



Marking and Feedback Policy Bonneygrove and Millbrook Primary Federation 2024-2025

Introduction

At Bonneygrove and Millbrook Primary Federation, we take a professional approach to marking work and giving feedback. We aim to have a consistent approach to the marking method used by individual teachers and, therefore, have an age-appropriate school approach used in each classroom. However, teachers use their professional judgment to consider the children's age and needs. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give relevant feedback as an essential part of the assessment process.

Aims

We mark children's work and offer feedback to:

- Show that we value their work and encourage them to do the same.
- Boost self-esteem and aspirations through the use of praise and encouragement.
- Give a clear general picture of how far they have come in their learning,
- Offer them specific information on the extent to which they have met the learning challenge and/or the individual targets set for them.
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others.
- Share expectations.
- Gauge their understanding and identify any misconceptions.
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- Provide the ongoing assessment that should inform future lesson planning.

Principles of marking and feedback

- The school has a standardised approach to the marking and feedback of all pieces of work.
- The process of marking and offering feedback should be positive, with pride of place given to recognition of the efforts made by the child.
- The marking should always be based on the learning challenge and the child's learning targets.
- The child must clearly understand the marking and be given time to do so.



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- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in their learning, including sharing the learning challenge and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible, and written in contrasting colours.
- Feedback may also be given by a teaching assistant through peer review, plenaries, and group sessions.
- Children use Teacher or TA feedback can be used to identify a particular area of difficulty.
- Errors that many children make should not be the subject of individual comments but should be noted in future planning.
- Marking will usually be done as 'live' marking or before the next lesson in that subject, although this may not always be possible for longer pieces of work.

Presentation

The school has a standardised approach to the presentation of all written work. These guidelines are displayed in each classroom. At Key Stage Two Stage, pupils are expected to follow these guidelines and the EYFS; at Key Stage One, pupils should work towards them (these presentation guidelines are available on the school website).

Marking Codes

VF - Verbal Feedback (stamp for Class Teacher and TA)

C - Correction (children update in blue pencil or Pen)

S - Supported Activity

I - Independent Activity

Pink Highlighter - Correct Answer

Green Highlighter - Area of Opportunity and will work alongside VF and Correction

Teacher Full Mark, Tick, and Initials - Purple Pen (work alongside marking schedule)

Presentation Expectations



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Mathematics Books

- Date written on the righthand side of page (short date)
- LO written from left to right under date.
- Margin drawn and vocabulary for session written in margin.
- One digit per box.
- Worksheets stuck in neatly by child or with adult support.
- Challenges clearly demarcated.
- Marking is evident.
- Peer and Self-Assessment evident in books.

English and other curriculum Books

- Date written on the righthand side of page (full date).
- LO written from left to right under date.
- Margin drawn and vocabulary for session written in margin.
- Worksheets stuck in neatly by child or with adult support.
- Challenges clearly demarcated.
- Marking is evident.
- Sentences and Paragraphs demarcated accurately.
- Evidence of editing pens (including use of word classes).
- Peer and Self-Assessment evident in books.

Self and Peer Assessment

P - Presentation (does it match the school's presentation policy)

L- Learner's view of appropriate challenge

A - Assessment of Learning (has the work been understood)

T - Target (related to area of opportunity)