



Biggin Hill Marking and Feedback Policy

Why do we give children feedback?

We believe marking and feedback should provide constructive feedback to every child, focussing on success and improvement against learning intentions. Marking and feedback is a fundamental element of teaching and learning, helping children become reflective learners and providing clear next steps to close the gap between current and desired performance.

This policy will:

- Promote high quality marking and feedback throughout the school.
- Provide an approach to marking that is both manageable and effective.
- Standardise the school's approach to marking.
- Have a real impact on the progress of children.

Effective marking and feedback should:

- Provide a dialogue between teachers and children.
- Give children clear strategies on how they can improve their work.
- Provide a tool for teacher assessment – diagnostic, formative or summative.
- Help the teacher to evaluate teaching and inform planning.
- Positively reinforce children's achievement.
- Support children in taking ownership of their learning.

Marking procedures

- A GREEN pen is be used for any adult comments recorded on children's work.
- Marking and feedback is related to a clear learning intention, which has been shared with the children.
- Next step comments are identified by a BMAIL symbol and must be responded to.
- Pupil's responses are written in purple pen to identify they have read and understood their BMAIL.
- Reference to progress in learning ladders is made to show how their work is leading to them making progress in the skills and knowledge.
- Agreed symbols/codes can be used to identify 'quick fixes' and when specific support has been received.

Frequency of Marking

- All children's work must be marked in order to recognise children's effort and application to a task. BMAILs must be given to children whenever is required to move learning forward or address misconceptions. Children should receive 2 BMAILs in literacy and numeracy each week as a minimum expectation.
- Marking should be returned at the beginning of the next session of that subject for children to respond to.

EYFS guidelines

EYFS is a play based curriculum; children are told how they are doing in relation to a particular task verbally, and/or by means of stickers to reward good work in any of the areas of learning. Teachers maintain individual records of work and progress on TAPESTRY which contain annotations relating to their performance.

There may be some pieces of work, either completed by children independently or as part of an adult focus activity that lend themselves to other forms of marking. In these cases, practitioners will employ the guidance as laid out below in KS1/KS2 guidelines as a way of introducing the children to a system of self assessment and teacher

KS1 & 2 guidelines

The success criteria which relate to the learning intentions are printed onto a sticker which goes on each new piece of work in a child's book in English, Maths, Science, Humanities and RE for those children who are not ready to record these themselves. Children are encouraged to record these independently as soon as the class teacher identifies they can. Children entering KS2 have to write this independently.

To encourage self assessment, children will record their own feelings about how successful their work has been by using a traffic light system.

When marking children's work, teachers may choose to correct spellings and punctuation directly onto the piece of work. The agreed symbols and codes may be used to identify these.

Children may self/partner mark some work. This process will develop through their time at the school as they develop greater skills in being able to effectively analyse their own and other's work. Children will follow the same systems as adults by relating their comments to the learning intention and providing each other with BMAIL where required.

Good Practice

In order for the marking to be formative, the information must be **used and acted on by the children**. Therefore, when work has been marked, time is planned in the **next lesson** of the subject for the children to read the prompt and make an improvement.

Teachers marking should focus on both successes against the learning intention and improvements needed. It should take the form of one of the below:

- a **reminder** prompt: Remember to...
- a **question** prompt: How you think the dog felt? $37 + 38 =$
- a **scaffold** prompt: The monster was so angry that he....
- **Modelling**: The dog was so surprised that he did something never to be forgotten.
 $48 + 64 = (40 + 60) + (8 + 4) = 100$

Written by:	Date:	Review:
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