**Newton British Academy
Barwa City**

**Primary Marking Policy**

**Policy Date:** June 2024 – June 2027
**Review:** June 2025

## Introduction

Newton British Academy is committed to providing relevant and timely feedback to students orally, in writing and through symbols. This policy is to ensure a consistent approach to marking and feedback across the school and to ensure the involvement of students in extending their own learning.

## Aims

- Show we value the student's work and motivate them to produce high quality work
- Gauge the student's understanding and identify any misconceptions
- To demonstrate what the student's strengths are and how they can improve their work in the future through timely and high quality feedback, promoting academic excellence
- Create an ethos of creative diversity where mistakes are acceptable as long as learning allows students to remedy them
- Embed opportunities for the student to learn how to assess their own work critically in order to create independent, reflective, analytical students who take responsibility their own improvements
- Embed opportunities for the students to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism
- Create an ongoing conversation between student and adult which will aid progression
- Create challenging but achievable targets for improvement
- Provide a basis for summative and formative assessment
- Provide a basis for lesson planning
- Establish a consistent approach to marking against specific learning criteria so that students understand how their work is marked

## Principles of Marking and Feedback

The following principles should underpin all marking and feedback:

- It must be manageable
- It should be positive and motivating for students
- It must be at the student's level of comprehension
- It may be given verbally
- It should be given promptly and regularly
- Give recognition to effort and achievement noting improvements made.
- The process should directly engage the student, either orally, through written response or through symbols.
- It should give clear strategies for improvement focusing on one or two areas at a time which link into the learning objectives or learning targets for the student (which may be cross curricular).
- Time should be given for students to consider marking comments and for them to respond to them using purple response pens
- It should promote student's self-assessment, linking marking and feedback into the wider process of engaging the student in their own learning.
- It will provide information to the teacher on the success of the teaching and inform planning.
- It will provide information to the teacher regarding student progress.

- It will be given by any adult with whom the student is working.
- It can be given by a peer as part of the learning process.
- It will positively affect the student's progress and learning outcomes.

## Marking and Feedback Process

Before a piece of work is undertaken, students should be clear about what is going to be assessed when the work is marked. We set out clear WALT and WILF in Key Stage 1 or Learning Objectives (LO) and Success Criteria (SC) in Key Stage 2, which enables teachers and students to mark effectively against the success criteria. Teachers are engaged in on-going assessment throughout lessons and will intervene, whenever students need redirecting, either as individuals or as a group.

## Coding

Feedback in NBA will be given through symbols and accessible next steps. This is to ensure that all students can access and acknowledge what the feedback is intending.  All teachers across Key Stage 1 and 2 will apply the following coding system to completed work as necessary when marking for assessment and moderation purposes.

| Primary Marking Codes | |
|---|---|
| CL | Capital letter needed |
| FS | Full stop needed |
| P | Punctuation is incorrect or missing |
| G | Grammar is incorrect |
| Sp | Spelling error in underlined word: please find correct word in dictionary and edit in your purple pen |
| S | Something doesn't make sense. You need to read your work carefully and check for mistakes. |
| HW | Your handwriting is not meeting expected standard |
| ⌃ | Add an interesting word or improve a word<br>Missing word in sentence, please add. |
| + | Conjunction missing. Please add it in. |
| // | New paragraph |
| ✔✔ | Excellent use of vocabulary/clauses/figurative language |
| **KS1 Specific** | |
| __ — | Writing on the line. Please follow line drawn for guidance, |
| → ← | Letters facing the wrong way |
| Adj | Include a WOW word |
| \| ^ \| | Finger spaces needed |

**Verbal Feedback:**

All teachers across Key Stage 1 and 2 will apply a template for Verbal Feedback to ensure students have comprehended the next steps the teacher has made.

Templates for VF:
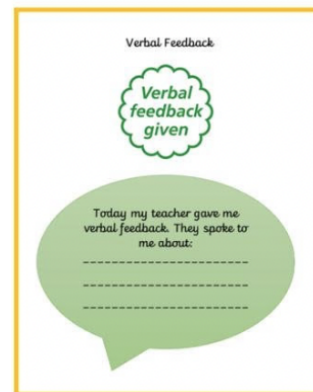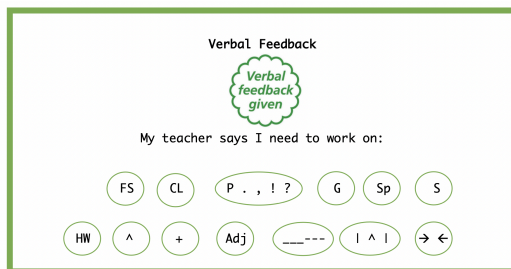




**Purple Teacher Pen:**

Purple is used by teachers to write a comment, or indicate something within a piece of work, whether it is an achievement or an area for growth.

