



Buckingham Park

Church of England Primary School

Excellence, through God who strengthens us

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School Policy Document

Marking and Feedback Policy

Date Adopted by Full Governing board:	01/09/2019
Last reviewed on:	01/09/2019
Next review due by:	01/09/2021

Introduction

Buckingham Park Church of England Combined School is a Voluntary Aided School serving the whole community. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.

Our curriculum policies are set to ensure that we meet our learning aims:

- Each child makes sustained progress as a result of outstanding, motivating and inspirational teaching.
- The teaching of reading, writing and mathematics is exceptional and each child makes excellent progress.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.

At BP, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. Feedback and marking must:

- be consistent across the whole school and key stage, as appropriate;
- relate to the learning objective and success criteria (where relevant); and
- support the children in identifying, practising and achieving their next steps.

Intent

We use feedback in order to give children constructive advice on the quality of their work and their next steps in learning. Effective feedback should further children's learning by:

- providing information to inform planning;
- monitoring children's attainment and progress;
- valuing children's achievements and successes;
- correcting errors to address misunderstandings within the lesson or in the next appropriate lesson;
- empowering children to become independent learners - self-evaluating their own and editing other's work.

Key Principles

Our principles are in line with the Education Endowment Foundation's (EEF) recommendations, and those of the DfE's expert group which emphasises that marking should:

- Be **meaningful**: marking will vary by the age of the child, subject, expected outcome, and what works best for the particular child in relation to the learning.
- Be **manageable**: marking will vary in frequency and complexity and should be time-effective so as not to impact on the overall workload of teachers and teaching assistants.
- Be **motivating**: marking should help to motivate pupils to progress. Sometimes short, challenging comments or constructive verbal feedback can further learning more effectively than in-depth written comments. Effective feedback will empower children, not the adults, to take responsibility for improving their work.

Implementation – Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback and marking *during* the lesson

During most lessons, the teacher will be working with identified focus groups and a teaching assistant may also be working with a group or individual as specified on planning documents.

Children write a learning objective for each piece of work (with the exception of Early Years and KS1, where printed learning objectives are an option depending on the activity).

Whenever support is given by an adult, a simple 'stick man' is drawn: Purple stick man – teacher; Blue stick man - teaching assistant.

In guided group work, adults will write GG in blue or purple pen to show guidance has been given. Evidence of editing and improvements by the children will be shown using green pen.

Feedback and marking *after* the lesson

For children not included in guided group sessions, the teacher should check the work and decide whether it meets the expectation, does not meet the expectation, or exceeds the expectation.

Marking should be recorded in the following ways:

- If the outcome is as expected, the teacher acknowledges the child's work and efforts with a 'green thumbs up' next to the learning objective.
- If the outcome is as expected but with minor errors, the teacher draws a straight face and highlights in pink a maximum of 3 errors for improvements with a code or explanatory comment.*
- If the outcome is not as expected, the teacher acknowledges with a purple star and a short comment that signifies what the child needs further guidance with. Additional support will be annotated on planning documents.
- Particularly fabulous bits may be highlighted in green.

**Teaching assistants are expected to feedback from any children they have worked with during a lesson. This up to teacher's discretion to decide how this will work in practice.*

Next steps

At the start of the next lesson, every child should be reflecting and reviewing the marking in their books.

Children with a 'thumbs up' should be given the opportunity to complete a further challenge independently. This could be linked to their individual targets or an opportunity to explore the learning that is coming in the next lesson.

Children with a straight face should be rectifying the mirror errors that have been identified using their green pen.

Children with a purple star will be working with an adult to address the misunderstanding before moving on to the next lesson. Teachers to annotate weekly plans using children's initials to show those who *haven't* met the learning outcomes.

Marking Home Learning

Where possible, home learning will be discussed with children and therefore it may not always be 'marked' formally. Home learning may be marked together in class at the beginning or end of a lesson. Although there is no expectation to mark home learning, the stamps should be used across the school to acknowledge the completion of homework and efforts made and misunderstanding should be followed up with verbal feedback.

Other Adults

- Visiting supply teachers (including those in-school cover teachers) will follow this marking policy and initial at the end of a piece of work to signify a change in teacher.
- Student teachers follow this policy.
- Work experience students are not expected to mark work.

Appendices to this policy

- Presentation guidelines (to be printed and stuck on inside of front cover in relevant exercise books)
 - Quick glance guide for children – must be printed and on display in the classroom
 - Quick glance guide for adults – to be shared with all adults
 - BP non-negotiables – must be printed and displayed on working walls
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Quick Glance Guide for Adults

Working with a teacher

A purple 'stick man' drawn to show support has been given by the teacher.



During the session, the teacher may annotate pupils' books to reflect any intervention given at the point of learning i.e. modelling, prompting, correcting, etc. If you are working with a guided group annotate with 'GG'.

Teachers should always mark in purple ink and write their initials to show where the session finished if it is not clear.

Working with a Teaching Assistant

A black 'stick man' drawn to show support has been given by the teaching assistant.



During the session, the teaching assistant may annotate pupils' books to reflect any intervention given at the point of learning i.e. modelling, prompting, correcting etc. If you are working with a guided group annotate with 'GG'.

Teaching assistants should always mark in blue ink and always write their initials to show where the session finished if it is not clear.

Corrections Code – adults can make minor corrections for the following:

CL – capital letters

FS – full stops

Sp – spelling errors (write out word correctly and ask child to copy x3)

P – Punctuation errors

R – Number or letter reversal

A child should see a minor correction and think 'Oh yes, I missed that!' rather than, 'I didn't know that!'

Pupils who have met the learning objective as outcomes have met the teacher's expectations:



Stamp a green thumbs up next to the learning objective.

They are ready for a further challenge – plan a short task at the start of the next lesson if applicable.



