

Bell Farm Primary School Marking Policy



Bell Farm aims to develop positive learning attitudes among all pupils, encouraging perseverance, independence and increasing confidence through acknowledging and building on the child's previous learning experiences. Bell Farm aims to provide high expectations for all pupils in all areas of our diverse curriculum. The school provides a supportive environment where children feel secure, respected and able to make a valued contribution.

Objectives

- To recognise, encourage and reward children's effort and achievement, and to celebrate success
- To provide a meaningful dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work
- To improve a child's confidence in reviewing their own work and setting future targets by indicating 'next steps' in learning
- To indicate how a piece of work could be improved against success criteria
- To help children develop an awareness of the standards they need to reach in order to achieve age-related expectations
- To involve parents in reviewing their child's progress and to help reporting to parents
- To inform future curriculum planning

Learning and Teaching

If children are to develop as independent learners with an awareness of their own strengths and weaknesses as well as areas for development (next step targets) it is essential that;

- The '**pink for think and green for go**' system is used consistently in every class, in every book
- Feedback is as fast as possible
- Feedback forms part of an ongoing dialogue between child and member of staff
- Children are aware of the success criteria for the lesson/piece of work
- The success criteria are appropriately matched to the learners and marking focuses specifically on the success criteria
- Comments written by the teacher are read by the child and responded to/reflected upon promptly
- Children's individual targets are referred to

TEACHER HANDWRITING MUST ALWAYS MODEL A NEAT, LEGIBLE AND CURSIVE SCRIPT.

Frequency of marking

Every piece of work must be marked and this should be marked ready for the next lesson. This can include peer and self-marking that is checked by the teacher. However we understand that due to after school meetings or staff absence, very occasionally, this may not be possible. Therefore, in a child's exercise book, there should only ever be two pieces of unmarked work.

English

In depth marking as required for individual children. Where this is not evident, in depth marking is replaced by a verbal feedback stamp and there is clear evidence of progression in the exercise book.

Daily marking to include some next steps, where appropriate. This must include some self-assessment and peer marking.

In depth marking in English

- Pink and green highlighters to highlight words and phrases in the child's writing.
- A 'green' positive comment
- A 'pink' next step or area for development (for years 1 to 6). This must include a question or next step for the child to respond to. The child writes their response in a pink bubble. This must then be checked by the teacher.
- Spelling corrections – up to five words (HFW or appropriate to the child's year group and ability). The child responds to this by writing the spelling up to five times for each word. (The progression should be 1 word with 1 correction in Yr R leading to up to five words and five corrections in KS2)
- Handwriting and letter formation corrections – pupils can practise correct letter formation in the pink bubble given. Development of the correct Bell Farm handwriting style should be evident in the book.

Maths

In depth marking as required for individual children. Where this is not evident, in depth marking is replaced by a verbal feedback stamp and there is clear evidence of progression in the exercise book.

Daily marking to include some next steps, as appropriate. This must include some self-assessment and peer marking.

In depth marking in Maths

- Pink and green highlighters to highlight children's work
- A 'green' positive comment

- A 'pink' next step or area for development (for years 1 to 6). This must include a question or next step for the child to respond to. The child writes their response in a pink bubble. This must then be checked by the teacher.

- Modelling – The teacher must model good methods and 'workings out' and expect the child to respond to these by using these methods to complete next steps and corrections

Science or Foundation Subjects

In depth marking as required for individual children. Where this is not evident, in depth marking is replaced by a verbal feedback stamp and there is clear evidence of progression in the exercise book.

All work to be marked.

In depth marking in Science and Foundation Subjects

- Pink and green highlighters to highlight children's work

- A 'green' positive comment

- A 'pink' next step or area for development (for years 1 to 6). This must include a question or next step for the child to respond to. The child writes their response in a pink bubble. This must then be checked by the teacher.

- Marking should be linked to the success criteria for the lesson and the child's English and Maths target as appropriate.

- Spellings corrections (see guidance for English) as appropriate

Assessment for Learning

Children must draw a green, orange or red spot next to the learning objective to represent a traffic light to show their understanding and to inform the teacher of this.

Peer Marking

Children use the '**pink for think and green for go**' policy to review another child's work. This may also include some or all of the other in depth making guidelines.

Stampers

These should be used in all subject areas as appropriate. All assessed work must be independent work so these stampers should be used together.

- Verbal Feedback given

- TA assisted work

- Teacher assisted work

- Independent work

Monitoring

Planning is regularly reviewed by the SLT and subject leaders to ensure that success criteria are clear, concise, child friendly and appropriately challenging. SLT observe lessons with a focus on effectiveness of learning outcome. SLT and subject leaders sample work in various forms across the school with a focus on quality of written feedback and to ensure the consistent use of the school marking policy.

Equal Opportunities

Staff at Bell Farm have appropriately high expectations for all pupils. Feedback to children is designed to motivate and support children's learning by identifying strengths and detailing next steps. Children are directly involved in the process of setting targets through self-evaluation activities during lessons. Feedback

is designed to ensure that all children are supported in their learning to ensure that expected rates of progress in learning are achieved and sustained.

Marking Guidelines

Staff at Bell Farm know that immediate feedback is the most effective. This is most likely to be oral and during the course of the lesson. Where teachers mark orally the indicator in the child's book will be a 'verbal feedback' stamper. Current educational research underpins this approach (Black & Williams, AAIA, Clarke *et al.*)

To ensure consistency across the school the following principles for effective marking are followed.

Effective marking should:

- Frequently be verbal
- Be closely linked to the success criteria
- Be specific
- Be concise (seven to nine words)
- Be easily accessed by the child
- Be prompt
- Where appropriate indicate a next step to improve work or address misconceptions

Time must be planned into lessons for pupils to interact with and respond to comments.

Marking Code

Mark	Indicating:
SC met	The child has successfully met the success criteria for the lesson
Hp	House points awarded for effort / achievement
VF	Verbal feedback given
sp	Spelling correction given
CT / TA	Class teacher or TA assisted work

Policy review

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Development Plan, published in the Spring term of each year.

Status of Non-statutory Policy	Date
Policy created	May 2013
Policy last reviewed	Sept 2023
Agreed by staff	Oct 2023
Agreed by Governors	N/A
Review	(Every two years) Sept 2025