



# Marking & Feedback Policy

Signed:       \_\_Nicola Townshend\_\_

Date:         \_\_September 2023\_\_

Reviewed:    \_\_March 2024\_\_

Next Review: \_\_September 2024\_\_

## **Introduction**

At Bonnygate Primary School, we believe that feedback, in both written and verbal form, should form an integral part of the teaching and learning process. We will take a professional approach to the tasks of marking work. Effective marking and feedback is regarded as an integral part of the continuous dialogue between teachers and pupils about how well they are doing. Teachers are able to inform children about their learning and next steps for success; their achievements; address misconceptions and celebrate good work. Children are entitled to regular and comprehensive feedback on their learning, whether it be written or verbal form, as an essential part of the assessment process.

## **Aims**

We will provide feedback (verbal or written form) to children's work in order to:

- 1) Show that we value their work and encourage them to do the same;
- 2) Boost their self-esteem and aspirations;
- 3) Give them a clear general picture of how far they have come in their learning and where the way ahead lies;
- 4) Offer them specific information on the extent to which they have met the lesson objective;
- 5) Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- 6) Share expectations;
- 7) Gauge their understanding and identify any misconceptions;
- 8) Provide a basis both for summative and for formative assessment;
- 9) Provide the on-going assessment that should inform our future lesson-planning.
- 10) To recognise achievement, presentation and effort.

We aim for all children to receive the same quality of marking and feedback throughout the school.

## **Principles of marking and feedback**

- The process of marking and offering feedback should be a positive one with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the lesson and its objective.
- The child must be able to access the comments made, either by reading them or by verbal feedback. Comments should be appropriate to the age of the child.
- 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.

## **Guidance for adults providing marking and feedback**

The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities then errors that need to be corrected will not be so numerous as to affect their self-esteem.

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.

## **Nursery and Reception**

### **English Books**

- Adult will write a comment/annotation in the book - (see appendix 4).

### **Maths Books**

- Adult will fill out a group worksheet for evidence - (see appendix 4).

### **Who marks?**

- **Any adult** that works with the children can mark the work accordingly.
- **Any adult** within the classroom, who has either worked with the child or marked the child's work, **MUST** put their initial next to the LO.
- Children can peer or self-assess (an adult will also review this) in pencil only.

### **Does every piece of work need to be marked?**

Yes - in some format the work needs to be marked (Through the use of the E1, E2 and E3 codes in the margin, post it notes for in depth and editing sessions in English only). Codes and ticks to be used for Maths and other Curriculum subjects. Any adult needs to initial the piece of work.

### **English Lessons**

***In English lessons daily*** – identify three to five E1s daily. If there are no identified E1s, the teacher is to use their discretion to use a E2 or E3.

***Weekly*** – E1 (no more than five per lesson).

***End of unit extended piece of writing*** – E1, E2, E3 – post it notes.

### **In Depth Marking - English**

In depth marking will take place at the end of each unit. We follow The Write Stuff codes to support when feeding back to the children on post it notes, kept in books.

### **Which colour should we mark in?**

***Nursery/Reception*** – Teachers' handwriting should be neat and on the lines in line with school handwriting policy in order to model good practice (green pen).

***Key Stage 1 and 2*** - Green pen should be used daily. Teachers' handwriting should be neat, joined and on the lines in line with school handwriting policy in order to model good practice.

### **How are the books set out?**

All books are to be set out consistently across the school.

**EVERY** piece of work must have;

- Date (long in English and Foundation subjects, short in Maths and MFL – KS2 only) (MUST be underlined using a ruler)
- Learning Objective (adapted) (MUST be underlined using a ruler) which begins: To ...

### **Maths Books**

- One digit per square
- Mistakes should have one horizontal line through them (MUST be drawn with a ruler)
- Margins do not need to be drawn

### **Year 1 and Year 2**

The short date and Learning Objective may be pre-printed (on a label).

## English Books

All books are to be set out consistently across the school.

**EVERY** piece of work must have;

- Long date **MUST** be underlined using a ruler.
- LO = Day One of new genre/unit.
  - Planning Day
  - Independent piece
- Nelson handwriting should be used
- Writing against the margin
- Mistakes should have one horizontal line through them (**MUST** be drawn with a ruler)

## KS2

The expectation is that ALL children working at a KS2 appropriate level (with the exception of specific SEND children) will write the Date and Learning Objective.

