



Burghill Community Academy Marking & Feedback Policy



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At Burghill Community Academy we believe that effective Assessment for Learning (AfL) through marking and feedback, including verbal feedback, can be the single biggest factor in closing the achievement gap between a child's current and desired performance. We believe marking should provide constructive feedback to every child, focussing on successes and improvement against specific skill based learning objectives. Marking should support children to become reflective, resourceful and resilient learners.

Aims

Marking and feedback should:

- Relate to the learning objectives (WALT) taught during a lesson
- Give children recognition and appropriate praise for the success of their work on a daily basis
- Encourage children, by demonstrating the value of their work, thought and effort
- Give children clear guidance and strategies on how they can improve their work
- Be appropriate and accessible to the age and ability of the children
- Develop a dialogue involving the children in their learning rather than a monologue with passive learners not engaged in the process
- Use consistent language and codes throughout the school
- Help us to measure progress against targets, school or national expectations
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher or teaching assistant to evaluate the impact of their teaching and learning and inform future planning
- Be manageable

Marking and Feedback Guidance

- All teachers and teaching assistants should mark children's work in green ink.
- Green ticks are used to indicate the child's understanding of a concept. One tick indicates the child is beginning to use the concept, two ticks indicate that the child has used the concept correctly in some instances; and three ticks confirm that the concept is embedded.
- Where the learning objective has not been achieved or embedded, the comment should address the needs of the learner to narrow the learning gap and catch up and/or indicate where specific support will happen to allow progress to be made. Areas where the work could be improved/corrected will also be highlighted in pink within the body of the activity.
- All work in English and Mathematics books or folders should be overview marked or acknowledged, with at least one piece of weekly focus marking identifying successes and next steps in learning (see Annotations for next step symbol) a narrowing the gap comment (PINK FOR THINK) or a next step comment or challenge question to apply/move learning on (GREEN FOR SEEN) . This forms a vital element of the AfL process.
- Time must be allocated in the day(s) following marking for children to respond to the feedback and to edit/improve their work. The dialogue, started by the teacher, should be continued by the child and in upper KS2, they must respond to the staff feedback comment in purple ink, so that editing/improvements/corrections are easily identified by the teacher.

- Feedback must address the learning objective, but can also highlight other areas of success or required improvement.
- All feedback must contain praise for the effort put in by the child.
- Within the work, no more than 3 spellings should be indicated as incorrect (see Annotations). The words identified should be appropriate to the level that the child is working at and where possible include 2 x high frequency words and 1 x technical/subject specific vocabulary. Where a spelling is indicated as incorrect, the expectation is that the child should find the correct spelling and then write it out 3 times. These words should also form part of the child's daily spelling focus session in KS2.
- Self-assessment can be used by the children to indicate their perceived success against the learning objective (WALT), this can be done in an oral or written form.
- In addition to Mathematics and English, work in other curriculum areas must also be marked weekly so that in any given week a teacher should mark; maths, English and one of topic/science.

Power Maths

During Power Maths, staff will continue to use the 3 tick system. Those children identified with 1 tick (not achieving the objective) will receive Rapid Intervention (RI). This will happen after the lesson either with the teacher or TA.

Presentation

- All work must include the date, short version in Mathematics books and written WALTs; both must be underlined
- Work must be completed in a black or blue pen or a pencil in mathematics
- Children are to be given the opportunity to write in pen as soon as they have been granted a Pen Licence, in whatever year this is appropriate.
- When making corrections, a single line should be passed through the error and the word or characters written correctly on the line
- No correction fluid or ink erasers should be used
- Any diagrams should be drawn in pencil
- All straight lines in diagrams should be drawn using a ruler

Monitoring

The head teacher, SMT and subject leaders will monitor the quality and effectiveness of the marking in school on a regular basis through drop ins, lesson observations, learning walks and book trawls. Feedback will be given after each monitoring activity. Books must be monitored at least once a half term. Governors will also be invited to take part in these monitoring activities. Copies of all monitoring records should be sent by email to the head teacher. The evidence collected through the monitoring activities outlined above will form part of the Teaching Profile of each teacher which is then used for performance management reviews.

Appendix 1 - Annotations

Annotation	Meaning
✓	This is correct This is a successful aspect of your work
· (in pink)	This is incorrect, can you correct it?
→	Your next step is ...
*	Look here, read my comment about this aspect of your work
?	This doesn't make sense. Can you check it again?
Sp	The underlined work on this line is spelt incorrectly or is corrected.
RI	Rapid Intervention – in Power Maths
Green highlight	This is why you have achieved the lesson's learning objective – GREEN FOR SEEN
Pink highlight	This is where you need to improve/edit/correct/respond to your work. We will work together to move your learning on – PINK FOR THINK
I	This work was completed independently
S	This work was completed with support
TA	This work was supported by a Teaching Assistant