

Document Control	
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Marking and Feedback Policy

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Marking and feedback at Banstead Prep School is:

- **timely**
- **constructive**
- **motivating**
- **concise**
- **consistent**
- **and clearly explains next steps in learning.**

Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Banstead Prep School.

This policy should be read in conjunction with:

1. Assessment, Recording and Reporting Policy
2. Special Educational Needs and Disabilities Policy (including English as an Additional Language and Gifted and Talented)
3. Curriculum Policy
4. Teaching Policy

Rationale

Banstead Prep School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking and feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked. The learner is actively involved in the process, which should be evidenced by 'Purple Polish' in children's work.

At Banstead Prep School, we aim to:

- Provide consistency and continuity in marking and feedback throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue, which will aid progression.

Principles

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular
- Allow specific time for the children to read, reflect and respond
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content
- Be consistently followed by teachers and learning assistants across the school

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- Use the agreed Marking Code (See Appendix 1) and correct errors that go beyond the learning objective
- Positively impact the child's progress – informing next steps, relating to target setting.

Procedures

Banstead Prep marking codes (see Appendix) are followed for all written work, discussed with pupils at the beginning of each term and displayed in classrooms.

We acknowledge that marking and feedback will vary according to age, subject and individuality but marking and feedback of any work should:

- Be dated and the learning objective should be clear by writing the Learning Objective (LO) at the beginning of tasks; both must be underlined with a ruler.
- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups, targets, next steps etc as appropriate.
- Be marked in coloured pens, as outlined in the marking code.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking, i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Ideally, a significant amount of work should be marked during the lesson with the pupil who can respond to feedback immediately, the rest must be marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- Work should indicate whether it has been completed independently or with support. Staff may wish to annotate stampers with the level of support, e.g. Assistance may be by: 1:1 – individual support, Gp – group support, I - independent, WB - using a word bank, Res – using resources given.
- If work is incomplete due to absence (A), Music Lessons (M) or Learning Support lessons (LS), this should be:
 - Indicated next to the LO

- Be initialed by the pupil to show that any written feedback has been read
- The Learning Objective may be ticked using the code to indicate attainment.

All written work should represent the child's best endeavors and staff must promote this, encourage improvement or repetition where necessary.

Guidance on Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A Verbal Feedback symbol should be used to acknowledge verbal feedback has been given. A discussion should be accompanied by the appropriate marking code symbol (see Appendix) in the child's book or remark to serve as a permanent record for the child, teacher and parent.

2. Success Criteria Checklists (see Appendix 2)

Success Criteria checklists are shared with children, can be used in all subjects, and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

3. Quality Feedback Comments

Personalised, quality feedback comments should be used frequently in all subject areas to extend learning and must be differentiated appropriately. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria.

A focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved.

Useful Closing the Gap comments are:

- A reminder prompt, eg "What else could you say here?"
- A scaffolded prompt, eg "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".
- An example prompt, e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog could not believe his eyes". Time is then

given for the child respond to the written prompt, thus enabling them to 'close/bridge the gap' and improve their work further.

These comments are written as:

- **Pink pen** – what has gone well
- **Green pen** – area for development

4. *Self Assessment*

It is important for children to begin to take ownership of their own learning and recognise what they have done well, as well as areas for improvement or development. Self-assessment can be shown in the form of traffic lights, coloured dots by the LO and the children marking their own work. The older children may highlight aspects of their work to show strengths and areas to develop.

5. *Peer Assessment*

Children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set, such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different colour pencil, purple, preferably, which is then initialed.

6. *Corrections*

Children should acknowledge feedback and correct work using a purple pen.

Monitoring

Marking and Feedback will be monitored by the Senior leadership Team or by Subject Leaders (as initiated by the SLT) and forms part of our annual monitoring cycle on Formative Assessment and Assessment for Learning – see Academic Calendar.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally. Next review is due in September 2026.

APPENDIX 1 - MARKING CODE

EYFS and Pre-Prep

Teacher Assessment Key

Attainment

✓✓✓

✓✓

✓

*

Tick plus 'S'

Tick plus 'I'

Learning Objective Exceeded

Learning Objective Achieved Independently

Learning Objective Partially Met

Learning Objective Not Met

Met With Support

Met Independently

Coloured Pens (or highlighters)

Pink pens are used to show children where their work has excelled and is correct.

Green pens and an arrow (→) are used to highlight errors, areas for development and to write targets/next steps.

Purple pens are used by pupils to correct errors shown in green pen, or for self-assessment.

Effort – Teacher's own stickers and stampers may be used as a reward.

Self Assessment – Dots drawn next to the Learning Objective depict how the child feels about their learning.

Red (Finding it Tricky), ● Yellow (Getting there) or ● Green (Confident) dot. ●

Children could also highlight/circle/underline elements of their work to show this too.



Teachers can indicate what has been verbally discussed with pupils.

Errors	Code	Teacher Action	Pupil Action
Correct	✓		
Incorrect	•	Dot	Attempt again
Capital letter missing	○CL	Circle error or place in the margin	Correct capital letter
Spelling error	sp	Write the spelling in the margin or 'sp' in the margin	Write correct spelling x3
Missing word	^	Write where the missing word should be or place code in margin	Add the missing word
Spaces	↑	Use the arrow to show where there should be a space	
Full stops	—	Underline where a full stop is missing	Add full stop

Teachers use this code throughout the pupil's work to indicate points of development.

