

Marking and Feedback Policy and Procedures

This policy sets out the school's expectations for classroom practice and the responsibilities of different staff in contributing to an outstanding learning environment. It should be read in conjunction with the following policies and documents:

Curriculum (Teaching and Learning) Policy	Presentation and Display Policy
Early Years Policy	Handwriting Policy
Subject Specific Policies	

Monitoring and Review

Marking and Feedback procedures should be monitored continuously in order that they remain meaningful and manageable. This policy will be reviewed on an annual basis and should be read in conjunction with the Handwriting and Presentation Policies.

Date of update	(U) Updated (R) Reviewed by	How was updated disseminated	Parents informed	Policy on website	Agreed by Gov's
Sept 2016	HG (U)	Staff briefing – email – all staff to familiarise and action	Yes	Yes	
Nov 2016	HG (U)	Email	Yes	Yes	Yes
Jan 2018	HG (R)		Yes		Yes
Sep 2019	H. Gee	Staff INSET	Yes	Yes	Oct 19
Jan 2020	H. Gee (U)	Email to all staff	Yes	Yes	Jan 20
Nov 2020	H. Gee (R)	Uploaded to Teams			
Aug 2021	HG (U)	Staff INSET Sept 2021 – Policy shared on TEAMS	Yes	Yes	
Jan 2023	CD (R)	Policy shared on TEAMS	Yes		
Jan 2024	H. Gee (R)	Policy shared on TEAMS			
Jan 2025	SM-T (R)	Policy shared on TEAMS			

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Aims and Objectives

At Bowdon Prep School we believe that a comprehensive Marking and Feedback Policy reassures and motivates children and adults alike in the pursuit of excellence in learning. It acts as a reward system, leading the child to discover the intrinsic value of learning itself, making them lifelong, self-perpetuating learners. The purpose of marking for assessment is:

- To provide useful information, which will move the pupil forward in learning next steps
- To promote continuous and focused communication with the pupil
- To encourage high standards in learning
- To be effective and diagnostic
- To be constructive rather than negative
- To be completed alongside the learner when possible
- To be specific and sensitive to the needs of the child
- To provide regular and frequent feedback
- To ensure consistency throughout the school
- To inform planning and assessment i.e. what the learner needs to do next and offering constructive advice on progress
- To ensure learning objective/success criteria is clear and accessible to the learner
- To provide feedback and allow time for feedback to be responded to
- To reinforce the positive
- To use errors/misconceptions as a learning point

Our policy is underpinned by key principles. We believe that good marking practice:

- Requires teacher/pupil sharing of the learning objectives and assessment criteria
- Is based upon a coherent system
- Incorporates setting aside appropriate time for pupils to assimilate and work on any errors/prompts for future learning
- Is carried out daily
- Indicates strengths and weaknesses
- Is of a positive nature
- Involves the pupil in reflection and review
- Informs third parties
- Is reviewed and developed annually

[Learning Objectives and Assessment Criteria](#)

The nature of formative feedback and providing academic guidance is greatly dependent upon the learning objective and the success criteria. It is crucial that pupils have a clear understanding of this and the criteria upon which the work will be marked.

Our agreed system of marking is set out below:

Marking is undertaken in accordance with the learning objective. Teacher comments are written in green pen.

Where appropriate we mark with the pupil present. Positive comments (green), both written and oral are used and pointers towards subsequent learning targets identified and where appropriate secretarial errors are highlighted. Examples throughout the work of where a child has met the Learning Objective are highlighted in green by the teacher. A marking Code is used (see Appendix).

Where appropriate, questions relating to the learning objective will be asked either orally or in writing.

At the end of marking the child's piece of work if they have met the learning objective, highlight the learning objective which is written as the title in green. Evidence or examples of where the child has met the objective should also be highlighted in green. If the child requires more practice to meet the Learning Objective highlight the title in pink (Think Pink). Evidence or examples of where the child has not achieved the objective should also be highlighted in pink. Children will be given time to self-correct. Teachers may provide scaffolding to support independence in self-correction. This must be evident in all books from Year 1 to Year 6.