**Green Pens for responding:**

At NBA, we encourage pupil autonomy and we aim to include students in their own feedback and assessment. Students will respond to feedback or make any edits required by using 'Green Pen for Growth' to show visible signs of improvement. This is to distinguish student marking and teacher marking. We would expect to see this when students are responding to yellow boxes and editing their writing.

This procedure of symbols and green pens for growth must be embedded at the outset of the year so that the students understand what they mean. Students will receive NBA's' Yellow Box' which allows students to respond to feedback by stretching themselves or working on the next steps as communicated by the teacher.

**Peer & Self-Assessment:**

In order to engage the student in their own learning, students must have the opportunity to look critically at their own work and that of others. Subsequently, they should be able to offer suggestions to correct or improve work in relation to learning intentions or success criteria. Suggestions may be verbal or in writing using the teacher marking systems outlined previously or through effective templates *(see below for examples that could be used).*
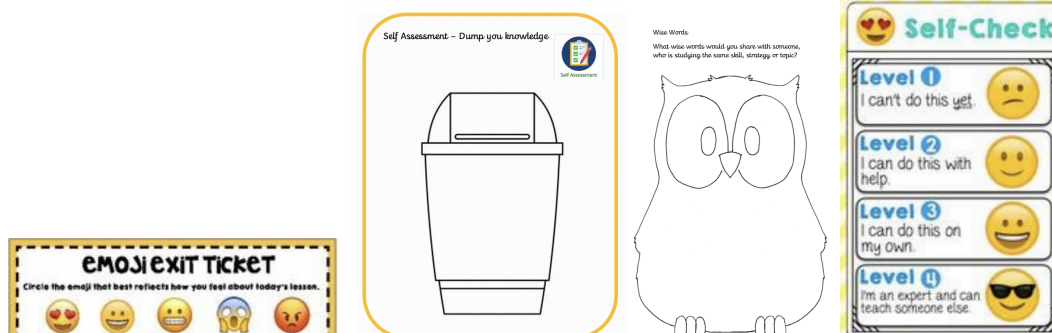
**Yellow Box:**

Yellow box student feedback must be used in all year groups in primary. Using a yellow highlighter, create a box where the students are asked a question and given space to respond to the feedback. Time will be included in the starter of the least lesson in the core subjects each week for pupils to complete the 'Yellow Box' feedback activity. Self-Assessment & Peer assessment success criteria tables can be used.

Yellow box gives pupils the opportunity to respond to feedback. It allows the teacher and student to:

- Consolidate learning and act on feedback from teacher
- Correct misconceptions
- Extend learning

Please see below an example of yellow box being used effectively:
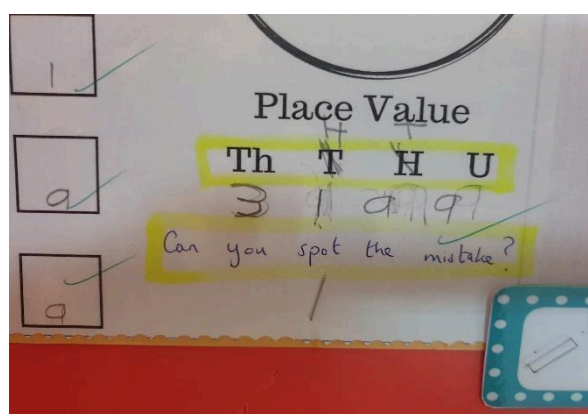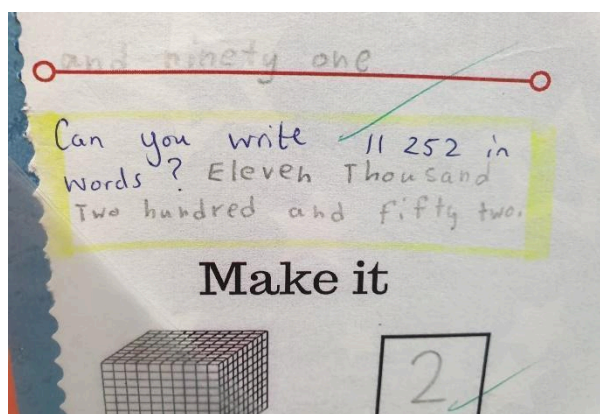