**The long date will be written in full e.g.** Monday 5<sup>th</sup> September 2022

**The short date will follow standard way e.g.** Day/Month/Year 5-9-22

## In Depth Marking - English

In depth marking will take place at the end of each unit. We follow The Write Stuff codes to support when feeding back to the children on post it notes, kept in books.

### EYFS

**E1 - Revise** (Letter formation, capital letters, full stops)

**E2 - Rewrite** (Not whole paragraphs, but a word. Put \* at the beginning and \* at the end of word that needs to be changed)

**E3 - Reimagine** (Put arrow near next to or before where a missing word should be.)

### KS1 and KS2

**E1 – Revise** (Spelling, Punctuation, missed words or additional words)

**E2 – Rewrite** (Not whole paragraphs, but sentences. Put \* at the beginning and \* at the end of sentence that needs to be changed)

**E3 – Reimagine** (Put arrow near full stop, add more to that section of work)

Children will have an editing session to be able to correct the above codes. Teacher marking of independent write to be completed on post it notes that can remain in the children's books after independent write.

## How do we use Next Steps marking? (see example in Appendix 3)

✓	<b>English</b> – Every day – identify three to five E1s daily. If there are no identified E1s, the teacher is to use their discretion to use a E2 or E3.  Weekly – E1 (no more than five) in the margin.  End of unit extended piece of writing – E1, E2, E3 – post it notes.
✓	<b>Maths</b> work does <b>not</b> need to be highlighted; however incorrect answers can be marked with a green dot (green biro).
✓	<b>English</b> - Children only use purple pen when responding to teacher feedback. This includes daily as well as editing lesson.
✓	<b>Maths</b> – children to use purple pen to mark work. If a question is incorrect, the children are to write the correct answer in purple pen.

✓	Verbal and instant feedback in Nursery and Reception.
---	---

Time needs to be given for children to make corrections (this is separate from editing lesson). This must be timetabled in at a suitable time during the day. Please ensure children respond to them during Wednesday early morning work.

**How often should Next Steps marking take place?**

**Mathematics**

One next step comment is expected per week.

**English**

Daily using codes. At the end of extended piece of writing this will be more detail in preparation for editing lesson – E1, E2, E3.

**Foundation Subjects**

Each piece needs to be ticked linked to the learning objectives. Every subject needs to have one-piece next step marked every half term.

Children should be encouraged to self/peer-assess their work ahead of final marking in pencil.

**Editing and Purple pens of progress**

Proofreading and editing is a valuable skill that children need to learn. Children should be consistently editing and improving their work; reflecting on what they can change and improve. Therefore, an editing code has been created to help teachers assist children in doing this. **Self-editing should be done in pencil/black pen for Year 5 and Year 6 only. However, if the teacher has given verbal or written feedback (E1, E2, E3) children should respond/edit in purple pen.** Children MUST respond to their feedback using purple pen in order to show progress. This should be factored into the beginning of the following lesson/morning work time.

**Monitoring and review**

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.

**Editing Code – English only**

	EYFS	
<b>E1</b>	<b>Revise</b> (Letter formation, capital letters, full stops)	
<b>E2</b>	<b>Rewrite</b> (Not whole paragraphs, but a word. Put * at the beginning and * at the end of word that needs to be changed)	
<b>E3</b>	<b>Reimagine</b> (Put arrow near next to or before where a missing word should be.	
	KS1	KS2
<b>E1</b>	<b>Revise</b> (Spelling, Punctuation, missed words or additional words)	
<b>E2</b>	<b>Rewrite</b> (Not whole paragraphs, but sentences. Put * at the beginning and * at the end of sentence that needs to be changed)	
<b>E3</b>	<b>Reimagine</b> (Put arrow near full stop, add more to that section of work)	

## Appendix 1

### Examples of Maths Next Steps.

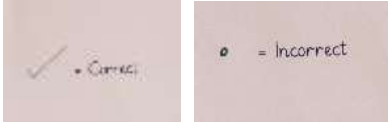
**Maths Next Steps should involve a range of skills – not just higher numbers. Include challenges, problem solving and reasoning.**