At the early stages of learning, particularly in Reception and at the start of Year 1, much of the work is oral and therefore so too are the teachers' comments. A written comment, pertaining to pupil response is made in the pupil's book, as appropriate.

One in three pieces of work will be marked each lesson in the form of a 'live nudge.' Where the teacher has discussed the work and future learning with the pupil. The symbol VF (verbal feedback) will be used and when appropriate a target will be written. This is an example of a 'live nudge,' where the teacher/TA/LSA

has provided oral feedback based on the Learning Objective. The teacher should then expect to see progress from this point onwards within the lesson.

One in three pieces of written work is closely marked, the objective and examples being highlighted in green or pink as appropriate and next steps or action requests are included. Time will need to be allocated to allow pupil to review the teacher's comments and action.

Other work will be short marked, again this will be in line with the learning objective.

Drafting and redrafting of writing is progressive, happening more frequently as pupils mature and enabling Prep pupils to become actively involved in the learning process. There will be evidence of editing. This should be in line with the ability of the pupil: sentences rewritten above the original in purple pen, through editing flaps or redrafted pieces of work - this will add more value to learning and progress will be evident.

Spelling

In all subjects, pupils are asked to spell correctly any words for which they have a resource (i.e. a key word on display/ subject specific vocabulary) or words which are line with their spelling goals. Such words are always targeted when marking, and if incorrect underlined and the correct spelling given/ asked for depending on age/ability of child. The child will then practise the word three times or may be asked to write it in a sentence.

Gradually pupils are required to identify mistakes in their own work and encouraged to correct these using dictionaries.

In handwriting activities, incorrect formation, joining, sizing and spacing of letters is underlined and samples given from which pupils can practice (see Handwriting & Presentation policy for further details).

Mathematics

Marking is undertaken in accordance with the learning objective. Work is marked with the pupil present where possible and on occasions pupils self-mark. A variety of strategies are used according to the type of work being undertaken – written comments, correct work being ticked and incorrect work being dotted. Where appropriate, questions relating to the learning objective will be asked either orally or written. The expectation is that children correct any errors made and therefore an appropriate amount of time is set aside for children to assimilate and work on any errors/prompts for future learning.

We consider it to be important for pupils to show their working in mathematics, as credit can be given to partly correct answers and insight, on the part of the teacher, can be gained as to the pupil's thought process. For this reason, we encourage pupils to show working and carry out corrections without erasing their original answer.

Science and humanities

Science is marked with due regard to the learning objective. We mark initially for process and factual subject understanding and target key subject vocabulary for spelling.

Pupils are expected to present their work clearly and sequentially, in line with the school's format and comments are made accordingly.

Consistency in Marking

It is important that the Marking and Feedback Policy is consistent, making clear the information to pupils, staff and parents in a unifying way. Agreement of our Feedback and Marking Policy was reached in consultation with the whole staff. Consistency in marking promotes a clear understanding of the expectations and quality of standards to all concerned.

- Written comments should reflect the school's handwriting policy and presentation policy.
- Work should be marked daily, so that progression can be assessed against the planned learning objectives, either through 'live nudge' or short marking.

On occasions, pupil will peer mark and/or self-mark. This is always noted by the class teacher (to inform future planning).

Good work is shared within their own class and members of the school, and occasionally with the Phase Leader or Headteacher. Work demonstrating outstanding achievement or effort is included in wall displays. Longer summative comments should be used occasionally to record an appreciation of a child's progress and to point to the next targets set.

Indicating Strengths and Identifying Weakness

By systematically reviewing/marking work, teachers and pupils are aware of areas in which the pupil is competent and areas which need to be worked on. Through this process teachers are given an overview of the pupil's performance and can identify what is needed to enable them to move forward in learning. When children work at their appropriate level there is ample opportunity for positive reward. Identification of weakness takes the form of future learning targets.

Involvement of the Pupil in Reflection and Review

All staff members emphasise the importance of understanding the marking system and the positive effect the process has upon the pupils. Close reflection and review of the teachers' marking by the pupils is imperative, otherwise it negates the precious time the teacher has spent upon it and does little to improve learning. Pupil's response to the teacher's feedback takes place in each class at the beginning of each lesson and this is an opportunity for the children to reflect on teacher's comments and suggestions. All children's responses to feedback should be written in purple pen (Y3-6).

