



# Burghill Community Academy Marking and Feedback Policy

At Burghill Community Academy, we believe that effective Assessment for Learning (AfL), including both written and verbal feedback, plays a crucial role in bridging the 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- and knowledge-based learning objectives. Marking should support children to become reflective, resourceful and resilient learners.

### **Aims**

Marking and feedback should:

- Relate to the learning objectives (LO) 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 annotations 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 in a fine-line pen, such as a biro, 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 writing books should be overview marked or acknowledged, alongside green and pink highlighting (see Appendix 1), spelling corrections and individualised comments when required. Hot Tasks, which are usually completed twice in a half term, will receive focused marking, identifying successes and next steps in learning. 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. 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. In Years Two to Six, for common spelling errors, these spellings are added to 'Doodle Spell' for pupils to learn and then checked during half-termly dictation sessions.
- Self-assessment can be used by the children to indicate their perceived success against the learning objective (LO), this can be done in an oral or written form.

### **Maths**

During maths, staff will continue to use the 3-tick system. Those children identified with 1 tick (not achieving the objective) will receive instant intervention. This will happen after the lesson either with the teacher or TA. Pupils who consistently struggle in maths are timetabled for *pre-teach* sessions. It is therefore expected that *minimal* single ticks will be evident in marking.

### **Presentation**

- All work must include the date, (short version in mathematics books and when *written* by KS1 pupils) and a written LO; 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 of school, SLT 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 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 of School and Executive Headteacher.

## Appendix 1 - Annotations

<b>Annotation</b>	<b>Meaning</b>
<b>S (next to LO)</b>	This work was completed with support
<b>Green highlight</b>	This is where you have demonstrated the requirements of the Learning Objective and /or additional knowledge and skills (GREEN FOR SEEN)
<b>Pink highlight</b>	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
<b>Sp</b>	The underlined work on this line is spelt incorrectly or is corrected.
<b>*</b>	Look here, read my comment about this aspect of your work
<b>→</b>	Your next step is ...
<b>Supply (next to LO)</b>	This work has been taught by a supply teacher
<b>Purple Polishing (pupils have written in purple pen)</b>	Pupil's response to marking / guided work with TA; Pupils have <i>edited</i> a piece of work