



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 2024	September 2024	September 2024	September 2025

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 marking and feedback 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 in some way. It is advised that, where possible, teachers live mark during lessons to give immediate feedback to children, therefore enabling immediate progress. Live marking provides an opportunity to provide verbal feedback, discuss misconceptions 'in the moment' and peer mark with small groups. It consists of the teacher constantly flowing (helicoptering) between groups of children to pick up these 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 whether the WALT/Key question has been met or not by highlighting this in **green** or **pink** accordingly
- Key lesson/topic vocabulary used is to be highlighted in **green**
- Stronger aspects within the work are to be highlighted in **green**
- All adults are to identify any misconceptions or major 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 to be in-depth marked, one should be surface marked and one should be peer- or self-marked. Weekly tests or activities taught and discussed as a whole class (guided reading, grammar, spelling, arithmetic, timetables etc.) are to be self-marked, peer-marked or simply initialled/reviewed by the class teacher.

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).

Lessons, such as PSHE, which are more open ended tasks or discussion based, where a lot of the work is subjective or down to personal opinion, this will not be marked as it is seen more as a personal journal. Work is to be overseen and discussed within the lesson.

Spelling corrections (no more than 3 identified) will be written in the margin and then copied correctly 3 times by the child. Key lesson or topical vocabulary should be highlighted as a priority, followed by words expected to be spelled correctly for the age of the child. Children with spelling difficulties should be considered more carefully and only simple spellings, relevant to both their age, should be addressed.

All cover work should be ticked and labelled appropriately by either 'supply' or the initials of the cover staff.

All marking, by adults, needs to be done in a black pen.

SEN work needs to be marked appropriately for child in question. TA to make notes when working on a 1:1 basis to indicate level of understanding and independence.

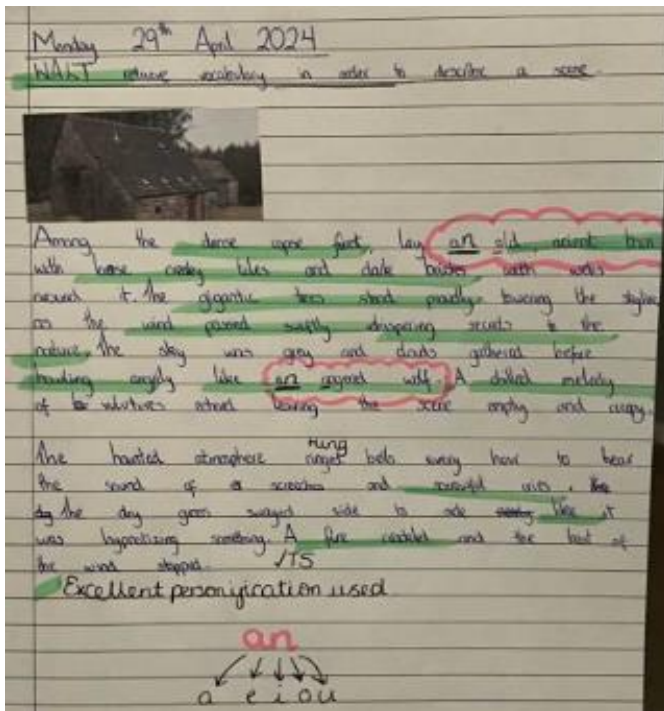
Where children self-mark, this must be appropriate and neat.

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).

Marking expectations

Weekly Creative Writing	<ul style="list-style-type: none"> • Highlight all WALTs in green/pink to show if achieved or not. • Work to be marked in depth once every two pieces – the alternative piece still needs to be acknowledged and highlighted. Any major misconceptions will still need to be addressed. • In depth piece to consist of two ‘great greens’ and one pink misconception or improvement, which needs to be addressed. • One of the ‘great greens’ needs to be in reference to the WALT • Children to respond to the fortnightly pink, and spellings, in purple pen. Answers must be acknowledged. • Highlight pink 3 misspelt words (if applicable) for children to copy correctly in the margin • Where children attend a different teacher for setting, teacher should initial the piece of work to indicate who has taught this.
Literacy	<ul style="list-style-type: none"> • Highlight all WALTs in green/pink to show if achieved or not. • One in depth marking a week, highlighting the ‘great greens’ • Misconceptions and errors will need to be addressed as many times a week as relevant • 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 • Where children attend a different teacher for setting, teacher should initial the piece of work to indicate who has taught this.
Maths	<ul style="list-style-type: none"> • Highlight all WALTs in green/pink to show if achieved or not. • One in depth marking a week with next steps and chance for children to respond, where appropriate. • Misconceptions and errors will need to be addressed as many times a week as relevant • 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 • Where children attend a different teacher for setting, teacher should initial the piece of work to indicate who has taught this.
Science	<ul style="list-style-type: none"> • Highlight all WALTs in green/pink to show if achieved or not. • Key topical vocabulary to be highlighted in green. • Misspelt topical vocabulary to be highlighted and addressed. • A forward thinking pink to be left only if key learning is left and needs addressing. Answers must be acknowledged. • FG/VF can be used
RE	<ul style="list-style-type: none"> • Highlight all WALTs in green/pink to show if achieved or not. • Key topical vocabulary to be highlighted in green. • Misspelt topical vocabulary to be highlighted and addressed. • A forward thinking pink to be left only if key learning is left and needs addressing. • FG/VF can be used • Reflection question to be used each week, with a chance for children to respond every week. This does not have to be differentiated but their answer should show their depth of understanding. Answers must be acknowledged.

