

Burlington Junior School

Shaping Positive Futures



Achieving Our Full Potential

Date adopted	25 th February 2021
Date approved by chair of Committee	25 th February 2021
Review date	25 th February 2022

Marking & Guidance Policy

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Aims and Objectives

The aim of this policy is to give a clear outline of marking and feedback techniques used at Burlington. The teaching team will use this policy consistently to provide marking and feedback opportunities that consolidate, ratify, extend and challenge children's learning.

Effective marking and feedback is designed:

- To provide motivation
- To assess the child's understanding
- To check for accuracy
- To personalise learning
- To monitor progress so that individual strengths and weaknesses may be noted and acted upon
- To provide information for formative and summative assessments
- To inform other adults involved in the teaching process
- To develop the child's understanding and take thinking forward
- To improve/edit their work and make progress
- To provide constructive feedback which helps pupils to understand what they have achieved and what they need to do next
- To offer children greater depth opportunities which are of a greater cognitive challenge, pushing them to apply their learning or think at a more cognitively challenging level
- To focus on assessing pupils' performance against learning objectives and success criteria

Marking at Burlington also:

- Engages with subject-specific knowledge, understanding and skills and not just with effort and presentation
- Supports consistently high expectations and presentation across all work
- Is focussed and targeted, making it simple to understand and act upon
- Is prompt and regular in all classes
- May include written and/or verbal feedback
- Is written legibly (or typed stickers are used) using age appropriate language in order to aid the children in accessing the comments
- Feeds into future planning
- Links to targets and end of year expectations

Underlying features of marking and feedback

- At Burlington, marking and feedback is an integral part of the planning and assessment process as it is in these moments that children's learning can be pushed forward. Consequently, we see it being linked with other techniques such as questioning, testing and applying learning to other contexts.
- At the centre of our curriculum lie learning objectives which underpin tangible learning outcomes and success criteria. We believe that the best practice is when the marking and feedback offered by teachers is based around clear learning outcomes and as a result, these will guide the marking and feedback that teachers offer to children.

- We believe that marking and feedback comments are seen as working towards improvement and not a form of criticism. All marking will be constructive and will be based on either consolidation or challenge where necessary. The marking and feedback will follow similar principles throughout the school, but the actual feedback offered will be varied, depending on the age and ability of the child. All marking and feedback should encourage children to improve their work, consolidate or enhance their learning.

Method of marking and feedback

A colour coded marking system is used to give feedback to pupils. This colour coded system is used across all books and all subjects in order for children to access it easily.

Work highlighted in green – indicates areas of good practice that relate either to the learning objective or the success criteria. The learning objective will also be ticked in green when achieved.

Work highlighted in pink – indicates an area for development for that child. These are often simple corrections e.g. spellings, grammatically incorrect words or phrases or errors to maths calculations which the children are encouraged to correct. The learning objective will be ticked in pink if it has not been achieved.

Next steps – written in green pen (or a printed sticker) which will offer the child something to consolidate, to prompt them or offer them a greater depth opportunity which is usually influenced by Blooms Taxonomy. Not every child and every piece of work will have a next step. These will be given based on need but all children will have regular access. Next steps must be given when a child has completed a hot write in writing.

Verbal feedback / keyword marking – when a teacher or teaching assistant verbally feedbacks to a child about something specific to the learning objective or the end of year expectations, they will write ‘**VF**’ on the child’s work, followed by one word or short phrase to summarise the verbal feedback given (e.g. **VF – adjectives**). This is an important part of the marking and feedback process and the keyword will be able to remind the child when looking back at previous work.

Adult support- when a child has been supported this should be recorded as an **S** on the piece of work.

These methods of marking will allow children the chance to be responsible for their own learning. As a result, teachers will give children the time and opportunity to respond to their marking and feedback.

Self and peer assessment/evaluation/feedback and marking

- Children should be encouraged to reflect on their work to self- assess in an age appropriate manner. They should be encouraged, and are given opportunity, to assess the work of their peers. Children may sometimes mark their own or the work of their peers against agreed success criteria.
- The children will be taught to and encouraged to offer written constructive feedback to their peers. This may be done through peer marking post its/stickers or simply by written comments, with the name of the child who has written the comment.

- Children should also develop an awareness of the colour coded highlighting system so that they too can use it to mark their own or their peers work.
- In maths children are expected to check each other's work when completed paired work.

Greater depth opportunities

All children will be given access to marking and feedback opportunities to allow them to extend their thinking or apply their learning to a different context.

Spelling

The following procedure is used for correcting spellings within a piece of work:

- Children are expected to check their spellings against the appropriate statutory word list from the 2014 National Curriculum. Words that are incorrect will be highlighted in pink for the child to check against the list or a dictionary to correct themselves.
- High frequency words from the KS1 framework will be highlighted in pink to correct in the same manner
- Other incorrect spellings that are age appropriate for the child will be highlighted by the teacher for the child to correct
- The number of spellings corrected in a piece of writing to be highlighted is at the discretion of the teacher, bearing in mind the ability and needs of the child.

Presentation

Teachers have high expectations for presentation and handwriting.

- Where possible, handwriting should be joined and the letter formation should be based on the Penpals scheme
- Mistakes should be crossed out with a single ruled line in pencil
- Handwritten dates should be underlined in pencil, with a single ruled line
- Long dates should be used in all subjects except for maths and science
- Maths work, diagrams, drawings, tables and graphs should be written in pencil
- Written work should be written in pencil or pen (if a pen license has been earned)
- The same standard of presentation should be demonstrated in children's responses to marking and feedback

Teachers may require children to repeat a piece of work where an unacceptable level of care and presentation has been demonstrated. Teachers will use their professional judgement and make comparisons to previous work of the same child to decide whether it has met these criteria.

Monitoring and Evaluation

The Senior Leadership Team will monitor the implementation and impact of this policy by conducting book checks as a part of the school's ongoing monitoring cycle. Subject leaders will monitor subject-specific marking as part of their monitoring role.