



Newton British School

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An international community of learners striving for excellence and celebrating success



Marking and Feedback Policy

Our Vision

‘An International community of learners striving for excellence and celebrating success’

Our Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

Introduction

Here at Newton British School, all teachers take a professional approach to the tasks of marking work and giving the children feedback on the work they have achieved. There will naturally be some minor differences in the marking symbols used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

Aims

1.1 We mark children's work and offer feedback for many reasons:

- show that we value their work, and encourage them to do the same
- boost their self-esteem and aspirations, through use of praise and encouragement
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others
- share expectations
- gauge their understanding, and identify any misconceptions
- provide a basis both for summative and for formative assessment
- provide the ongoing assessment that should inform our future lesson-planning.

Principles of marking and feedback

3.1 The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

3.2 The marking should always be in accordance with the lesson objective and, increasingly, the child's own personal learning.

3.3 The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

3.4 Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.

3.5 Comments will focus on only one or two key areas for improvement at any one time.

3.6 Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.

3.7 Whenever possible, marking and feedback should involve the child directly.

The younger the child, the more important it is that the feedback is oral and immediate.

- 3.8** The marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise'.
- 3.9** For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- 3.10** Feedback may also be given by a teaching assistant, or through peer review.
- 3.11** Feedback is provided through plenaries too, and in group sessions.
- 3.12** Feedback can identify a child's key learning difficulties.
- 3.13** Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- 3.14** Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

General advice to teachers

- 4.1** The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- 4.2** A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- 4.3** The school has explicit rules that apply to all pieces of work; the date and title must be underlined, with the lesson objective written at the top of their work.
- 4.4** In addition to these general rules there are specific rules for specific types of work, for example in Key Stage when doing Numeracy work children are asked to use 1 square for 1 number. These rules

have been taught and may be on display. They make it clear what good-quality work in the subject is like.

- 4.5** The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- 4.6** In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- 4.7** The marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed. As the saying goes, an ounce of prevention is worth a pound of cure.
- 4.8** Given that marks out of ten, or levels from A to E, can overshadow carefully nuanced comments: teachers need to use their professional judgement here.
- 4.9** Ticks are normal where work is correct, and the use of a C is used for correction where errors have been made. Other symbols may be used once their meaning has been explained, for example in Literacy an S/SP might indicate a spelling mistake, G/ Gr for grammar and P/Pn Punctuation.
- 4.10** Teachers need to use their professional judgement when marking writing and should specifically comment on spelling, grammar and punctuation in the following cases:
- if spellings, grammar and punctuation were part of the lesson focus;
 - if it is a spelling rule that all pupils should know
 - if it is a grammar rule that all pupils should know: for example the correct use of their / there / they're
 - if it is a punctuation rule that all the children should know: for example using a full stop at the end of a sentence
 - if an aspect of spelling, grammar or punctuation is related to a child's learning target
- 4.11** Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.
- 4.12** Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions.

- 4.13** When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.

- 4.14** Children should be encouraged to check their work ahead of final marking; teachers may want to remind children of their learning targets, or suggest key points to look for e.g. capital letters. This helps the children to self-reflect at each step of the learning process.

- 4.15** In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.






- 4.16** Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.








- 4.17** Occasionally teachers may choose to give parents feedback via Class Dojo or pupil planners. They can use copying and pasting from a standard list to 'customise' their comments in a neat, personalised format.

Monitoring and review




- 5.1** We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Newton British School KS1 Marking Policy 2021-22






All Marking	
	Tickled Pink – Good work - Things we like Highlight WALT if achieved
	Green for Growth – Areas to work on and improve Highlight WALT if not achieved
T	Teacher
I	Independent
TA	Activity completed with support of teaching assistant
VF	Verbal Feedback
PG	Paired/Group Work
S	Support needed from an adult
HP	House Point Awarded
Presentation of All Work	
	Excellent
	Acceptable
	Needs improvement




Marking for English	
CL	Capital letter needed
	Full stop needed
	Finger space needed
	Spelling mistake. Correct spelling to be written in the margin for child to practise 3 times.
	Check your work (grammar, tense, does it make sense?)
	Use of OR forgetting Adjectives
	Use of OR forgetting Conjunctions
	Use of OR forgetting Sentence Openers





Marking for Maths

	Tickled Pink – Correct work
	Green for Growth – Incorrect work
	Challenge/Next Step

Newton British School KS2 Marking Policy 2021-2022

All Marking	
	Tickled Pink – Good work - Things we like Highlight WALT if achieved
	Green for Growth – Areas to work on and improve Highlight WALT if not achieved
T	Teacher
I	Independent
TA	Activity completed with support of teaching assistant
VF	Verbal Feedback
PG	Paired/Group Work
S	Support needed from an adult
HP	House Point Awarded
Presentation of All Work	
	Excellent
	Acceptable
	Needs improvement

Marking for English	
CL	Capital letter needed
	Full stop needed
	Spelling mistake. Correct spelling to be written in the margin for child to practise 3 times.
Gram.	Check your work (grammar, tense, does it make sense?)
Vocab ✓	Good use of vocabulary
Vocab *	Check or try to improve the vocabulary used.
	Use of OR forgetting Conjunctions
*	Add more detail to your sentence

Marking for Maths	
	Tickled Pink – Correct work Highlight WALT if achieved
	Green for Growth – Incorrect work Highlight WALT if not achieved
PV	Check that you have placed your digits into the correct columns when using formal methods.
	Use a ruler
*	Check your workings
	Challenge/Next Step

Reviewed By: Mr. James Houston - Principal and Mr Conor Hayes – Deputy Principal
 June 2020
 Next Review Date: June 2021

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 June 2021
 Next Review Date: June 2022