- Remember which way round your numbers go. Please correct your number orientation.
- How did you solve this? Explain your method.
- Jeff has 3 packs of 10 biscuits. Tom has 4 packs of 2 biscuits. Who has more? Explain your reasoning.
- What are the similarities and differences between a cube and a cuboid?
- What units of measure should your answer be in, circle the one you think: cm mm g kg (etc.)
- Now solve this missing number problem using the skills you learned today (write a challenge in their books).
- Partition this three digit number into hundred, tens and ones.
- $\underline{\quad} - 100 = 1,059$ . Show how you can use the inverse to solve this.
- $805 - 49 = \underline{\quad}$  Instead of subtracting using the column method, how else could you solve this problem?
- Following a lesson finding the perimeter, give a next step showing a rectangle with a missing length, eg. 7cm and ? cm. The perimeter of this rectangle is 50cm. Calculate the length.
- Write a two-step word problem for your partner using the skills you have learned today.
- Following an algebra lesson, get children to use and apply their understanding: Ben has two types of coin in his pocket. He has 4 coins of one type and 2 coins of another. Altogether he has £1. What coins does he have?
- Use multiplication reasoning skills to explain: Who has more? Tom has 3 packs of 10 sweets. Fred has 4 packs of 5 sweets.

## Appendix 2

### Codes for Early Years

#### Maths, English and Curriculum



**Adult initials – top right-hand corner next to LO.**

**Other codes such as AS/VF/P to be written in the margin in their English books next to LO and in Maths, underneath the LO.**

#### Other Codes

AS	Adult Support
VF	Verbal Feedback
P	Partner work

#### **Teacher Marking Code – left hand side of the Learning Objective**

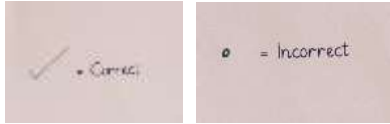
- ✓✓✓ Children have understood the learning and completed it independently.
- ✓✓ Children are beginning to understand the learning but need some more work on this to ensure it has been embedded.
- ✓ Children are unclear and have not met the learning objective.

#### English

<b>E1</b>	<b>Revise</b> (Letter formation, capital letters, full stops)
<b>E2</b>	<b>Rewrite</b> (Not whole paragraphs, but a word. Put * at the beginning and * at the end of word that needs to be changed)
<b>E3</b>	<b>Reimagine</b> (Put arrow near next to or before where a missing word should be.)

## Codes for Key Stage 1 and Key Stage 2

### Maths, English and Curriculum



**Adult initials – top right-hand corner next to LO.**

**Other codes such as AS/VF/P to be written in the margin in their English books next to LO and in Maths, underneath the LO.**

#### **Teacher Marking Code – left hand side of the Learning Objective**

- ✓✓✓ Children have understood the learning and completed it independently.
- ✓✓ Children are beginning to understand the learning but need some more work on this to ensure it has been embedded.
- ✓ Children are unclear and have not met the learning objective.

### English

<b>E1</b>	<b>Revise</b> (Spelling, Punctuation, missed words or additional words)
<b>E2</b>	<b>Rewrite</b> (Not whole paragraphs, but sentences. Put * at the beginning and * at the end of sentence that needs to be changed)
<b>E3</b>	<b>Reimagine</b> (Put arrow near full stop, add more to that section of work)