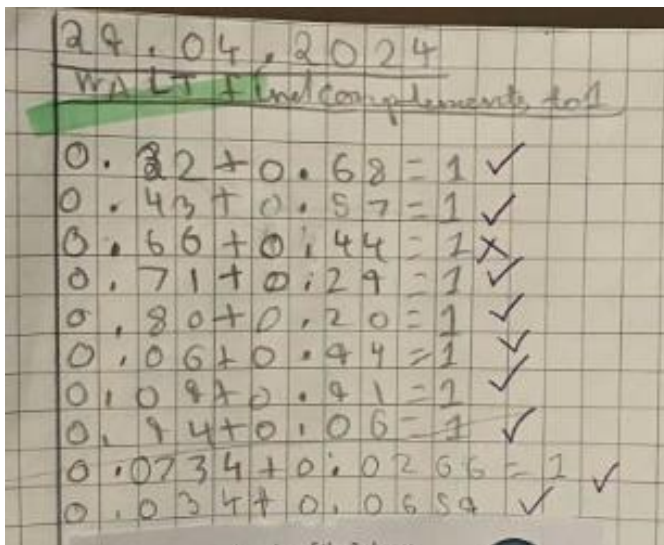
Geog/History	<ul style="list-style-type: none"> Highlight all WALTs in green/pink to show if achieved or not. Key topical vocabulary to be highlighted in green. Misspelt topical vocabulary to be highlighted and addressed. A forward thinking pink to be left only if key learning is left and needs addressing. Answers must be acknowledged.
PSHE	<ul style="list-style-type: none"> Their book is a journal. Work to be overseen and commented on, where appropriate, verbally throughout the lesson.
Art/DT	<ul style="list-style-type: none"> Their book is a journal. Work to be overseen and commented on, where appropriate, verbally throughout the lesson.
Homework	<ul style="list-style-type: none"> Generic positive comment or acknowledgement to be given
Guided Reading	<ul style="list-style-type: none"> Books are not expected to be marked but monitored by the CT



English Work

Green highlighting anything relating to the WALT or exceptionally good vocabulary/punctuation.

A pink was required here as a and an had not been used correctly so an example was provided.



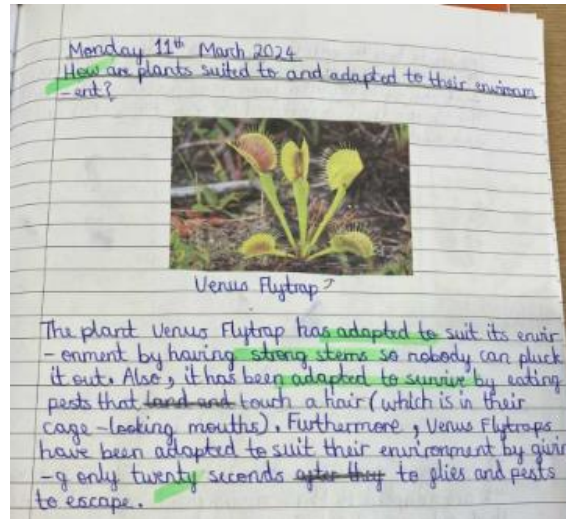
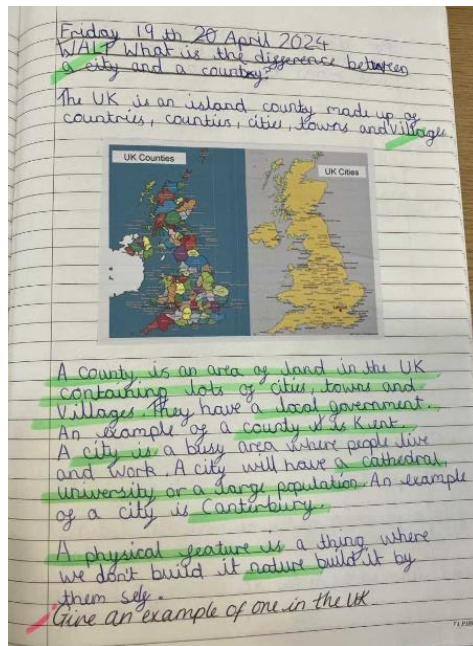
Maths Work – Self Marked

Ticks need to be small and neat.

Teacher needs to oversee this for any misconceptions and highlight the WALT accordingly.

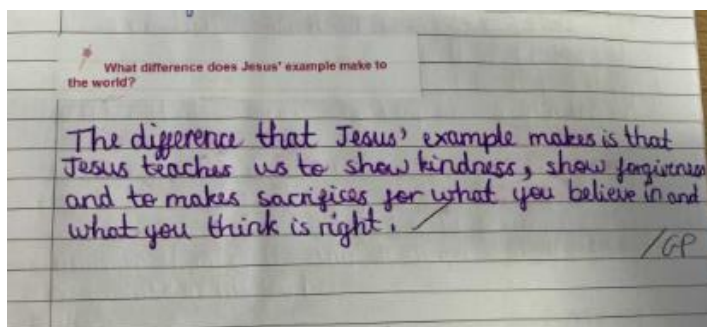
Non core subjects

Topical vocabulary or key facts/learning from that lesson to be highlighted to show that the WALT has been achieved. Pinks only to be used as appropriate – to address misconceptions or if a part of learning that you wanted to be included has been missed.



RE

Pink reflection question to be left at the end of each lesson. This does not need to be adapted as response should show the different levels of understanding. Responses must be acknowledged.



Codes for showing level of Independence

S/CTS – with support/Class Teacher support

R – Resources used

If neither are specified, it will be assumed that the work is independent

I – independent (to be used when a child does not predominantly work independently)

VF – verbal feedback given

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

KS1 Codes for writing:

Pupils working at KS1:

C/Aa 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.