Informing Parents/Governors

To strengthen the partnership between home and school in the education of our pupils, we encourage families to have an understanding of our Marking and Feedback Policy. An overview of our Marking and Feedback Policy will be incorporated on the school website. Governors are also kept abreast of our practice.




Appendix

Marking and Feedback Expectations

Book	Expectation
English	<p>All work is reviewed by the teacher and the learning objective highlighted appropriately. 1 in 3 pieces of work marked in the form of a live nudge using school policy (highlighters etc) – including next step or request to edit piece of learning (e.g. Can you add some adjectives now? Give 2 examples below.) 1 in 3 to be marked focusing on grammar, spelling and punctuation using the marking code.</p> <p>If the child has met the LO highlight the title in green.</p> <p>If the child needs more practice to meet the LO highlight in pink</p>
Maths	<p>All work is reviewed by the teacher and the learning objective highlighted appropriately. 1 in 3 pieces of work marked in the form of a live nudge using school policy – including next step or request to edit piece of learning (e.g. Can you do this calculation now...$321+123=$ Could be used to extend or reinforce OR You understand the strategy but you have made a few mistakes. Have a look at marking and correct them – ask your friend to help you out.) All other books – to be marked but a next step does not need to be included. Use a rota.</p> <p>If the child has met the LO highlight the title in green.</p> <p>If the child needs more practise to meet the LO highlight in pink</p>
Science And humanities	<p>All children's learning must be acknowledged/marked and the learning objective highlighted appropriately. One in three marked in the form of a live nudge, one in three books must be closely marked with a next step comment (e.g. What do you think will happen if.....and why?)</p> <p>If the child has met the LO highlight the title in green.</p> <p>If the child needs more practice to meet the LO highlight in pink</p>
Children	<p>Children must respond to teacher's marking in purple pen (Y3-6)</p> <p>Do not accept OK as a response close</p> <p>Evidence of editing previous piece of learning's marking</p> <p>Answering maths questions or showing a strategy</p>

Traffic Light self-assessment for online learning/homework

Children with support of their parents to draw the corresponding circle from the traffic light to indicate how much support the children required for the homework. This will inform the teacher to how much support was given to complete a given task.

	I completed the task with no support and I understand. I am ready for a challenge.
	I completed the task with some support. I now understand.
	I needed a lot of support and found the work challenging.



Marking Codes for Year 3 to Year 6 -

Look at the symbols below. What do you need to do to improve your learning?

<p>Word underlined Put sp in margin</p> <p>e.g. <u>becase</u></p>	<p>The word is not spelt correctly – use a dictionary to self-correct</p> <p>Add the missing letter</p> <p>Incorrect spelling to be underlined and written beside or beneath work</p> <p>Write word above misspelt word</p> <p>Misspelt word to be written out 3 times</p>
<p>Punctuation <u>charlie</u> went to bed</p> <p>The dog ran quickly</p>	<p>Circle for misuse of capital letter</p> <p>Look at the letter which is circled – do you need an upper case or lower case letter?</p> <p>Which punctuation mark is missing?</p> <p>Circle used to show when punctuation is missing or not used correctly</p>
<p>NP</p>	<p>You need to start a new paragraph here</p>
<p>VF – P VF – T (Live nudge)</p>	<p>This means your teacher or peer spoke to you about how to improve your learning. Verbal feedback. A Live Nudge must have a statement highlighting the required improvement</p>
<p>Highlighted Green</p> <p>Highlighted Pink</p>	<p>This learning shows that you have met the learning objective in your work</p> <p>Your teacher will highlight the Learning Objective which you have written at the start of your work. Green tells you that you have met the Learning Objective</p> <p>If your teacher highlights the Learning Objective in pink it means that you need more practice to meet the learning objective “Think pink”</p>
<p>TS PS (with support)</p>	<p>This tells you that you needed some support to complete today’s learning (p-pupil / TS-teacher) include ratio e.g 1:3</p>
<p>✓</p>	<p>A tick in maths means your answer/working out is correct</p>
<p>●</p>	<p>A dot by the side of your maths answer means that your answer is incorrect and you will need to edit your maths work</p>
<p>/</p>	<p>Finger space</p>

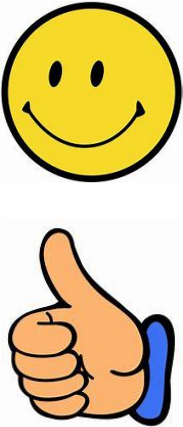
Marking Codes for Pre-Prep (as appropriate) -

Look below. What do you need to do to improve your learning?

