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**MIDFIELD CAMPUS**

**MARKING AND FEEDBACK POLICY**

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**Marking and feedback policy**

**Bromley Trust Academy**

# Rationale

This policy aims to explicitly outline the purpose of marking and the way in which feedback should be given to all pupils. It is an expectation that **all staff** working with the pupils in the classroom are familiar with this policy and follow it consistently.

The purpose of marking is to:

* Provide motivation by acknowledging success and praising achievement.
* Provide feedback on strengths and areas for development in a piece of work.
* Provide guidance on future learning and so contribute to raising achievement.
* Assess and record pupil progress.
* Provide information to guide future teaching.

# Policy in Practice - Midfield Campus

At BTA Midfield, our vision is to encourage our pupils to become independent and self-reflecting; as such, it is vital that our marking be positive but constructive. It should highlight the pupils’ achievements, identify areas for development and provide a clear dialogue between teacher and pupil.

Marking and feedback should;

* Where appropriate, be made in relation to the learning intention, success criteria, the pupils’ individual targets or in relation to specific teaching points made during the lesson.
* Show consistency and continuity so that pupils have a clear understanding of the teacher's expectations.
* Acknowledge and show appreciation for a pupil’s efforts and achievements and celebrate these through praise. This should be recorded as a 'What Went Well' (WWW) comment.
* Show pupils how they can improve through their 'Even Better If' (EBI) comment. This should be aimed at how correction and improvement can be made or what targets they should be working towards achieving.
* Not be an unnecessary teacher workload burden, it must directly impact on pupil progress and so must be meaningful, manageable and motivating.
* Provide a clear dialogue between teacher and pupil using a range of strategies appropriate to their key stages and abilities;
  + Pupils working within EYFS standards for literacy and numeracy will receive all feedback verbally. Work here is captured via observations (photo or video) using Tapestry and assessed against the EYFS strands. Directly on any written work, the teacher will use their professional judgement to make the appropriate notation according to each individual child and their development stage e.g. it may be appropriate to correct a reversed letter or to add in capital letter for some children but not all. All written work to be displayed will have some form of positive acknowledgement either in the form of a comment, phrase or sticker etc. With changing cohorts, teachers will monitor and evaluate the most appropriate motivator for each pupil.
  + Pupils working towards or within key stage one standards are expected to respond informally through dialogue to at least one piece of core curriculum work per week, while pupils working within KS2 standards are expected to respond more formally, through written comment, correction or improvement to at least two pieces per week. Pupils may use the following techniques to respond to teachers’ feedback:
    - Verbal dialogue for EYFS/KS1 pupils which should happen during or immediately after the learning while live marking.
    - Pupils working within KS2 standards are able to make a brief written comment or correction to a piece of work.
    - Where a particularly valid statement is made by the pupil during the lesson or feedback, this may be acknowledged and recorded in the form of a written response in the book by the teacher engaging in the dialogue – these comments may (where appropriate) be scribed by an adult.
    - A pupil’s response may be recorded as a voice note if responding to feedback on a digital platform.
    - Where a discussion takes place between an adult and a pupil, it is not necessary to record this as the value is gleamed from the quality of conversation and the impact directly in the work and learning in real time – evidencing of this is not required.
    - It is noted that often pupils are working directly with staff throughout lessons and feedback is given in the form of a verbal comment, conversation and questioning and pupils make improvements to their work and learning throughout the course of a lesson and this is the most frequently used method and most appropriate for these pupils.
* Be completed regularly in green pen with detailed WWW and EBI feedback on at least 3 in every 5 pieces of work for all pupils to ensure that marking requirements are manageable and to give pupils sufficient time to respond appropriately; remaining pieces are to have a brief comment observing the pupils’ efforts or class participation. Work should be marked promptly after completion to allow effective and immediate feedback. Teachers should use WWW and EBI to indicate feedback and write in clear and legible handwriting.
* Be live marking as much as possible, with the pupils present and part of the process.
* Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking e.g. not every incorrect spelling will be highlighted, only words that an individual pupil should be reasonably expected to know or that are subject specific to that lesson.
* Provide an opportunity to identify where pupils have achieved their standards and ‘Pupil Asset’ must be updated at least weekly. Pupil Asset (PA) is the programme used by Midfield Campus to track the progress of each child and assess against the age-related standards as set out in the 2014 National Curriculum. Marking also provides opportunity to identify when pupils have achieved their personal targets and then new ones set accordingly.
* Not penalise pupils’ attempts at adventurous vocabulary; praise for effort and discuss with pupil.
* The quality of verbal feedback provided via online platforms as voice notes etc needs to be in line with the quality of written feedback which would normally be expected in pupils’ workbooks and should still use the language of WWW and EBI.

