



Broad Oak Primary School

www.broadoak.lancs.sch.uk

Marking, Feedback and Presentation Policy

*Learning to live, loving to learn.
At Broad Oak we nurture today's minds for
tomorrow's challenges. Working together we
ensure every child has the potential to shine.*

*Together we **C**hallenge **A**spire **N**urture*

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1. INTRODUCTION

At Broad Oak Primary School, we believe that marking can assist and support pupils. Careful and positive marking can provide pupils with a sense of value and motivation, which can inform and enhance their learning.

2. POSSIBLE PURPOSES OF MARKING

These are: -

- To improve learning
- Encourage and motivate pupils
- Assess what a child has learned/understood
- Get an overview of what a class has learned/understood
- Monitor and record pupil progress
- Make sure pupils have completed the task to the best of their ability
- Communicate attainment/standard achieved
- To recognise achievement
- To plan for further class/group/individual input
- To inform pupils of what teacher expectations are

The best marking is

- Live
- Verbal
- Peer/self
- Selective
- Constructive in tone
- Helpfully specific
- Easy to read and interpret
- Leading directly to improvement
- Manageable
- Consistent with that of other teachers
- Giving children the next steps in their learning

3. PRINCIPLES OF MARKING

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

Teachers and TA's should provide individual verbal feedback to the children. When verbal feedback is given, the work can be marked with \surd (V) plus one or two words as a reminder as to what has been discussed.

The marking of children's work, either written or verbal, should be purposeful and frequent.

Teachers and teaching assistants should look for opportunities to provide positive feedback to children concerning work which is a high achievement for a particular child.

Marking procedures and marking standards should be consistently applied across the school.

Children should, wherever possible, have access to the marking criteria and understand the meaning of the marks/marking received.

Parents should have access to the school's marking policy.

Marking practices and procedures should be in keeping with the school's overall policy on Assessment, Reporting and Recording, and in keeping with the variety of ways in which the school recognises and celebrates the children's achievements.

Marks should be used to inform teacher judgements concerning children's progress and to inform teacher records and reports.

Children should be given frequent opportunities to respond to marking.

4. OUR SCHOOL'S STAFF RESPONSES

At Broad Oak Primary School, we hope to convey the following in response to children: -

Praise and encouragement
Methods of self-improvement
Motivation
Creating raised standards
Encouraging self-evaluation

The methods of good practice are: -

Stickers
Table/team points
Setting clear goals/expectations
Discussion
High expectations
Immediate feedback, wherever possible
Phrasing comments positively

The value of marking to children is: -

To give live feedback
Opportunities for discussion
Providing a way forward
Target setting
Opportunities for self-evaluation

At this school, we broaden our audience through the use of: -

Involving other teachers/curriculum co-ordinators
Involving the rest of the class
Involving parents and family
Involving the Headteacher
Celebration assembly
Display work

5. HOW DO WE RESPOND TO CHILDREN?

Written Response

All work will be marked in a green pen.

The 'purple pen of progress' will be used by the children for self/peer marking editing and next step work {if there is one}.

Written responses will occur in all subject areas, although some areas require more detailed marking. All work cannot be marked in detail and therefore some will be acknowledged with a tick or brief comment.

Discussions as to the consistency in marking will be regularly reviewed by all teaching staff.

Marking codes can be found within this document.

Oral Response

Oral response is ongoing and is used as the main vehicle for informing and encouraging pupils.

The main aim of oral response is to motivate, inform and encourage. Negative comments will not be used.

Comments will be made: -

To the whole class
To the individual child
To a group of children

6. SELF ASSESSMENT – HOW CAN A PUPIL BE INVOLVED?

Marking work alongside a pupil
Developing critical vocabulary where appropriate
Reinforcing the assessment criteria verbally and through marking
Talking to children about achievement
Encouraging pupils to report back on their own work
Re-capping at the end of the lesson
Using mistakes as learning points
Displaying work and explaining why, encouraging pupils to value one another's work
Using peers to reinforce positive feedback
Peer marking
Specific codes and procedures

7. HOW TO MAKE MARKING MORE MANAGEABLE

Although it is necessary for the teacher to check the work of each child, it has been agreed at Broad Oak Primary School that teachers do not have to mark each child's work in depth every time.