**Whole Class Feedback:**

At NBA, we also use a Whole Class Feedback (WCF) strategy which aims to increase student engagement in feedback, to add further value to lessons and to reduce the time spent on writing comments in each book. You can expect to see a Yellow Box in the book and the WCF document in the planning folders.
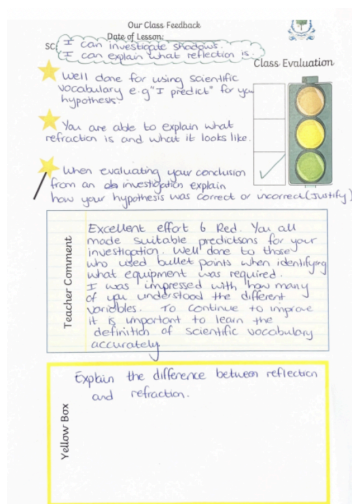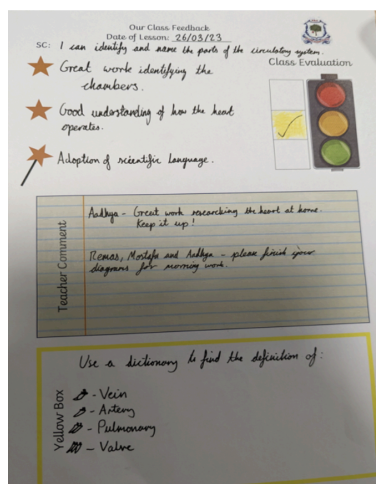
**Fast Feedback Device - to be trialled by MMT 24/25 (to be reviewed):**

Written next steps may be given in the form of Fast Feedback stickers which will be a personalised comment from the class teacher, printed and stuck into books. Students will still be encouraged to respond to this feedback through their purple pen of progress.
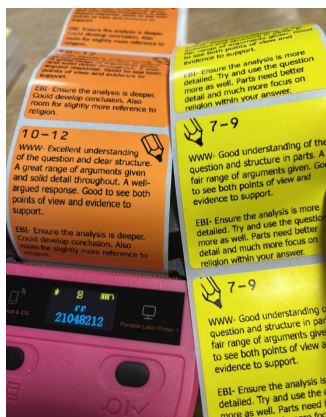


**Standards:**

Where appropriate, teachers may choose not to comment on a section of work but ask the student to redraft/improve it themselves before any direct feedback is given. This should only be done when the student has the necessary skills to complete the work but needs to be encouraged to apply these more fully.

Teachers will not accept work which has not been presented to a sufficiently high standard.

**Guidance:**



# MARKING GUIDANCE 24/25

**SA/PA/VF Marking Templates**
*Students to respond to yellow boxes and edit using blue and green pens*

| Subject | Expectations | Additional notes |
|---|---|---|
| English | Use coding system to mark writing 2x weekly and yellow box to give next steps weekly. If collaborative work has taken place, WCF can be used 1x week maximum. | 2 stars and a wish given through codes weekly using the correct colour pens/highlighters. SA/PA/VF can be used using a template. |
| Mathematics | Calculations must be ticked purple or dotted purple to establish right/wrong answers | WCF weekly (towards end of week) SA/PA/VF can be used using a template |
| Guided Reading (inc Free Writing KS1) | Coding system can be used in GR books. WCF given weekly and answers must be ticked purple or dotted purple to establish right/wrong answers | Teacher feedback must be visible 2x WCF Yellow box weekly SA/PA can be used using a template |
| Science & Topic | Work must be acknowledged and next steps given using WCF bi-weekly | Teacher feedback must be visible. The second week can be SA/PA/VF using a template |

**Monitoring:**

Each term there will be a book scrutiny which could be undertaken in the following ways:
- Learning Walks
- Drop ins
- Formal Lesson Observations

This will focus on effective marking. This will enable staff to make judgements about the effectiveness of this policy on a regular basis and reflect on the requirements set out.

It is the teacher's responsibility to keep marking and feedback up to date and effectively manage time to ensure that feedback is given in a timely manner, so that it has an impact on teaching and learning.

**Associated Policies & Documents:**

- Curriculum Policy
- Assessment Policy
- Teaching & Learning Policy
- Writing APP Procedures
- Assessment Procedures
- Homework Policy
- MAT Policy
- AESN Policy