



Bounds Green School

Marking & Feedback Policy



All subjects

At Bounds Green School we believe that 'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Marking should be meaningful, manageable and motivating.'

Report of the Independent Teacher Workload Review Group March 2016

For outstanding marking and feedback to be meaningful, manageable and motivating, it should:


- Be tailored to the needs of the individual, group or class
- Facilitate learning by creating a dialogue between the teacher and child
- Promote and encourage ownership of learning and support for others
- Value children's work and promote higher expectations
- Be manageable for both child and teacher.

This may be:

- Written feedback
- Verbal feedback
- Peer- or self-assessment

All children have the right to make the best progress they can. Teachers must use professional judgements when deciding how much to provide and how it should be personalised to meet the needs of individual children.

For Written Feedback

- Use pink highlighter to draw attention to achievements against the LO/SC and green to show what could be improved.
- Use  to point children to improvements to be made in the current or next piece of work
- Use red pen for codes, comments or notes
- Use agreed marking code (see attached) and display it clearly in the classroom
- Provide next-step comments through light-touch or deep marking.
- *Use a mark to show whether the work has been carried out independently (I) or with support (S)*
- Children use green pen for responses and blue when editing or self- or peer-assessing.

Written feedback takes one of two forms:

Light-touch for ALL subjects – is frequent and uses tickled pink highlighting and green for growth. A smiley face / your initials in recognition of the child's work.

Deep marking for Science and foundation subjects – Essentially anything that triggers a green pen response from the child indicates deep marking. It takes place at significant points within a teaching sequence and at the end of a sequence. One deep mark per subject per half term.

Deep marking for English and Maths – Essentially anything that triggers a green pen response from the child indicates deep marking. It takes place at significant points within a teaching sequence and at the end of a sequence. This may include:

- Reference to features on marking ladders (KS2 Eng)
- General marking of G, P and S (Eng)
- Use of marking codes (see attached) in the margins (KS2 Eng)
- Highlighted flower petals (KS1 Eng)
- Addressing misconceptions with scaffolds
- Prompts to explain further
- Questions to clarify understanding

It may also be the result of thorough verbal feedback with an individual child (see below) or peer-assessment (see below) which has been checked by CT. Longer pieces of writing in UW may be taken as opportunities for deep marking.

Children should be given time to read and respond to written marking in order that feedback has maximum impact on progress.

For Verbal Feedback

- Provide for individual children when conferencing, small groups or whole class
- For whole class, deliver as part of a lesson introduction or a plenary
- Provide learning reference (e.g. *recall of bonds to 10*) to indicate the content of discussion
- Use VF marking code (see attached)

Verbal feedback may be the result of light-touch marking where a common misconception has been noted or where the content needs to be continued in the next lesson.

For Self- and Peer-assessment

- Teach skills required to identify strengths and areas for development
- Provide marking ladders as checklists to act as prompts for assessment

√	Correct. Good.
√√	A really good point, a really good answer or great thinking
T	You've used an incorrect tense
S	You need to fix something to make this a sentence
US	Unfinished sentence
. , ; : ? ! CAP	Check your punctuation. You have omitted a comma (,). You have used a comma incorrectly (X)
//	New paragraph needed here
V	Vocabulary – you need to choose a better / different word Have you checked for sense /cohesion /sentence structure?
S	Check the structure of this sentence
Sp	Spelling
S-A	Self-assessed by you
P-A	Peer assessed by your partner
VF	Your teacher has discussed with you how you can improve your work or explained something you did not understand.

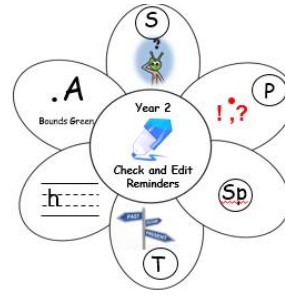
- Provide pink and green pens
- Ask children to make one comment
- Should be checked by you following the assessment

