

Beaufort Primary School

Feedback & Marking Policy



At Beaufort Primary School we believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs. It should acknowledge the work a child has done, value their efforts and achievement and celebrate their progress. Accepting work that children have not checked sufficiently and providing extensive feedback detracts from children's responsibility for their own learning, particularly in the drafting and editing process.

Aims

Feedback and marking should:

- Focus on learning objectives, which need to be shared with children
- Provide clear strategies for improvement
- Give children opportunities to reflect on their learning needs
- Allow time to respond to the feedback and marking
- Provide recognition and appropriate praise for achievement
- Involve children
- Be succinct
- Be manageable for staff

When and how to provide feedback and marking

Feedback and marking should be completed as soon as possible after completion of the task/teaching session.

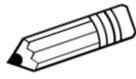
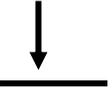
- For all written English, including cross-curricular English:
 - Teachers/staff should use blue pen to mark children's work
 - A general comment to praise children's efforts should be included
 - Key spellings should be corrected and written at the bottom of the piece of writing for the children to correct (x3)
- For all Golden Book / Golden Writing pieces of work - in addition to the above, the following should be included:
 - Children should use green pen to edit and improve their own work
 - Excellent word choices / sentences and using new punctuation accurately should be acknowledged using one or two ticks
 - Errors (e.g. grammatical and spelling errors) should be identified and circled within the children's work
 - Concise and year group appropriate improvement suggestions should be made
 - In KS2, children should respond to marking; as a minimum, this should involve them initialling the marking comment

Remember - Identify, Praise and Improve.

Codes for feedback and marking

The following codes should be used consistently throughout the school by teaching and support staff.

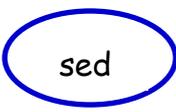
KS1 codes

Code	Meaning
A a	Capital Letter required
	Full stops required
	Finger spaces required
	Use of phonics to sound words required
	Correct letter formation required
	Write on the line

KS2 codes

Code	Meaning
	Full stops required
C.L.	Capital Letter required
l.c.	Lower Case letter required
SM	Self-marked
PM	Peer-marked
KS1 codes may be used if necessary, especially for lower ability children	

Whole school codes

I	Independently completed work
VF e.g. VF punctuation - commas	Verbal Feedback Verbal Feedback and the issue discussed was use of commas (punctuation)
S	Supported work + Staff initials
✓ or ✓✓	Used to acknowledge good or excellent choices
	Spelling errors circled and correct spelling written at the bottom of the piece of writing for children to correct (e.g. said x3)
	Ways for children to improve their work will be identified using 'Next steps'

Within Golden Book / Golden Writing, children will begin the following editing and response to feedback processes:

Y1 - By end of Autumn term, children will be taught and begin to apply the editing process to independent pieces of work.

Y2 & Y3 - Children will continue to be taught and continue to apply the editing process to independent pieces of work.

Y4 - Children will continue to apply the editing process to independent pieces of work. They will be taught to apply feedback/improvements from previous pieces to future pieces of work.

Y5 & Y6 - Children will continue to apply the editing process to independent pieces of work. They will continue to apply feedback/improvements from previous pieces to future pieces of work.

Monitoring and Evaluation

This will be undertaken on an on-going basis. The English co-ordinators will carry out regular work scrutinies. When undertaking scrutinies, co-ordinators and senior leaders will monitor all subjects for feedback and marking.

This policy has been written in line with recommendations from 'Eliminating unnecessary workload around marking - Report of the Independent Teacher Workload Review Group' March 2016 (www.gov.uk/government/publications/reducing-teacher-workload-marking-policy-review-group-report).

Policy reviewed by English co-ordinator Helen Hutchison (October 2018)

Policy review date October 2020