



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

*Happy Children and Limitless Learning in an Anglican Christian School
A place where everyone can flourish*

Reviewed	Agreed by Staff	Agreed by Governors	Review Date
September 2023	September 2023	September 2023	September 2024

At Old Bexley CE Primary School, we aim to provide the best possible education for each child within the context of a caring Christian community.

Our school values are the Fruit of the Spirit – Love, Joy, Peace, Patience, Goodness, Kindness, Faithfulness, Gentleness and Self-Control (Galatians 5: 22-23) These values promote inclusion, respect and empathy whilst our broad and balanced curriculum inspires aspirational, lifelong learners. They underpin all aspects of school life, including behaviour and relationships within the school.

Marking and Feedback Policy

Aims and Objective

Effective feedback and marking of pupils' work should be completed solely for the benefit and progress of the children in our schools. Any questioning should extend pupils' thinking and enable them to be effective, self-directed, resilient learners.

Effective feedback and marking can take the form of:

- Written feedback based on learning objective/success criteria/S4S
- Verbal feedback to individuals or a group
- Peer- or self-feedback
- A symbol
- Combinations of the above

Guidance

All work completed by children must be marked or acknowledged. It is advised that teachers live mark during lessons to give immediate feedback to children to enable immediate progress. Live marking provides an opportunity to give verbal feedback and peer mark with small groups. It consists of the teacher constantly flowing (helicoptering) between groups of children to pick up misconceptions and move on to the next phase of learning. Children should not be prevented from learning by seeking teacher feedback and work should be assessed by a teacher before next steps are given. Where appropriate, answers can be given

to pupils to self-mark/assess with expectations to be that pupils correct and can explain their misconception or working out is shown.

Across all subject areas, the following has been implemented:

- All adults are to identify where the WALT/Key question have been met using green
- All adults are to identify areas for development in pink
- All children will peer- or self-mark using purple pens

The expectations for Maths and English are that there are a minimum of three pieces of work recorded in books per week. Each week, one of these pieces needs be in-depth marked, one should be surface marked and one should be peer- or self-marked. Weekly tests (Grammar, arithmetic, timetables etc.) are to self- or peer-marked.

Comments made in English can refer to – but are not limited to – the content of their writing, vocabulary, grammar, spelling, punctuation and handwriting (including letter formations).

Spelling corrections (no more than 3 identified) will be written in the margin and then copied correctly 3 times by the child.

Marking expectations

Weekly Creative Writing	<ul style="list-style-type: none"> • Two stars and a wish every week • The wish becomes the second WALT for the next week • Reference made to WALT in marking • Green highlighter pen to acknowledge positives/meeting WALT • Highlight pink 3 misspelt words (if applicable) for children to copy correctly in the margin
Literacy	<ul style="list-style-type: none"> • One in depth marking a week with next steps and chance for children to respond • Highlight WALT in green/pink to show if achieved or not. • VF (Verbal feedback) can be used once a week • FG (Focus group) can be used once a week • Peer/self-assess/mark can be used once a week • Ticked and initialled to acknowledge once a week.
Maths	<ul style="list-style-type: none"> • One in depth marking a week with next steps and chance for children to respond • Highlight WALT in green/pink to show if achieved or not. • VF (Verbal feedback) can be used once a week • FG (Focus group) can be used once a week • Peer/self-assess can be used once a week • Ticked and initialled to acknowledge once a week.
Science	<ul style="list-style-type: none"> • In depth marking with next steps and a chance for children to respond every 2 weeks. • Highlight WALT in green/pink to show if achieved or not. • Acknowledged and initialled on the other week. • FG/VF can be used

RE	<ul style="list-style-type: none"> • Reflection question and a chance for children to respond every week. This does not have to be differentiated but their answer should show their depth of understanding. • Highlight WALT in green/pink to show if achieved or not. • FG/VF can be used
Foundation	<ul style="list-style-type: none"> • In depth marking with next steps and a chance for children to respond every other week. • Acknowledged and initialled on the other week. • FG/VF can be used
Homework	<ul style="list-style-type: none"> • Positive comment given every week
Guided Reading	<ul style="list-style-type: none"> • Books are not expected to be marked but monitored by the CT

- *Children responses must be checked and ticked/corrected.*
- *Spellings – Highlight any errors in pink and children write them correctly in the margin.*
- *All pieces of work need to be marked/acknowledged. Black pen to be used.*
- *In depth marking/next steps can be given more than once a week if required*
- *Next steps/questions can be put on stickers but keep this to a minimum. These must be differentiated.*
- *Keep children marking their own work to a minimum as this tends to look messy. The CT should acknowledge any self-marking.*

Children are to be given time during a lesson to work on any feedback given – this will be referred to as DIRT time. (DIRT = Dedicated Improvement and Reflection Time).

In-depth mark

A piece of work that has been in-depth marked will have work highlighted or ticked to show where the children have met the WALT. Additionally non-negotiables will be identified where they are not being met (these could be highlighted or symbols to identify) and a next step provided. Where writing is used for moderation in Years 2 and 6, pupils must correct their own work with no prompts for non-negotiables.

Surface mark

Surface marking consists of highlighting or ticking where a child has met the WALT in green. Where children need to develop, this will be identified by highlighting or using a symbol in pink. No next steps are given but some non-negotiables should be corrected.

Codes for showing level of Independence

S – with support

R – with resources

If not specified, independent working.

VF – verbal feedback given

When VF is shown in work, there should be evidence that VF was acted on immediately (purple pen, redraft, change in presentation etc)

FG – Focus group

Codes for EYFS

TI – Teacher initiated

CI – Child initiated

S – Teacher led (supported)

R – with resources

Non-negotiables in writing include:

- High frequency/common exception words (see year group expectations)
- Capital letters (sentence starters and proper nouns)
- Full stops
- Handwriting
- Commas in a list
- Exclamation marks
- Questions marks
- Apostrophes for singular possession
- Apostrophes for contractions

Non-negotiables for children working within years 5 and 6 to include the above as well as:

- All common exception words
- Year 3/4 spellings
- Paragraphs
- All punctuation other than semi colons and colons

Codes for writing:

Pupils working at KS1:

C for capital letter



for finger spaces



For full stops

SP for spelling (for year 2)

Symbol used for missing punctuation (?! etc.)

Pupils working above KS1:

NN and what non-negotiable needs working on (NN full stops)

// for paragraphs

Non-negotiables in Maths include:

- Rulers for all lines
- 2sq margins in pencil
- 6 digit date
- 1 number per box
- All numbers formed correctly
- Graphs/charts/diagrams in pencil

Note: In KS2, where larger numbers are being used, teacher discretion to be used for numbers per box.