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Lower and Upper Prep

Teacher Assessment Key

Attainment

✓✓✓

✓✓

✓

*

Tick plus 'S'

Tick plus 'I'

Learning Objective Exceeded

Learning Objective Achieved Independently

Learning Objective Partially Met

Learning Objective Not Met

Met With Support

Met independently

Coloured Pens

Pink pens are used to show children where their work has excelled and is correct.

Green pens and an arrow (→) are used to highlight errors, areas for development and to write targets/next steps.

Purple pens are used by pupils to correct errors shown in green pen, or for self-assessment.

Effort – Teacher's own stickers and stampers may be used as a reward.

Self Assessment – Dots drawn next to the Learning Objective depict how the child feels about their learning.

Red (Finding it Tricky),  Yellow (Getting there) or  Green (Confident) dot. 

Children could also highlight/circle/underline elements of their work to show this too.

VF

Teachers can indicate what has been verbally discussed with pupils.

Errors	Code	Teacher Action	Pupil Action
Correct	✓		
Incorrect	•	Dot	Attempt again
Capital letter missing	○ ^{CL}	Circle error or place in the margin	Correct capital letter
Spelling error	sp	Write the spelling in the margin or 'sp' in the margin	Write correct spelling x3
Missing word	^	Write where the missing word should be or place code in margin	Add the missing word
New paragraph needed	//	Place in the margin or show where new paragraph begins	Indicate where new paragraph begins
Inaccurate punctuation	p	Place code in the margin or indicate in sentence (0-capital letter, FS-full stops etc)	Add the correct punctuation
Presentation	Pr		Attempt again
Question needs to be redone	○ →	Select question (s) to be redone with circle and arrow to symbol. Model if needed.	Attempt again

Teachers use this code throughout the pupil's work to indicate points of development.

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Appendix 2 (Success criteria examples)

Thursday 21st September 2023

LO: Write a character description ✓✓

Writing Target	Self-assessment	Teacher Assessment
I can describe my character by their appearance, actions, speech, character's reactions and author's opinion .	✓	✓
I can use expanded noun phrases and similes to describe my character's appearance.	✓	✓
I can use powerful verbs and adverbs to add detail to my character's actions.	✓	✓
I can include speech which tells the reader more about my character's opinion and thoughts .	✓	✓
I can describe the reactions of others towards my character.		✓
I can include the author's opinion of my character.		

By the blazing hearth stood a thin, tall man called Fritz. He wore a charcoal cloak and had grubby hands. His nose was long and his skin was wrinkly and ancient. Fritz gulped his beer down and smashed it on the counters and asked for more. 'I'll have another one now,' barked Fritz. The manager poured it hastily. Once he had a few pints, he sat down and pumped himself on the sota. Now he was going to read a book.

He stopped and (once again) asked for more beer. Fritz looked around curiously to see how his friends were taking it in. Everyone was silent and stunned by half of his story that he had read to them. The handle on the scaly green door pushed down. Someone walked in. It was Fritz's friend who he betrayed. His eyes were squint and a sea-blue colour. The stranger stared at him. "I'm very sorry," said Fritz as he looked at the floor. "I want my revenge on you, Fritz." His chest tightened and his posture stiffened. Fritz frase, he was like

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at stare, Fritz stuttered for he couldn't find the right words.

The manager's eyes widened. He felt as if it were a He wore a black jacket and a velvet shirt. His hair was long and ~~was~~ back-brown. He scattered to the kitchen and grabbed a rotten, foul-smelling sandwich.

*was a
bark-brown
chair

Meanwhile, Fritz's friend snarled and threw the newly-made table across the room. Fritz's friend ran out of the bar. Fritz followed.



An excellent character description, applying Phillip Pullman's technique well. Very good organisation and cohesive devices.

1 commendation.

> Next step: Can you include the author's opinion of the character in your writing?

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L.O: I can explain the pitch of sounds using plucked bands or strings. ✓✓✓

Key vocabulary: vibration, vibrate, pitch, high, low, taut, tautness, stretch, tighten, loose, loosen, narrow, wide, thick, thin.

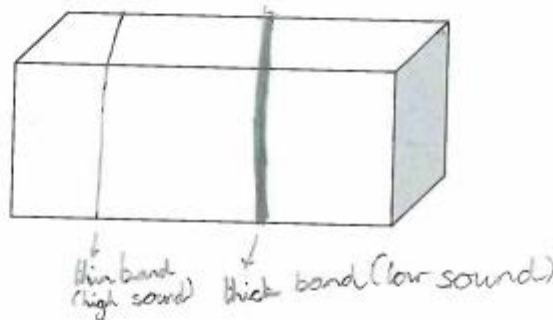
How I will be successful:	
1. I can explain what is meant by the pitch of a sound.	✓
2. I can use my observations to make conclusions.	✓
3. I can show and describe how different strings make different pitches of sound.	✓

Be an expert:

Complete "What's the pattern?" ✓

Challenge 3:

Key Vocabulary: Pitch, tautness, tight, loose, long, short, thick, thin, high, low, vibrating, vibration.



Use the diagram and key vocabulary to help you describe what you noticed about the pitch of the note when:

- 1. You used thick and thin bands ✓
- 2. You tightened a band ✓
- 3. You had shortened a band. ✓

1) The thin band made a high sound and the thick band made a low sound. ✓

Pitch means how high or low a sound is. ✓