In order for pupils to work towards independent learning, they need to be provided with the necessary tools to do so. Pupils need to develop an awareness of their own strengths as well as being aware of their areas for development. Therefore it is vital that they:

* Be made aware of the Learning Intention (LI) and steps to success in every lesson for all core subjects. These should be produced using the learning intention slips provided on the ‘Staff shared work’ drive. The slips include date, title, LI, steps to success and a smiley-face self-assessment (which is selected by the pupil and also the teacher (in green pen)). These should be neatly trimmed and inserted into all pupils’ books before the lesson for that day - this should be done daily for all core subjects. The slips are in coloured ink and in the 'comic sans' font - proving to be dyslexia friendly and familiar to the pupils. LI slips should be printed on pale blue or yellow paper (where possible and appropriate) to reduce visual stress and a dark blue or purple ink should be used (or any other colour which supports the learning needs of the pupils and reduces visual stress). The same depth of information (LI and SC) should be provided when using digital learning.
* Have time to respond to feedback. Wherever possible, pupils working towards or within KS1 standards should be present at the time of marking so that an immediate dialogue can be formed which is meaningful to pupils. Pupils working within KS2 standards should be given 'Dedicated Improvement Time' (DIT) within the lesson if possible whereby they can edit, improve and correct their work as well as responding to feedback using their 'purple pen of power' (purple ball point pen) or voice notes or typed text in digital learning. This should, improve standards by encouraging pupils to give their best and improve on their last piece of work. KS2 pupils are to reflect on feedback during DIT (which is regularly built into lessons thorough the week and part of the class routine), however, feedback which is given with the pupil present may be responded to immediately.

# Marking and Feedback Expectations

It is essential that acknowledgement markings are made on every piece of pupil’s work. On all marking, the following symbols should be used, but on the deep marking, WWW and EBI must also be included, including any forms of digital learning.

The teacher will use their professional judgement when providing verbal and or written feedback on digital platforms.

# Key Stage 1 Standards Marking Key for Teachers – Literacy

The following marking key should be adopted for literacy in workbooks and digital learning journals for KS1 pupils:

|  |  |
| --- | --- |
| Sp | If this is written above a word, then the spelling needs to be corrected. Pupil to write the word out three times at the bottom of the page. Teacher to write e.g.  them X3 **them them them** |
| ^ | Missing word / word to be inserted |
| england | Double underlining = check use of capital letter |
| . ! ? | Teacher to insert missing full stops and possibly extend this to other ability-appropriate punctuation. The range of punctuation inserted is based on teacher’s professional judgement when considering the ability of the pupil. Teacher to insert where omitted but this should be discussed with the pupil |
|  | Circled punctuation - this punctuation should not be here / wrong punctuation used |
| // | New line |
| https://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.png | Good |
| https://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.pnghttps://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.png | Excellent |
|  | Squiggly underlining = check this word, phrase, sentence for sense |
|  | Challenge star - Challenge question or challenge step |
| I | Independent work |
| S | Supported work |
| SS | Semi-supported - some successful attempts at working independently |
| WWW | What went well... |
| EBI | Even better if... |

# Key Stage 1 Marking Key for Teachers – Numeracy

The following marking key should be adopted for numeracy in workbooks and digital learning:

|  |  |
| --- | --- |
| https://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.png | Tick = Correct |
|  | Incorrect, please look at this again |
|  | Challenge star - Challenge question or challenge step |
| WWW | What went well |
| EBI | Even better if |
| I | Independent work |
| S | Supported work |
| SS | Semi-supported - some successful attempts at working independently |

When pupils engage in dialogue with their class teacher / progress engagement guide, any corrections made should be next to their previous incorrect answer; they should NOT rub out or cross out their previous response. Any valuable statement made by the pupil which supports achievement of the learning intentions may be recorded in note form on the pupil’s work by the teacher working with them or may be recorded as a voice note if using a digital platform.

# Key Stage 2 Standards Marking Key for Teachers – Literacy

The following marking key should be adopted for literacy in workbooks and digital learning journals for KS2 standard pupils:

|  |  |
| --- | --- |
| Sp | If this is written above a word then the spelling needs to be checked and corrected by the pupil. Teacher to identify the first few letters followed by a solid or dotted line, this is to be written in the margin for the pupil to correct. Where appropriate, the teacher may request the pupil to write the spelling out a number of times |
| ^ | Missing word / word to be inserted |
| england | Double underlining = check use of capital letter |
| P | The letter P, followed by the punctuation mark missing on that line  e.g. P? or the teacher may insert it themselves where appropriate |
|  | Circled punctuation - This punctuation should not be here / wrong punctuation used |
| // | New line or new paragraph |
| https://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.png | Good |
| https://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.pnghttps://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.png | Excellent |
|  | Squiggly underlining = check this word, phrase, sentence for sense |
|  | Challenge star - Challenge question or challenge step |
| I | Independent work |
| S | Supported work |
| SS | Semi-supported - some successful attempts at working independently |
| WWW | What went well... |
| EBI | Even better if... |

