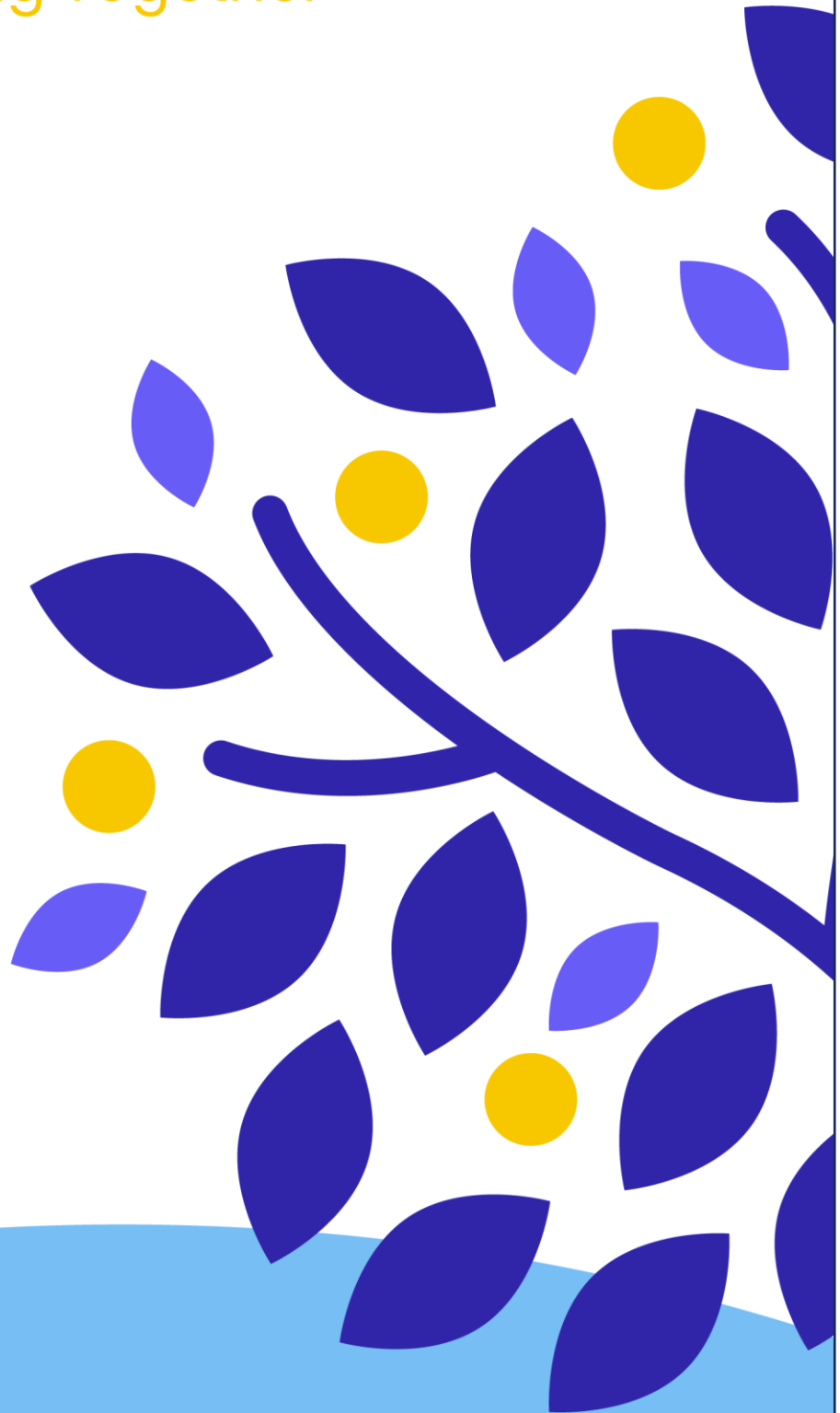




Learning Together,
Growing Together



Bywell CE (C) Junior School

Marking & Feedback Policy

2023

Learning Together, Growing Together

1. Aims

Feedback at Bywell Junior school is based on the belief that it should be used to develop and extend pupil's learning. We recognise feedback as both written and oral and value the importance of both. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables pupils to become reflective learners.

Aims of feedback at Bywell include:

- Recognise achievement and progress.
- Address misconceptions
- Provide ongoing assessment to inform future planning.
- Encourage pupils to reflect on their learning.
- Raise attainment and achievement.

2. English

- All work is to be marked.
- All work will be marked in blue pen.
- Erasers NOT to be used. This enables teachers to monitor misconceptions/errors which supports AFL. Where children have made an error, a ruler line needs to be put through it.
- Steps to Success will be ticked as follows:
Double tick= step met. Single tick= step partially met. Dot= not met.
- Any evidence of Steps to Success achieved throughout the body of text will be marked with a double tick.
- Symbols from the school marking codes will be used to identify specific areas of feedback, (See Appendix A) which will be displayed in all classrooms.
- Children will respond to school marking codes using a green pen. (See Appendix A)
- Basics prompts will be used in English books for pupils 'forgetting' basic punctuation. Children need to achieve this for 5 consecutive days.
- Progress against this is monitored by ticking its achievement for each of the five consecutive days. A paperclip is used to move the prompt each day to the next piece of work.
- Once achieved, the prompt should be glued in to the child's book.
- A basics prompt must be reintroduced should a child require it again.

