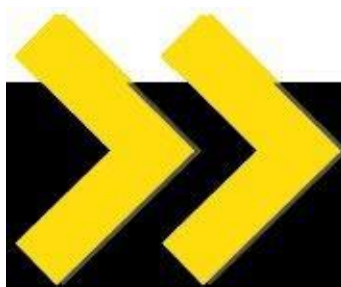




Orpington Campus
**MARKING AND FEEDBACK
POLICY**

Responsible post holder	Executive Head teacher
Reviewed / Approved	June 2021
Next Review	June 2022



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Marking and feedback policy

Bromley Beacon Academy

Rationale

This policy aims to explicitly outline the purpose of marking and the way in which feedback should be given to all students. It is an expectation that **all staff** working with the students in the classroom are familiar with this policy and follow it consistently.

The purpose of marking is to:

- Provide motivation by acknowledging success and praising achievement.
- Provide feedback on strengths and shortcomings in a piece of work.
- Provide guidance on future learning and so contribute to raising achievement.
- Assess and record pupil progress.
- Provide information to guide future teaching.

Teachers have a responsibility to:

'Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback' (*Teachers' Standards*)

Progress Partners will play a significant part in the role of feedback and marking of work.

Marking and feedback should follow a collaborative approach whereby every Student feels that they can receive feedback from either teacher or PP.

Feedback:

Helps our Students to learn by providing clear next steps

- Informs the teacher's planning
- Facilitates progress over time and in lessons
- Provides strategies to help improve literacy and numeracy
- Engages students in the assessment of their own understanding
- Acknowledges, gives recognition and demonstrates respect for the work produced
- Tells a story. What stories do our students' books tell?
- Feedback and marking should include Green Pen where possible but the exam specification requirements do override this



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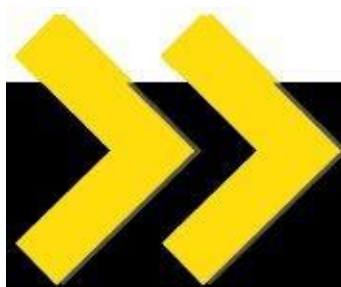
Teachers have the responsibility for establishing high expectations. The quality of work presented in books and folders is a direct reflection of teachers' expectations. All students should be challenged and try their very best at all times.

Policy in Practice – At BTAM (KS1) and BBAO (KS2&3)

At Orpington Campus, our vision is to encourage our students to become independent and self-reflecting; as such, it is vital that our marking be positive but constructive. It should highlight the students' achievements, identify areas for development and provide a clear dialogue between teacher and learner.

Marking should:

- Where appropriate, be made in relation to the learning objective, success criteria, the students' individual targets or in relation to specific teaching points made during the lesson.
- Show consistency and continuity so that students have a clear understanding of the teacher's expectations.
- Acknowledge and show appreciation for a pupil's efforts and achievements and celebrate these through praise. This should be recorded as a 'What Went Well' (WWW) comment.
- Show students how they can improve through their 'Even Better If' (EBI) comment. This should be aimed at how correction and improvement can be made or what targets they should be working towards achieving.
- Set a challenge at least twice in literacy and numeracy for all pupils and extensions for pupils when needed in every lesson. This should be written as **CHALLENGE** by the class teacher in green pen.
- Provide a clear dialogue between teacher and pupil using a range of strategies appropriate to their key stages;
 - Students working towards or within key lower stage two standards are expected to use initials and smiley faces to acknowledge the teachers' feedback, where a particularly valid statement is made by the pupil, this may be acknowledged and recorded in the form of a written response in the book by the teachers engaging in the dialogue – these comments may (where appropriate) be scribed by an adult. Students are expected to respond to at least one piece of writing and one piece of maths work a week.
 - Students working within KS2 standards are expected to provide written responses in acknowledgement of teachers' feedback. Students are expected to respond at least once a week in their Maths and English (3 responses a week in total).
- Be completed regularly in green pen with detailed WWW and EBI feedback on at least 3 in every 5 pieces of work for all students to ensure that marking requirements are manageable and to give children sufficient time to respond appropriately; remaining pieces are to have a brief



