



BANSTEAD

PREPARATORY
SCHOOL

Marking and Feedback

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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 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.

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At Banstead Prep School, we aim to:

- Provide consistency and continuity in marking 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 to marking
- 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 teaching assistants across the school
- Use the agreed Marking Code (See Appendix 1) and correct errors that go beyond the learning objective
- Positively affect the child's progress

Procedures

Banstead Prep marking codes are followed for all written work, discussed with pupils at the beginning of each term, displayed in classrooms and stuck in the front of exercise books.

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We acknowledge that marking and feedback will vary according to age, subject and individuality but marking and feedback of written work **MUST**:

- 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 public 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, eg Assistance may be by: 1:1 – individual support, Gp – group support, Min – minimal support, 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:
 1. Indicated next to the LO
 2. Be initialed by the pupil to show that any written feedback has been read
- The Learning Objective must 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 in the child's book or remark to serve as a permanent record for the child, teacher and parent. For older children a comment could be added to note the area of feedback or the pupil could write their own feedback, e.g. I need to use subordinate clauses. I need to read word problems more carefully. I need to include more detail in my method.

2. *Success Criteria Checklists*

Success Criteria checklists 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 extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. 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, eg "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 may be written as:

- 2 stars and a wish
- WWW – What Went Well and EBI – Even Better If

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, which is then initialed.

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.

APPENDIX 1 - MARKING CODE

EYFS and Key Stage 1

Teacher Assessment Key

Attainment

✓✓✓	Learning Objective Exceeded
✓✓	Learning Objective Achieved Independently
✓	Learning Objective Partially Met
*	Learning Objective Not Met
Ticks plus '(S)'	Met With Support

Coloured Pens

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

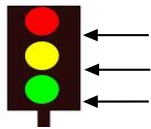
Green pens are used to highlight errors, areas for development and to write targets.

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



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

Self Assessment – Traffic Lights



Finding it Tricky
Getting there
Confident



Teachers may indicate what has been verbally discussed as next steps for the pupil with the following code.

✓	Correct	✓	Partially Correct
•	Incorrect	Si	Size
✓c	Correction correct	OL	Write on the line
I	Independence	M	Start at the margin
A	Attention/focus	C	Capital letters
Ph	Phonics	FS	Full stops
S	Spaces	WS	Whole sentences
F	Formation	^	Missing word
N	Neatness	~	Sense

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

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Key Stage 2

Teacher Assessment Key

Attainment

✓✓✓	Learning Objective Exceeded
✓✓	Learning Objective Achieved Independently
✓	Learning Objective Partially Met
*	Learning Objective Not Met
Ticks plus '(S)'	Met With Support

Coloured Pens

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

Green pens are used to highlight errors, areas for development and to write targets.

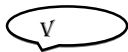
Purple pens are used by pupils to correct errors shown in green pen, or for self-assessment.

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 briefly indicate what has been verbally discussed with pupils.

Literacy Errors	Code	Teacher Action	Pupil Action
Correct	✓		
Partially correct	✓		Attempt again
Incorrect	•	Dot	Attempt again
Correction corrected	✓c	Tick and mark with a c	
Capital letter missing	○	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
Grammar error	g	'g' in the margin or indicate where error is	Correct grammar
Improve sentence	~	Underline the sentence or place code in the margin	Add the missing word
New paragraph needed	//	Place in the margin or show where new paragraph begins	Indicate where new paragraph begins
New sentence needed	/	Place in the margin or show where the new sentence begins	Indicate where new sentence begins
Inaccurate punctuation	p	Place code in the margin or indicate in sentence	Add the correct punctuation
Mathematical Error	Code	Teacher Action	Pupil Action
Incorrect	• + symbol	• + W (working error); U (units); D (diagrams); A (accuracy); R (reading) or M (method)	Attempt again
Presentation	Pr + symbol	Pr + L (lining up/layout); A (accuracy); H (heading) or – (new line/separate steps)	Attempt again
Question needs to be redone	○ →	Select question (s) to be redone with circle and arrow to symbol. Model if needed.	Attempt again

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