- They will then once again have to be successfully achieved for 5 consecutive days.
- If a child fails to achieve their basics for 5 consecutive days, consider whether they require further support/ teaching.
- Basic prompts need to reflect the writing genre, year group and individual pupil development.

3. Correcting and Improving

- Correcting opportunities are built into the sequence of teaching which include correcting basic spellings and punctuation errors (Appendix A).
- Teacher identifies incorrect spellings using the marking code (wiggly line) and gives the correct spelling (Appendix A). The child copies the word down 3 times in the margin.
- Teachers provide either verbal or written feedback to children they identify as requiring further support or challenge.
- All responses made by a child when correcting their work must be completed in green pen.

4. Editing

- At the end of each unit of work, children will complete an unaided piece of writing based on the same genre, using all the skills they have practised in their sentence stacking lessons.
- These unaided pieces of writing will be used to assess children's writing at the end of each unit.
- In years 3, 4 5 and 6, teachers will mark any sustained pieces of independent writing with editing notes in the margin (See Appendix B). Time should be kept aside for children to edit and respond in green pen. All other work needs to be marked using school marking codes (Appendix A).
- Unaided writing needs to contain a 'U' context code.
- **All accurate writing techniques used by the child to be celebrated via a double tick in these pieces of writing only.**
- Year 6 will record their unaided pieces in separate books-including the redrafted final version.

- See Appendix B which clarifies the graduated removal of the level of support children are given in the margin marking to re-write/improve these pieces of work.
- During unaided writing incorrect spellings will not be highlighted and pupils will have to identify and correct the misspelt word. An 'sp' will write in the margin on the line/s of incorrectly spelt word/s.
- Children may ask a partner, use learning displays, or use a dictionary to find the correct spellings.

5. Re- drafting in Year 6

- Year 6 children will re-draft whole pieces of writing.
- The redrafted pieces need to contain a context code 'R'.
- Re- drafting sessions need to have a clear focus- improving composition and effect or grammatical features. Additionally, they can focus on the non-negotiables for writing such as punctuation and basic spelling as required by individual pupils.
- **During unaided writing incorrect spellings will not be highlighted by the class teacher and pupils will have to identify and correct the misspelt word. An 'sp' will written in the margin on the line/s of incorrectly spelt word/s.**
- Children may ask a partner, use learning displays, or use a dictionary to find the correct spellings.

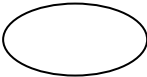

6. Maths

- All work in books is to be marked.
- All work marked by the teacher will be in blue pen.
- Any responses by children will be in green pencil.
- Comments are not required in the maths work unless the teacher wants to make a learning point explicit, provide an example or additional challenge.
- Ticks next to the learning objective will refer to the learning L.O being met: Double tick=L.O met. Single tick=L.O partially met. Dot= L.O not met.
- The 'supported' children targeted in the daily lesson to be marked with an 'S' next to the supported part of their work.
- Erasers NOT to be used unless drawing charts/tables. This supports teacher understanding of children's misconceptions. Where children have made an error, a ruler line needs to be put through it.

7. All other subjects:

- All work is to be marked.
- All work will be marked in blue pen.
- Ticks next to the learning objective will make reference to the learning L.O being met: Double tick=L.O met. Single tick=L.O partially met. Dot =L.O not met.
- Children will respond to any teacher marking using a green pen.
- **In Science, starter quizzes to be marked by the teacher and record kept separately to the exercise book. Teachers to record the total amount of incorrect answers in each child's book. This supports the development of 'intellectual curiosity' in the children. Throughout the teaching sequence, children to be given opportunity to amend their initial answers (in green) if they wish.**

Appendix A - Marking Codes

✓✓	Steps to Success/LO met
✓	Steps to Success/L.O partially met
.	Steps to Success/L.O not met
~~~~~	<b>Spelling error</b>
( )	<b>Section needs developing</b>
<u>christian</u> went to <u>bywell</u> .	<b>Underline with straight to show missing or misused capitals.</b>
^	<b>To show omitted words</b>
	<b>Punctuation error</b>
	<b>To show wrong word choice</b>
C	<b>Correction after adult feedback</b>
VF	<b>Verbal feedback given</b>

Context Codes for all work:

U - Unaided work used for assessment

S - Work completed in a supported group led by an adult

## Appendix B - Editing notes

- These notes will be written in the margin for the child to respond to with a green pen.
- The note must be written on the line of the error.
- All editing notes must also include a focus on improving spelling and punctuation. Below is the range of punctuation which will be used.
- The child will have to independently identify the incorrect use/missing punctuation and correct it.
- Years 3 and 4 will use the words written in the margin on the appropriate line. The child is required to look on that line and decide if it has been used incorrectly or is missing.
- Year 5 and 6 will use the abbreviated codes. Year 5 and 6 may use the full codes used for children who require more support with their writing.

### Years 3 & 4

Full stop	fs
Capital letter	cl
Comma	c
Question	q
Exclamation	ex
Brackets	b
Word choice	wc
Apostrophe	ap
Inverted commas	ic
Dash	d
Article	ar
Spelling	sp

### Years 5 & 6

(Spelling)	sp
(Word choice)	wc
(Punctuation)	p
(Grammar)	g