KS2 Marking codes

KS1 Marking Codes



Y1 writing flower

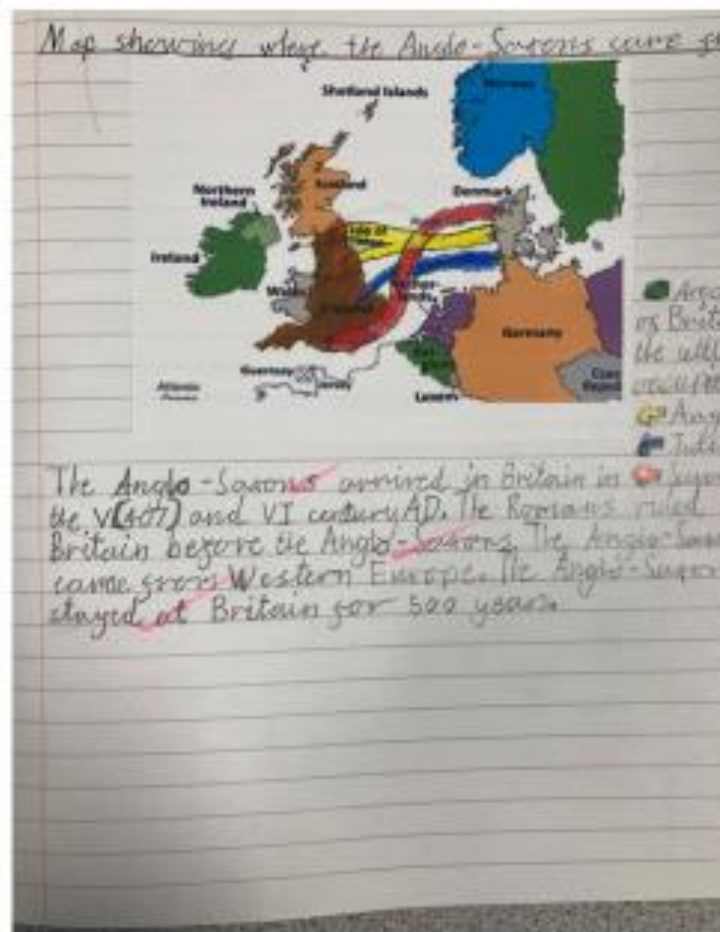
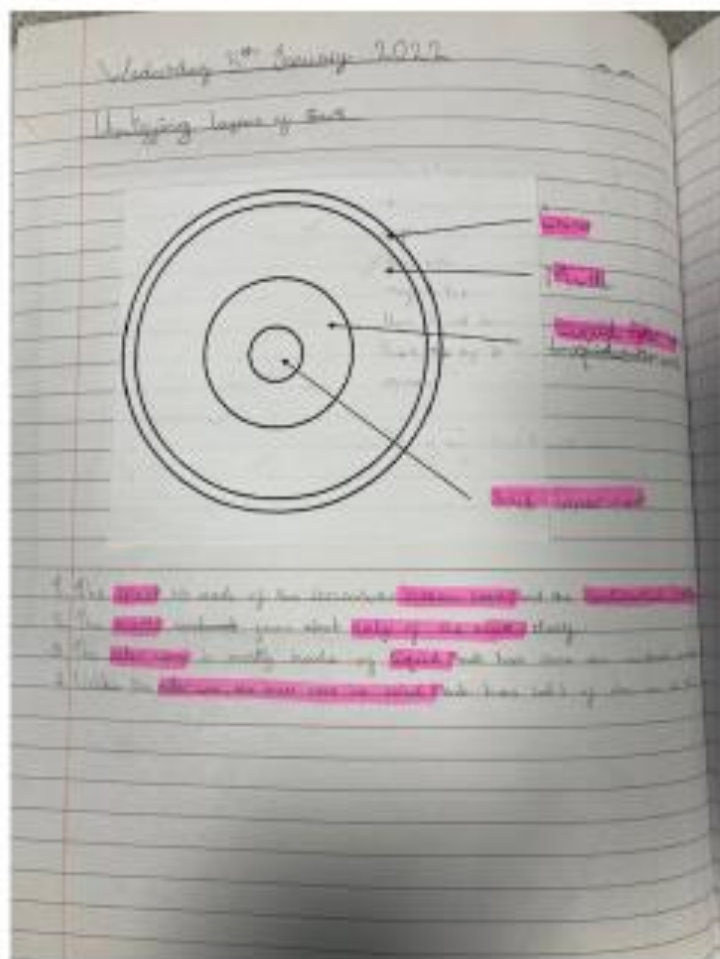


Y2 writing flower



Deep mark





Light touch – the marking hasn't initiated green pen response. Please add a smiley face or your initials as additional recognition of the child's work.