

Brady Primary School

Marking and Feedback Policy



‘Inspiring teaching for ambitious learners’

Policy Adopted- September 2017

To be reviewed as required

One of our core values in school is dedication, our marking and feedback in school is a key vehicle for developing this in our pupils.

With reference to research through The Sutton Trust and from prominent educationalists such as Carol Dweck we have agreed that focussed marking and feedback to pupils has a positive impact on pupil's progress and the development of their attitudes to school and to life-long learning. This should be appropriate to the child's abilities and should not be a time-consuming exercise for teachers. Marking should be an on-going dialogue between the teacher and pupil, improvements should be evident in subsequent pieces of work.

All marking by adults must;

- Be specific and clear
- Appreciate the effort children have made
- Show children where they have not met your expectations
- Show children whether they have met the learning objective (I can)
- Be accessible-not lengthy comments which children can't read
- Be focussed to the objective e.g. if the learning intention was the use of paragraphs it is not necessary to point out every other error
- Be completed within a week of the piece of work
- Identify whether the work was independent or supported using the agreed code

When an adult works with a child/group of children:

- The work is marked during the learning, using the agreed code attached
- Children should have some 'green pen' follow-up, this may be completed in the lesson or at an appropriate time, registration or start of next day etc

When children self-mark their work:

- They should refer to the objective/success criteria and mark with coloured pencil
- They should pick out parts of the work which are positive
- They should identify at least one improvement to work on, at an appropriate time, such as the start of the next lesson
- The work should clearly show that it was marked by the child





When children peer-mark (following modelling and training from the teacher)

- They should refer to the objective/success criteria
- They should identify positives
- They could work collaboratively to improve a sentence or a key area e.g. punctuation

Using this approach the minimum expectation each week in all subjects is:

- At least one piece of work is marked alongside the child in a guided situation
- At least one piece of work is marked by the teacher with the area(s) highlighted for the child to improve on, during morning work or at the start of the next lesson, as appropriate
- The remaining work is self or peer marked, with the 'I can...' highlighted by teachers.

Brady Primary Marking Code

Highlight of the 'I can'	On every piece of work the LO must be highlighted, this shows when children have achieved (Yellow), partially achieved (white) and not achieved (pink) the objective
	Assisted work stamper to show when children have worked with an adult in class. No stamp means that the work was completed independently.
ST	Supply Teacher (in addition to marking as per the policy)
VF	Verbal feedback (in addition to marking during the learning)
(P) (S)	Peer marked (in colour pencil) Self-assessed (green pen)
	Pink highlight- Requires a response from a child. 'Fix this please' or 'Now try this...' ACTIVE VERB! (Children respond with a green pen- this must be acknowledged)
	Yellow highlight- identifies effort, success, examples of where child has met the objective
	This is what I need to see in your next piece of work (NB- the next marking needs to say whether the child achieved or not)
Pupils Self-reflection	Clear understanding- happy face next to 'I can' Moderate understanding- straight face next to 'I can' Poor understanding- sad face next to 'I can'

This marking code is introduced as children are ready in Key stage One. In Year one the teacher supports the children in responding to marking using a 'bubble' to show them where their response should be.