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Rationale

At Bridlewood Primary School we believe the provision of effective feedback to pupils is an essential part of assessment for learning. Pupils need to know how to improve. Written feedback should provide clear feedback and positive encouragement to the child and be a focus for dialogue between teacher, child and parent.

We see marking as a two-part process to:

- Give constructive feedback to the child, challenging them to achieve as well as they can
- Inform teacher assessment so that appropriate next steps can be planned for

General guidelines:

Teachers assess children's learning continuously and adjust their teaching and learning plans accordingly. Pupils should always be aware, of the learning intention and what the teacher will be looking for when they mark a piece of work.


Feedback can take many forms:

- **Verbal feedback** may be given in the classroom. This may be to the class, group or individual child. The letters VF (verbal feedback) can be used to indicate this form of marking, on children's work. For the very young children - and for some children with specific learning needs - much of the 'marking' will be done in this way.
- **Written feedback** will be given in green ink. This feedback may simply be an acknowledgement, which contains little detail; it may also be more detailed, close marking. Self-marking, peer marking or response partners may also be used.

Children's work will be marked regularly. In English and maths, children's work will receive detailed feedback at least once a week. This will include longer written comments, with strengths and areas for development indicated. Next steps in learning should also be made clear on children's work, at least once per week

Response Marking:

Children need time to read, consider and understand feedback so that they can use it in their future work. Children will be given time in class to respond to any questions or next steps that the teacher has set.












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Feedback should:







- Provide clear feedback about a pupil's strengths and weaknesses
- Recognise, reward and encourage a pupil's effort and progress
- Encourage children to review and respond to feedback
- Direct pupils to what they need to do to improve their work (and encourage them to do so)
- Be focused on the learning intention
- Model good practice (e.g. good handwriting/presentation; constructive verbal feedback)

Codes to be used when marking written work:

Marking Codes

	Spelling mistake
	Missing punctuation
	Punctuation mistake
	Missing finger space
	New paragraph needed
	Missing date
	Missing title (or learning objective)
	Missing underlining
	Good vocabulary, spelling or punctuation
 Next:	Next step
	Please speak to teacher (ticked when done)

What other symbols mean:

	Worked independently
	Worked with a partner
	Worked with teacher
	Worked with teaching assistant
	Worked with student teacher
	Verbal feedback given

Marking Moderation

The marking of children's writing will be moderated regularly. Samples of children's unaided writing will be moderated in school, across classes and key stages, at least once every other term. Marking of writing in Years Two and Six will also be moderated across schools within the Local Collaborative Partnership (LCP), at least twice a year.

Implementation of this policy is the responsibility of all staff.