# Key Stage 1 Marking Key for Teachers – Numeracy

The following marking key should be adopted for numeracy in workbooks and digital learning:

|  |  |
| --- | --- |
| https://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.png | Tick = Correct |
|  | Incorrect, please look at this again |
|  | Challenge star - Challenge question or challenge step |
| WWW | What went well... |
| EBI | Even better if... |
| I | Independent work |
| S | Supported work |
| SS | Semi-supported - some successful attempts at working independently |

All corrections should be made next to the pupils previous (original) incorrect answer; they should NOT rub out or cross out their previous response. Teachers should engage in verbal feedback during or immediately after each lesson so that pupils can make improvements and corrections in a timely and meaningful manor.

# General Expectations for all subjects

* The use of worksheets should be limited and pupils must be encouraged to complete their work in their books. Where worksheets are necessary, they should be trimmed to fit the page and inserted neatly.
* Pupils should be encouraged and praised for maintaining a high standard of presentation in their work.
* Marking should be neat and legible by all; adults should take extra care to ensure that they are modelling good handwriting, spelling, punctuation and grammar at all times.
* All books for core subjects should be neat and tidy in the protective plastic jackets. They should also be clearly labelled using the information on the teachers shared drive. This should include the pupil's name, year group and the subject.
* All foundation subjects must use the same marking key for marking for literacy and be marked weekly.

# Quality assurance

In order to ensure consistency across the school, pupils' books and e-folders shall undergo a regular work scrutiny. These will take place every half term with varying samples in line with the SRE cycle requirements which is reviewed by the Teaching and Learning Team annually. Where possible, it should be three different pupils each half term until necessary to repeat.

# Review of policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes within the school or externally.

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**Appendices**

Marking Key - KS1 Literacy Standards

Marking Key - KS1 Numeracy Standards

Marking Key - KS2 Literacy Standards

Marking Key - KS2 Numeracy Standards

Marking keys should be reduced to A5 and printed in colour. They are to be inserted within the front cover of a pupil's literacy / numeracy book.

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**Marking Key - KS1 Literacy Standards**

|  |  |
| --- | --- |
| Sp | You have made a spelling mistake |
| ^ | Missing word |
| england | Check capital letter |
| . ? ! | You have missed out this piece of punctation |
|  | Incorrect punctuation |
| // | New line |
| https://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.png | Good |
| https://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.pnghttps://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.png | Excellent |
|  | Check this |
|  | Challenge star - Challenge question or step |
| I | I worked **I**ndependently |
| S | I was **S**upported |
| SS | I had **S**ome **S**upport |
| WWW | What went well... |
| EBI | Even better if... |

Make sure you circle your emoji to show how well you understood your learning today

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**Marking Key - KS1 Numeracy Standards**

|  |  |
| --- | --- |
| https://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.png | This is correct |
|  | Not quite right, have another look |
|  | Challenge star - Challenge question or step |
| I | I worked **I**ndependently |
| S | I was **S**upported |
| SS | I had **S**ome **S**upport |
| WWW | What went well... |
| EBI | Even better if... |

Make sure you circle your emoji to show how well you understood your learning today

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**Marking Key - KS2 Literacy Standards**

|  |  |
| --- | --- |
| Sp | Check and correct your spelling |
| ^ | You have missed a word out here |
| england | Check your use of capital letter |
| P | The letter P, followed by the punctuation mark missing on that line |
|  | This punctuation should not be here / wrong punctuation |
| // | New line or new paragraph |
| https://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.png | This is good / correct |
| https://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.pnghttps://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.png | This is excellent |
|  | Check that this makes sense |
|  | Challenge star - Challenge question or step |
| I | I worked **I**ndependently |
| S | I was **S**upported |
| SS | I had **S**ome **S**upport |
| WWW | What went well... |
| EBI | Even better if... |

Make your corrections using your purple pen.

Make sure you circle your emoji to show how well you understood your learning today.

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**Marking Key - KS2 Numeracy Standards**

|  |  |
| --- | --- |
| https://openclipart.org/image/2400px/svg_to_png/167549/Kliponious-green-tick.png | This is correct |
|  | Not quite right, have another look |
|  | Challenge star - Challenge question or step |
| I | I worked **I**ndependently |
| S | I was **S**upported |
| SS | I had **S**ome **S**upport |
| WWW | What went well... |
| EBI | Even better if... |

Make your corrections using your purple pen but do not cross out or rub out your first answer.

Make sure you circle your emoji to show how well you understood your learning today.

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