We suggest that one or more the following strategies are therefore used in order to make the marking of pupil's work more manageable:

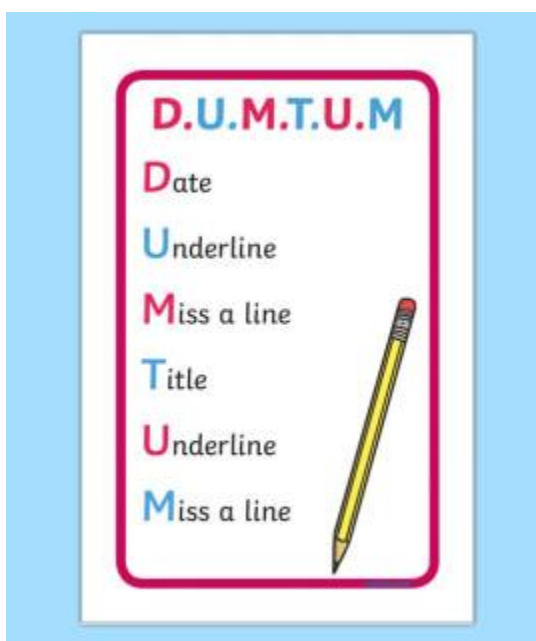
- Focus on a specific fraction or a specific group of children per day, so that by the end of the week every child has been focussed upon. In this situation it must be recognised that on some days a child's work may therefore be only 'skeleton' marked.
- Marking work with a √ (V) if the child has received verbal feedback
- Focus on marking the first paragraph (or 2nd or 3rd) of everyone's work.
- Mark for certain features only, i.e. mark for full stops and capital letters only
- Mark in class with specific, or a specific group of children. This will mean there will be fewer pieces of work to mark at the end of the session.
- Use paired marking.

- Let the children self mark if the teacher reads out the answers. This method of marking, however, is perhaps the most unreliable. Therefore teachers should still collect pieces of work in to ensure work has been marked correctly, and that assessments can still be done.
- To use TAs as and when appropriate to mark straight forward answers, i.e. Numeracy work and next step learning where appropriate.

8. SYMBOLS

At Broad Oak Primary School we have agreed to mark work using the following symbols: -

1. Layout (only applicable when the children are ready).



- The date is to be written at the left-hand side of the page (outside of any margins), and the name on the right if on loose paper.
- Miss a line before writing the title, which is written in the middle of the page.
- Miss a line before the first line of writing or number work.
- In Maths the date is to be recorded as numbers eg: 1.9.23.
- In all other work the date should be recorded as Wednesday 1st September. In some instances, it may be easier for KS1 children to write the date in the simplified numeric form, and progress to writing it fully, as and when they are able.
- In Years 3 and older, all dates, names and titles are to be underlined.
- When showing a 'target' or 'next step' that the child needs to achieve, show the usual positive comment in the same way followed by: Don't forget....
E.g. ✓ Well done - Remember to use a new line for each new speaker in direct speech

2. Marking in Maths

- Use positive comments and next steps as appropriate.
- Ticks are used to show a correct answer to a sum, a X is to be used to show an incorrect answer, a 'C' will indicate answer that needs correcting.
- Existing answers are not to be rubbed out if wrong - Corrections are to be done as near to the original answer as possible, which will then be marked as appropriate.

3. Marking of all other work

Use positive comments and next steps as appropriate.

Symbols to be used when marking work in KS2 or when appropriate;

Orange highlighter for spelling mistakes - when appropriate write the correct spelling in full above (or in the margin). Some children will be able to find their own 'correct spellings' according to age and ability.

Green highlighter to make the sentence better.

Pink highlighter to show a perfect sentence.

? - does not make sense

/ - new line is needed

// - new paragraph is needed

O – a ring around a mistake will show that a capital letter or punctuation mistake has been made.

In English, where children have produced work with a teacher / teaching assistant, it should be clearly labelled on the work (i.e. G)

Teachers in KS1 can begin to introduce these symbols as and when they feel appropriate.

A copy of the symbols will be displayed in each of the Key Stage 2 classes (see next sheet).



The Marks on your work...

√ (V) shows that your teacher has given you some verbal feedback on your work

In written work, these are the following symbols that your teacher will use:

Orange highlighter means a spelling mistake. The word then needs to be corrected. Sometimes you will be able to find your own 'correct spellings'.

Green highlighter to make the sentence better.

Pink highlighter to show a perfect sentence.

? means this does not make sense

/ means a new line is needed

// means a new paragraph is needed

O - a ring around a mistake will show

you have made a capital letter or a punctuation mistake.

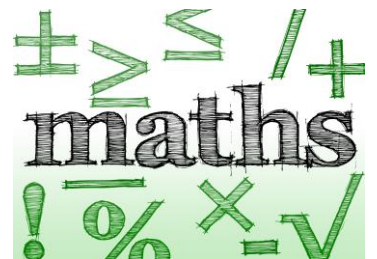


In Maths, these are the following symbols that your teacher will use:

√ means you've got it right!!

X means you haven't got it right yet

C means have another go - next to or underneath your first attempt.



Broad Oak Primary School

Policy reviews

We are aware of the need to review our school's policies regularly so that we can take account of: new initiatives, changes in the curriculum, developments in technology etc.

This policy was reviewed in November 2023.

To be reviewed as and when required