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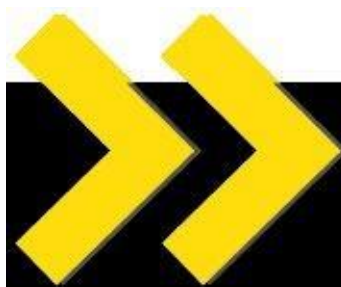
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comment observing the students' efforts or class participation. Work should be marked promptly after completion to allow effective and immediate feedback. Teachers should use the school's WWW and EBI stickers and write in clear, cursive, modelled handwriting to ensure that it is completely legible, using green pen and mark as T. PPs should use blue pen and mark as PP.

- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking e.g. not every incorrect spelling will be highlighted, only words that an individual pupil should be reasonably expected to know.
- Provide an opportunity to identify where students have achieved their standards and 'Pupil Asset' must be updated at least weekly. Pupil Asset (PA) is the programme used by Orpington Campus to track the progress of each child and assess against the age-related standards as set out in the 2014 National Curriculum. Marking also provides opportunity to identify when students have achieved their personal targets and then new ones set accordingly.
- Not penalise students' attempts at adventurous vocabulary; praise for effort and discuss with pupil.
- The quality of verbal feedback provided via online platforms as voice notes etc. needs to be in line with the quality of written feedback, which would normally be expected in children's workbooks and should still use the language of WWW and EBI.

In order for students to work towards independent learning, they need to be provided with the necessary tools to do so. Students need to develop an awareness of their own strengths as well as being aware of their areas for development. Therefore it is vital that they:

- Be made aware of the Learning Objective (LO) and success criteria (SC) in every lesson for all core subjects. These should be produced using the objective slips provided on the 'Staff shared work' drive. The slips include date, LO and a smiley-face self-assessment (which is selected by the pupil in pencil or purple pen and also the teaching in green pen). These should be neatly trimmed and inserted into all students' books before the lesson for that day - this should be done daily for all core subjects. The slips are in coloured ink and in the 'comic sans' font - proving to be dyslexia friendly and familiar to the students as many of their books are now published using this font. LO slips should be printed on pale blue or yellow paper to reduce visual stress and a dark blue or purple ink should be used (or any other colour which supports the learning needs of the pupils and reduces visual stress). The same depth of information (LO and SC) should be provided when using digital learning.
- Have time to respond to feedback. Wherever possible, students working towards or within KS1 standards should be present at the time of marking so that an immediate dialogue can be formed which is meaningful to students. Students working within KS2 standards should be given 'Dedicated Improvement Time' (DIT) whereby they can edit, improve and correct their work as well as responding to feedback using their 'purple pen of power' (purple ball point pen) or voice notes or types text in digital learning. This should, improve standards by encouraging students to give their best and improve on their last piece of work. KS2 students are to reflect



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on feedback during DIT (which is planned for thorough the week and part of the class routine), however, feedback which is given with the pupil present may be responded to immediately and this is will be appropriate for KS1.

Marking and Feedback Expectations

It is essential that acknowledgement markings are made on every piece of students work. On all marking, the following symbols should be followed, but on the deep marking, WWW and EBI must also be included, including any forms of digital learning.

The teacher will use their professional judgement when providing verbal and or written feedback on digital platforms.

Marking should be kept up to date daily and support planning for the next lesson, individualised for the student.

In the books of students working towards or at KS1 standards: (See Appendix 1 and 2)

When students engage in dialogue with their class teacher / progress engagement guide, they should make all corrections in purple pen next to their previous incorrect answer; they should NOT rub out or cross out their previous response. Any valuable statement made by the pupil that could be used as evidence towards achieving their standards should be recorded in note form on the pupil's work by the teacher working with them.

