the marking strategy when they are ready; usually the most able children will be the first to edit their work in green pen, respond to highlighting and next steps comments, and read written feedback. Children's work will be marked in a way appropriate to their age and stage. The expectation is that most children will be ready to respond to the marking strategy in full by the beginning of the Spring Term in Year 1.

When marking, it is **not** required or desirable to:

- Write long comments about what the child has been successful with, especially when the impact of the verbal feedback is evident;
- Comment on the child's engagement, behaviour or attitude;
- Write lengthy comments in praise – 'Well done,' or 'You tried hard today,' would be sufficient but are not required;
- Use stickers or stamps;
- Write detailed comments about what the verbal feedback was or what the misconception was.

### **Children responding to feedback**

In most cases, children should be able to respond to verbal feedback immediately. Sometimes the teacher may wish to devote part of the next lesson to editing or addressing misconceptions. In these lessons, the teacher must make sure that every child has something they can do to improve their

work. This may be the same for a whole class, or for different groups, or individual children may be working on different skills. No child must have the opportunity to leave misconceptions unaddressed and should correct as many other errors as they can.

### **Marking Write on Target (WOT) tasks.**

WOT tasks are done weekly or fortnightly in English lessons and are assessed against children's individual writing targets. They do not have WALTs or Success Criteria. It is not necessary to mark WOT tasks except to highlight in blue where children have met their targets. Writing target cards should then be dated next to relevant target. There is no requirement for children to edit WOT tasks, or for teachers to give any written feedback. The aim of the WOT task is for children to demonstrate which writing skills they can apply independently, and to inform assessment and planning.

### **Challenge and Extension Tasks**

Children who are working on challenge or extension tasks should have this work marked in the same way as their other work. As far as possible, children should address any misconceptions in their work before moving onto a challenge or extension activity.

### **Peer Assessment and Self-Assessment**

Pupils can address errors in their own learning (self-assessment) or give feedback to another child (peer assessment), highlighting what they did well and what they could improve upon in relation to the WALT and success criteria. This is the expectation for the majority of pupils in KS2 and able pupils in KS1. Children will initial their comments following a self or peer assessment. They will complete self and peer assessments in green pen. It is important for teachers to train children to do this effectively.

### **Symbol checklist**

- I Independent
- TS Teacher Support
- TA Adult Support
- VF Verbal Feedback
- S Spelling mistake
- P Missing or incorrect punctuation  
(if necessary followed by . , ? ! " ' CL)
- G Grammatical error (general)
- T Incorrect tense
- ^ Missing word in sentence

Teachers mark in blue pen. Teaching assistants mark in purple pen. All adults writing in children's books must write in Letter-join. Pupils mark in green pen and write in pencil or black pen.

### **Classroom Organisation and Management**

To give feedback to every child, teachers should circulate around the room, marking each child's work in turn. If this is difficult due to lack of space, the teacher may ask one child at a time to come to them. Children must not be allowed to form a line, waiting for the teacher to look at their work, as this wastes learning time and breaks up the flow of the learning.

Teaching assistants may also mark children's work. If a teaching assistant is working in the classroom, they can be deployed to mark children's work, and can alert the teacher to any issues or misconceptions.

It is not considered best practice for a teaching assistant to spend the whole lesson working with one child or group, and this should be avoided.

Teachers must make sure green pens are available for children to use when editing, revising and marking their own work, or when marking the work of a peer.

### **Monitoring**

SLT and subject leaders regularly carry out book scrutinies to ensure that marking is consistent across the school. Students, ECTs or any teachers new to the school are supported intensively until they can mark to the school's expectations.

**This policy will be reviewed annually.**