### Other Codes

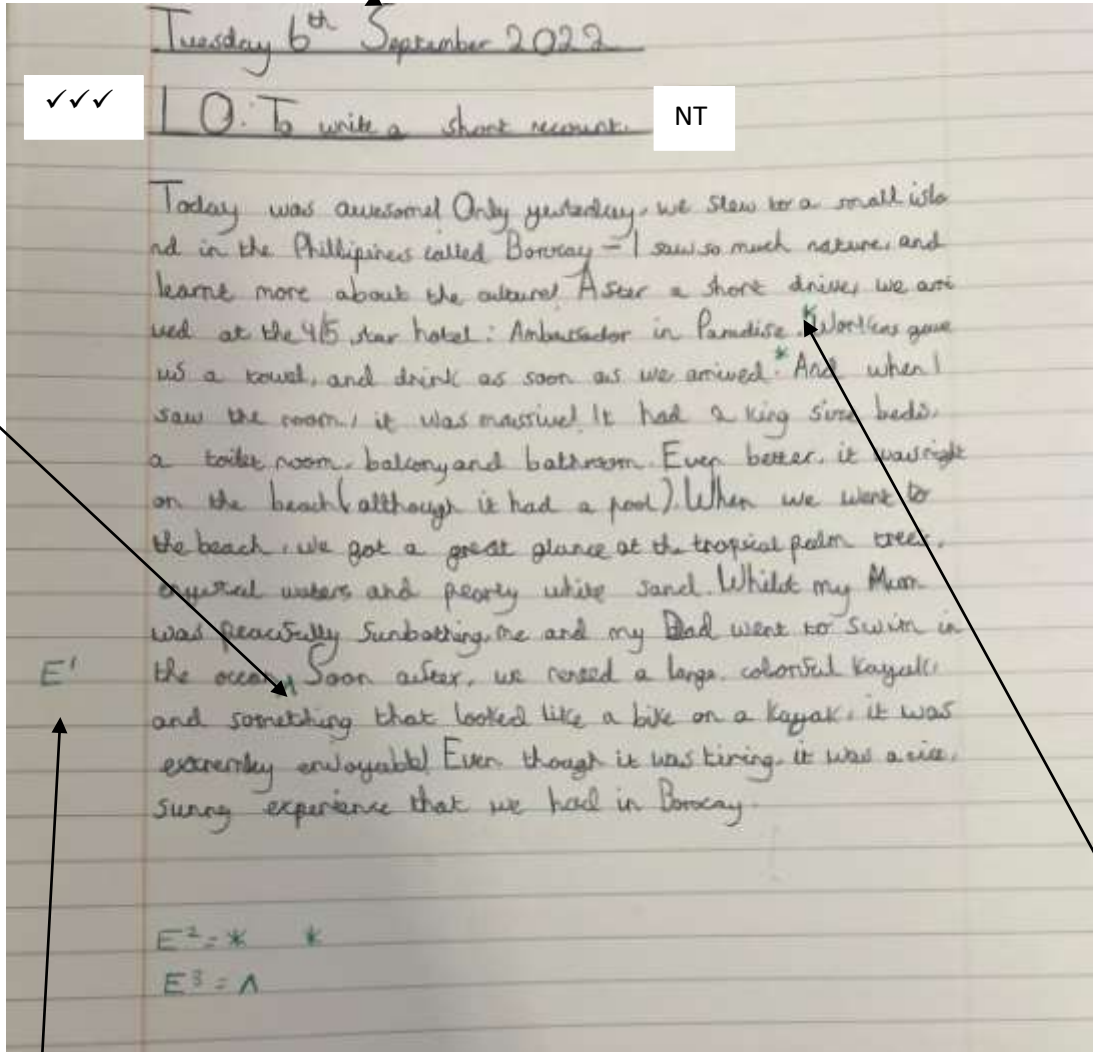
- AS Adult Support
- VF Verbal Feedback
- P Partner work



### Appendix 3

#### English

Example shows use of a long date and LO underlined and correct marking stamps.



E3 identified at the end of a sentence to indicate more detail is needed.

E<sup>1</sup>

E2 identified at the start and end of sentence so the children are aware which sentence they need to rewrite.

E1 in the margin to identify there is a spelling error on this

## Maths

Example shows use of a printed short date and LO underlined (KS1) and correct marking codes.

23.9.19  
LO: To be able to add numbers to 20

Find the missing numbers

a.  $6 + 14 = 20$  ✓  
b.  $3 + 17 = 20$  ✓  
c.  $15 + 5 = 20$  ✓  
d.  $10 + 10 = 20$  ✓  
e.  $8 + 12 = 20$  ✓  
f.  $18 + 2 = 20$  ✓  
g.  $20 + 0 = 20$  ✓  
h.  $1 + 19 = 20$  ✓

Write a fact family for these numbers 20 4 16

$16 + 4 = 20$   
 $4 + 16 = 20$   
 $20 - 4 = 16$   
 $20 - 16 = 4$

Example of a Next Step linked to the area of maths being learnt to help move learning on, developing understanding of the inverse.