In the books of students working within KS2 and KS3 standards: (See Appendix 3 and 4)

When students engage in DIT for numeracy, they should make all corrections in purple pen next to their previous incorrect answer; they should NOT rub out or cross out their previous response. Likewise, any challenge questions given in the teacher's feedback should also be worked in purple pen.

General Expectations for all subjects

- The use of worksheets should be the last resort to use as evidence, if they are used, they should be trimmed to fit the page and inserted neatly.
- Students should be encouraged and praised for maintaining a high standard of presentation in their work.
- Marking should be neat and legible by all; adults should take extra care to ensure that they are modelling good handwriting, spelling, punctuation and grammar at all times.



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- All books for core subjects should be neat and tidy in the plastic jackets provided. They should also be clearly labelled using the information on the teachers shared drive. This should include the pupil's name, year group and the subject.
- All foundation subjects must use the same marking key and be marked weekly.
- At least one weekly deep marking example should be on a digital platform.

Quality assurance

In order to ensure consistency across the school, pupil's books and e-folders shall undergo a regular work scrutiny. These will take place every half term with varying samples in line with the SRE cycle requirements which is reviewed by the Teaching and Learning Team annually. Where possible, it should be three different students each half term until necessary to repeat.

Review of policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes within the school or externally.



Appendices

1. Marking Key - KS1 Literacy Standards
2. Marking Key - KS1 Numeracy Standards
3. Marking Key – KS2 and KS3 Literacy Standards
4. Marking Key – KS2 and KS3 Numeracy Standards

Marking keys should be reduced to A5 and printed in colour. They are to be inserted within the front cover of a pupil's literacy / numeracy book.



1. Marking Key - KS1 Literacy Standards

Sp	Write this word out 3 times
^	Missing word
<u>england</u>	Check capital letter
P	On this line you have missed out . , ! ? ' "
Ⓚ	Incorrect punctuation
//	New line
✓	Good
✓✓	Excellent
~~~~~	Check this
*	Challenge question or step
I	I worked <b>I</b> ndependently
S	I was <b>S</b> upported
SS	I had <b>S</b> ome <b>S</b> upport
WWW	What went well...
EBI	Even better if...

Make your corrections using your purple pen of power. Read your teacher's notes and sign them. A.Z



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## 2. Marking Key - KS1 Numeracy Standards

✓	This is correct
●	Not quite right, have another look
*	Challenge question or step
I	I worked <b>I</b> ndependently
S	I was <b>S</b> upported
SS	I had <b>S</b> ome <b>S</b> upport
WWW	What went well...
EBI	Even better if...





Make your corrections using your purple pen of power. Read your teacher's notes and sign them.



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**2. Marking Key - KS2 and KS3 Literacy Standards**

Sp	Check and correct your spelling
^	You've missed a word out here
<u>england</u>	Check your use of capital letter
P	The letter P, followed by the punctuation mark missing on that line
	This punctuation shouldn't be here / wrong punctuation used
//	New line or new paragraph
	This is good / correct
	This is excellent
	Check that this makes sense
*	Challenge question or step
I	I worked <b>I</b> ndependently
S	I was <b>S</b> upported
SS	I had <b>S</b> ome <b>S</b> upport
WWW	What went well...
EBI	Even better if...

Make your corrections using your purple pen of power. You should also write back to your teacher to show that you understand your WWW and EBI comment



**Marking Key - KS2 and KS3 Numeracy Standards**

	This is correct
	Not quite right, have another look
	Challenge question or step
<b>I</b>	I worked <b>I</b> ndependently
<b>S</b>	I was <b>S</b> upported
<b>SS</b>	I had <b>S</b> ome <b>S</b> upport
<b>WWW</b>	What went well...
<b>EBI</b>	Even better if...

Make your corrections using your purple pen of power, write your correction next to your incorrect answer but do not cross out or rub out your first answer. You should also write back to your teacher to show that you understand your WWW and EBI comment.