<p>Highlighted Green</p> 	<p>Well done! This shows that you have met the learning objective in your work.</p> <p>Your teacher will highlight the Learning Objective which you have written at the start of your work. Green tells you that you have met the Learning Objective – you have shown understanding or have learned something new.</p>
<p>Highlighted in pink</p> 	<p>If your teacher highlights the Learning Objective in pink, it means that you need more practice to meet the learning objective “Think pink” – keep persevering!</p> <p>Remember: we learn from our mistakes...</p>
<p>Spelling:</p> <p>e.g. becase</p>	<p>Practise the correct spelling at the bottom of the page (<i>1-3 times, as appropriate</i>)</p> <p><i>An age-appropriate key word or a word linked to the learning objective is not spelt correctly – teacher guidance and correction, or child to use a dictionary to self-correct (when appropriate)</i></p>
<p>Punctuation:</p> <p>e.g. charlie went to bed </p>	<p>Look at the letter which is highlighted – Think - do you need an upper-case or lower-case letter here?</p> <p>Which punctuation mark is missing?</p> <p><i>Pink highlighter to be used to show when punctuation is missing or not used correctly</i></p>
<p>Verbal Feedback: (Live nudge)</p> <p>VF written on page or Verbal Feedback stamp used</p>	<p>This means your teacher spoke to you about how to improve your learning. Verbal feedback.</p> <p><i>A Live Nudge must have a statement highlighting the required improvement</i></p>
<p>WS</p>	<p>This reminds us that you needed some support to complete today’s learning. <i>Teacher: include ratio e.g 1:1/1:3/1:6</i></p>
<p>CT/TA Stamps used (Class Teacher or Teaching Assistant)</p>	<p>This reminds us that you worked with a Class Teacher or TA group, to enhance your learning.</p>
<p>I (or “Independent” stamp used)</p>	<p>This reminds us that you worked independently</p>
<p>✓</p>	<p>A tick in maths means your answer/working out is correct. Well done!</p>
<p>●</p>	<p>A dot by the side of your maths answer means that your answer is incorrect and you will need to edit your maths work</p>
<p>/</p>	<p>Remember... Finger space!</p>

Marking and Feedback: EYFS Coding

(Please also see Pre-Prep codes for marking - to be used as/when appropriate for EYFS)

<p>Colour codes to be used for assessments:</p>	<p>Baseline in green End of autumn term in orange End of spring term in blue End of summer term in red</p>
<p>AD (circled) (Or use "Class Teacher"/ "Teaching Assistant" stamp)</p>	<p>Adult directed</p>
<p>CI (circled) (Or use "Independent" stamp)</p>	<p>Child initiated</p>
<p>Self-assessment</p> 	<p>Children to be encouraged to smile if they understand or shake their head if unsure.</p> <p>Children can also use the thumbs up sign if they are happy and understand; thumbs in the middle if unsure; thumbs down if they have found something difficult and would like further guidance.</p> <p>Adults should praise children for being honest in their self-assessment; no child should be worried about not understanding.</p>
<p>Next steps...</p>	<p>Next steps must be beneficial and accessible for the children.</p> <p>Children should be able to understand and interact with the next steps (used explicitly from the summer term).</p>
<p>Area of Learning (AL) abbreviations:</p>	<p>Personal Social and Emotional - PSED Communication and Lang - C&L Physical Development - PD Literacy - L Maths - M Understanding the World - UW Expressive Arts and Design- EAD</p>
<p>Characteristics of effective learning (CEL):</p>	<p><i>Engagement:</i> Playing and Exploring - P & E <i>Motivation:</i> Active Learning - AL <i>Thinking:</i> Creating and Thinking Critically - C & TC</p>