Example shows use of the written short date and LO underlined (KS2) and correct marking codes.

14/10/19  
LO: To recognise square numbers and use correct notation

1.  $2 \times 2 = 4$   
4 is a square number.  
 $2^2 = 4$  ✓

2.  $3 \times 3 = 9$   
9 is a square number.  
 $3^2 = 9$  ✓

3.  $4 \times 4 = 16$   
16 is a square number.  
 $4^2 = 16$  ✓

4.  $5 \times 5 = 25$   
25 is a square number.  
 $5^2 = 25$  ✓

Clear, neat working evidencing the use of the pictorial and abstract elements of CPA teaching.

Example of a neat page following the marking policy for maths: one digit per square; problems answered with a sentence; handwriting follows the school policy (pupil and teacher).

$$\begin{array}{r} 0653r6 \\ 14 \overline{) 9148} \\ \underline{-94} \\ 074 \\ \underline{-70} \\ 048 \end{array}$$

$$\begin{array}{r} 0129r36 \\ 56 \overline{) 7260} \\ \underline{-56} \\ 166 \\ \underline{-112} \\ 0540 \\ \underline{-504} \\ 036 \end{array}$$

$50 + 6 = 56$   
 $100 + 12 = 112$   
 $150 + 18 = 168$   
 $200 + 24 = 224$   
 $250 + 30 = 280$   
 $300 + 36 = 336$   
 $350 + 42 = 392$   
 $400 + 48 = 448$   
 $450 + 54 = 504$

True or false? Explain why.  
 $7839 - 36 = 217$

$$\begin{array}{r} 0217r27 \\ 36 \overline{) 7839} \\ \underline{-72} \\ 063 \\ \underline{-36} \\ 279 \\ \underline{-252} \\ 027 \end{array}$$

False because you didn't carry over the remainder.  
 $30 + 6 = 36$   
 $60 + 12 = 72$   
 $90 + 18 = 108$   
 $120 + 24 = 144$   
 $150 + 30 = 180$   
 $180 + 36 = 216$   
 $210 + 42 = 252$   
 $240 + 48 = 288$

Example of a Next Step linked to the area of maths being learnt to help move learning on.

1. 
$$\begin{array}{r} 34 \cdot 39 \\ + 25 \cdot 38 \\ \hline 59 \cdot 77 \end{array} + \begin{array}{r} 59 \cdot 77 \\ + 12 \cdot 49 \\ \hline 72 \cdot 26 \end{array} + \begin{array}{r} 12 = 10 \\ 25 = 30 \\ 34 = 30 \\ \hline 70 \cdot 00 \end{array}$$

Between their amount are £2.26 ✓

2. 
$$\begin{array}{r} 11 \cdot 75 \\ + 11 \cdot 75 \\ \hline 23 \cdot 50 \end{array} \quad \begin{array}{r} 23 \cdot 50 \\ + 4 \cdot 95 \\ \hline 28 \cdot 45 \end{array} \quad \begin{array}{r} 28 \cdot 45 \\ - 26 \cdot 90 \\ \hline 01 \cdot 55 \end{array}$$


He will get £1.55 change from the cashier. ✓

3. 
$$\begin{array}{r} 1 \cdot 60 \\ + 2 \cdot 20 \\ \hline 3 \cdot 80 \end{array}$$
 Miley started with £1.80 and ✓  
James started with £1.40. ✓

4. 
$$\begin{array}{r} K = 47 \\ C = 38 \\ M = 52 \\ B = 26 \end{array} \quad \begin{array}{r} 38 \\ + 14 \\ \hline 52 \end{array} \quad \begin{array}{r} 4 \\ 52 \\ - 26 \\ \hline 26 \end{array} \quad \text{Birik's time is 26 secs.}$$

5. 
$$\begin{array}{r} 30 \cdot 70 \\ - 0 \cdot 90 \\ \hline 29 \cdot 80 \end{array} \quad \begin{array}{r} 0 \cdot 90 \\ + 0 \cdot 90 \\ \hline 1 \cdot 80 \end{array} \quad \begin{array}{r} 0 \cdot 75 \\ + 0 \cdot 75 \\ \hline 1 \cdot 50 \end{array} \quad \begin{array}{r} 2 \cdot 70 \\ + 1 \cdot 50 \\ \hline 4 \cdot 20 \end{array}$$

He bought 3 buns and 2 cookies. ✓

6.  ruler costs 75p. ✓

Joe buys a laptop for £156.78. A printer costs £156.32. If he buys both, he will get a discount of £9.99. How much does he pay for the two items?

