



Review Date Planned	Review Date	Date adopted by Governing Body
	Oct 2015	15th October 2015
Oct 2018	Sept 2018	27th September 2018
Sept 2021		

Philosophy

At Brize Norton Primary School, we believe that marking and feedback is an essential element in learning. Marking and feedback is effective when children are made to see what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternative ideas.

Aims

Marking and feedback should:

- Celebrate children's successes, demonstrating that their work is valued.
- Provide meaningful feedback to the child.
- Stimulate correction of errors or improvement in a piece of work.
- Encourage children to become independent learners, self evaluating their own and other's work.
- Develop a culture of continual improvement.
- Assist in the assessment of a child's performance, providing a record of achievement for teachers and parents.

In addition to this marking and feedback should:

- Be consistent across the whole school.
- Relate to the learning objective or success criteria agreed at the start of a lesson or series of lessons.
- Support the achievement of individual curriculum targets.

Marking in English and Mathematics

To ensure the teacher's full attention, the books of children entitled to the Pupil Premium or with Special Educational Needs should be marked first.

Learning objectives

For all lessons (even practical and oral lessons), learning objectives should be shared with the children and put on a sticker in the child's book. There are always two objectives for each lesson: a basic one at the level of the youngest/ less able children in the class (marked as *) and a higher one (**). Occasionally, there is an even higher level (***). Learning objectives should not be below age-related expectations for the youngest children in the class.

At the end of each lesson, these learning objectives are highlighted by the teacher for the teacher's records and to show the child how well he/ she has done.

- If the * objective has been reached, it is highlighted or dotted in pink ("tickled pink"). If the ** objective has been reached, both objectives are highlighted in pink.
- If part of an objective has been reached, the relevant part is underlined or highlighted in pink.
- If the whole objective has been partially reached (or reached only with support), it is given a pink and green dot.
- If the * objective has not been reached, it is given a green dot. ** or *** objectives are only given a green dot if the child has been working towards them, not if they did not attempt work at that level.

Marking short-answer questions

Short-answer questions in Mathematics and, where relevant, in English (e.g. spelling tests, grammar/punctuation exercises, reading comprehension) are marked with a pink tick if correct and a green dot if not.

Action points

At the end of a piece of fluency-based Mathematics work (as opposed to problem-solving or reasoning), an action point is given. This is an additional question to consolidate the child's knowledge or, if the child has done very well, a slightly harder question to move them forwards. In most weeks, fluency is taught on Mondays and Tuesdays, so action points will be given on these days. Action points are sometimes given in English, at the teacher's discretion.

Where an action point is given, time must be given the next day (**or as soon as practically possible**) for the child to complete the question in the book.

Written comments

These have two purposes: to motivate the child or as a record for the teacher.

Comments as a record for the teacher should be kept short. The school's shorthand should be used (next to the learning objective sticker) for the following information:

S – completed with support

I – fully independent

IE – the child has met the objective, although there is Insufficient Evidence in the book

VF – verbal feedback was given to the child

P – the activity was practical (and therefore there is no record in the book)

Because this shorthand and other comments are for the teacher's own records, they are used at his/ her discretion and do not have to be used every day.

Comments to motivate the child should be given at least once a week from a full time teacher and once a fortnight from a part time teacher. They may be short and should be able to be read by the child.

Big Writing

Independent (or Big) Writing is the exception to the marking policy above. It has its own marking styles.

Learning objective sticker – same as with other lessons, highlighted pink/ green same as with other lessons

Spellings – in every piece, three incorrectly-spelt words are chosen by the teacher and highlighted in yellow. They are written on a separate line below the work, and the child is asked to copy them out across the page. If the child does not have as many as three incorrect spellings, three "boring" words are circled in yellow; the child then writes synonyms for these words across the page.

Check list – the child self-assesses using the check list for the level at which he/ she is working. The check list is glued in below the work.

Comments – every piece of work has one positive comment, with a pink mark next to it (related to the learning objective or the child's check list). There is also a "green for growth" comment, with a green mark next to it. This is the child's target and is taken from the check list as something he/ she can work on next writing session, regardless of genre.

Targets – At the beginning of the next independent writing session, the child looks at his/ her target from last week's marking. If he/ she is in Year 4 or above, he/ she copies the target out at the top of the new piece of work. At the end of the piece of work, if he/ she has met the target, the teacher gives a new target and a reward of a house point; if the target is not met, it is carried over to the next week.

Science and other subjects

There should be at least two pieces of written work each half term for each of: Science, History/ Geography, RE, Spanish (Y3+) and PSHE. These should have learning objectives, stickers and marking in line with the marking policy.

There is no need for written work in books for Music, Art, Design Technology, Computing or PE. However, there should be evidence of the children's learning and attainment which could be through a class book of photographs (and other evidence) or through a tick-list of objectives met.