Pupils who have met the learning objective as outcomes have met the teacher's expectations but they have a few minor corrections:

Draw a purple straight face next to the learning objective.

Highlight in pink highlighter a maximum of 3 errors and use the corrections codes to indicate target areas.



Pupils who have *not* met the learning objective as outcomes have not met the teacher's expectations:

Stamp a purple star next to the learning objective.

Write a short comment that signifies what the child needs further guidance with.

Annotate plans to show these children will be in your guided group for the next lesson.

Highlighting good elements of pupils' work

Adults can use a green highlighter to highlight specific elements of a pupil's work that are particularly impressive e.g. a particular calculation, correct use of punctuation taught, idea, word, phrase or sentence.

Quick Glance Guide for Children

Working with a teacher



During the lesson, your teacher will draw a purple stick man to show that they have helped you with your learning.

Working with a Teaching Assistant



During the lesson, teaching assistants will draw a black stick man to show that they have helped you with your learning.

Sometimes adults will use codes to show you something you have missed...

CL – capital letters

FS – full stops

Sp – spelling errors

P – Punctuation errors

R – Number or letter reversal

.....please make the edits with your **green pen**.



If you have met the learning objective, you will see a thumbs up stamp next to your learning objective.



If you have a few corrections, you will see a purple straight face next to your learning objective. Highlighted in **pink highlighter** will be some errors you have made. Use your **green pen** to make the corrections.



If there was something from the lesson that you didn't understand, then you will see a purple star. This means an adult is going to help you.

We will use a **green highlighter** to highlight parts of your work that we really like!

Writing Non-Negotiables

1. Follow the presentation guidelines sheet.
2. Every sentence starts with a capital letter.
3. Every proper noun (the name of a particular person, place, organisation or thing) starts with a capital letter.
4. Use capital letters correctly. Random capital letters in the middle of words are *not* needed.
5. All sentences must end with punctuation. **. ! ? ...**
6. **I** is always a capital letter when alone or in a contraction as a pronoun, e.g. I'm
7. Remember to use **an** before words beginning with a vowel (a,e,i,o,u) and **a** before words beginning with a consonant. E.g. **I saw an elephant and a giraffe.**
8. Past tense verbs must be spelt correctly – remember sometimes a verb may sound like it ends in 'id', 't' or 'd' but it is usually spelt with the suffix '**ed**'.
9. At the end, complete your self-assessment using a **green** pen to indicate how you feel about your work, drawing the appropriate emoji next to the learning objective.



I enjoyed
this lesson.



I need a
little more
practise.



I found this
lesson
really tricky.

Mathematics Non-Negotiables

1. Follow the presentation guidelines.
2. Read questions carefully before answering. What is it asking you to do? What do you need to find out?
3. Select the correct method and/or operation to answer the question.
4. Use pictures, diagrams and apparatus to help you.
5. If you are stuck look back at worked examples and use the working wall.
6. Answer the question remembering to show all your working out. This helps the teacher identify where you may need help.
7. Form numbers carefully, check that they facing in the right direction and can be read clearly.
8. Check your answers.
9. When self-marking, if an answer is incorrect, write the correct answer next to it with your **green** pen.
10. At the end, complete a self-assessment using your **green** pen to indicate how you feel about your work, by drawing an emoji next to the learning objective.



I did well in
this lesson.



I need a
little more
practise.



I found this
lesson
really tricky.

Presentation Guidelines – Written work

- 1.You should always work in pencil unless your teacher has told you that you may work in pen.
2. Draw a single, straight line with a pencil and ruler under the most recent piece of work.
- 3.Write the long date in words on the next available line. E.g. Friday 9th September.
- 4.Underline the date using a pencil and ruler.
- 5.Move onto the next line and write the learning objective.
- 6.Underline the learning objective using a ruler.
- 7.Miss a line and then start your writing.
- 8.If you are writing sentences or answers to questions, number each question carefully in the margin.
- 9.Write neatly.
- 10.Diagrams or pictures must always be in pencil.
- 11.If you make a mistake, rub it out or cross through your mistake with a single straight line.
- 12.Use each line unless your teacher asks you to do otherwise.
- 13.Start each line on the left hand side next to the margin.
- 14.At the end, complete your self-assessment using a green pen.

Tuesday 3rd October 2019

LO: To use relative clauses for description

1. Buckingham Park, which is located in Aylesbury, is an excellent school.

Checking and Feedback Reminders:		
	Purple star stamp – My teacher needs to speak to me about my work.	
	Green star stamp – I have met the learning objective for the lesson.	
highlight	My teacher is particularly impressed with this bit!	
highlight	My teacher has identified some errors that need my attention.	
Purple =Teacher	Blue = TA or other adult	Green = Child

Presentation Guidelines – Mathematics

1. Always work in pencil.
2. Draw a single, straight line with a pencil and ruler under the most recent piece of work.
3. Write the short date in the top left hand corner. Use figures. E.g. 03/10/2019.
4. Underline the date using a pencil and ruler.
5. Move onto the next line and write the learning objective.
6. Underline the learning objective using a ruler.
7. Number each question or calculation carefully, leaving a space before showing your working out or answer.
8. Write one digit or symbol in each square – this is important!
9. Show your working out.
10. If you make a mistake, rub it out or cross through your mistake with a single line.
11. Miss one line at the end of each question.
12. At the end, complete your self-assessment in green pen.

	<u>0</u>	<u>3</u>	<u>/</u>	<u>1</u>	<u>0</u>	<u>/</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>9</u>									
	<u>LO: To add numbers with up to three digits</u>																		
1.		3	5	+	2	2	=	5	7										
2.		3	5	6															
	+	0	6	3															
		4	1	9															
		1																	
3.		3	6	+	4	=	4	0											

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