Example of a Next Step to develop reasoning, linked to the area of maths being learnt.

**EYFS Examples of marking**

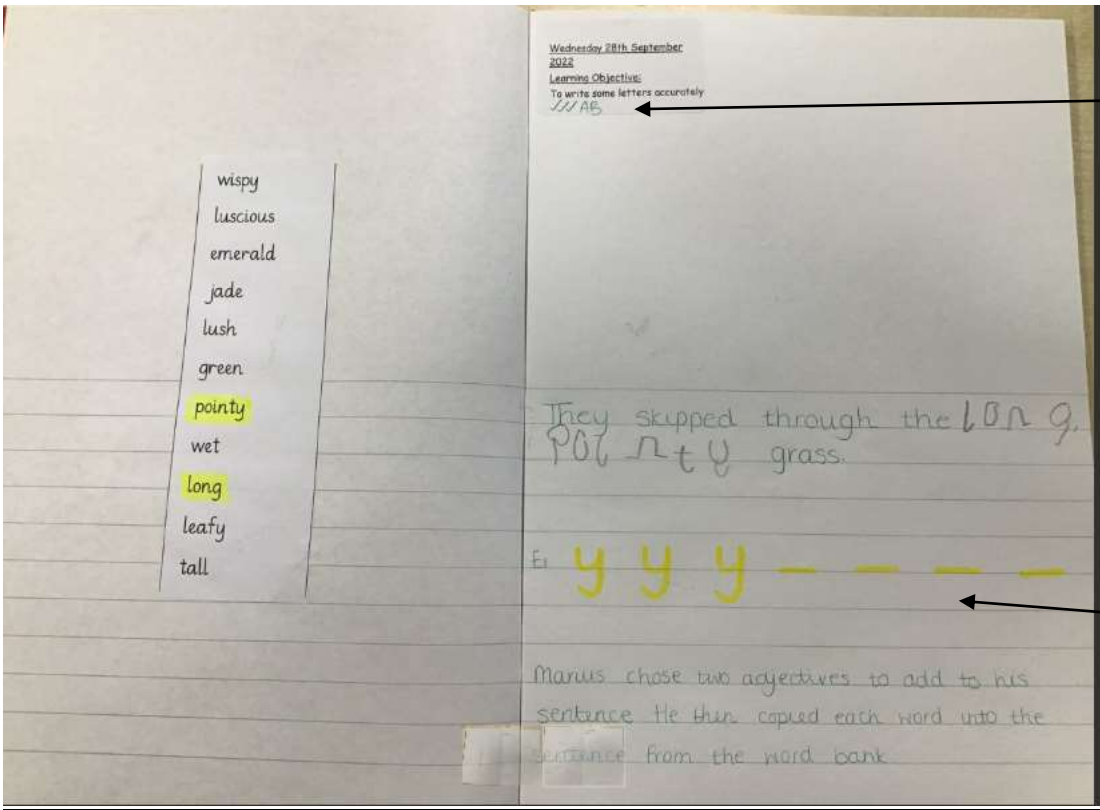
Wednesday 28th September 2022  
Learning Objective:  
To write some letters accurately.  
✓✓AB

wispy  
luscious  
emerald  
jade  
lush  
green  
pointy  
wet  
long  
leafy  
tall

They skipped through the not grass.

^E3

Betsy was able to say her sentence aloud. She then copied the appropriate word from the word bank



Correct marking codes to be used the top of the page.

Adult to write correct spelling where appropriate.

**Appendix 4**

**Group Work Record Sheet**

Date:		Subject:		Staff member:	
Learning Objective:					
Pupils:	Below expectations:	Met expectations:	Exceeds	Comments:	
				Adult comment to be purposeful	
			Next steps to take place within the lesson e.g. letter formation.		
				by adult.	


Comments and next steps:

--	--