



BENGEWORTH CE ACADEMY

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# MARKING, FEEDBACK AND PRESENTATION POLICY 2022 – 2023

September 2022



**Bengeworth**  
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

# CONTENTS

**Statement of Intent**

**Principles of Marking and Feedback**

**Implementing the Marking Policy**

**Expectations of Presentation**

**Monitoring of Marking and Feedback**

**Teacher Workload Guidance**

**Review**

**Appendix 1 – Marking and Feedback Symbols**

# STATEMENT OF INTENT

At Bengeworth CE Academy, we will take an evidence-based approach to the task of assessing children's learning and giving feedback on it. All children are entitled to regular and specific feedback on their learning. Therefore, all teachers will acknowledge completed work and give feedback as an essential part of the learning process.

Feedback is most effective when it is given during or immediately after an activity, involves the child and allows a dialogue to take place. It should identify positive aspects which demonstrate the child's understanding of the learning objective, but it should also challenge children to move their learning on through making improvements. We have used these principles to underpin our approach to marking and effective feedback.

***'Marking and Feedback should serve a single purpose – to advance pupil progress and outcomes.'***

We mark children's learning and offer feedback in order to achieve the following outcomes in different contexts:

- show that we value the children's effort in learning, and encourage them to value it too;
- boost children's self-esteem and raise aspirations through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's learning is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give children a clear general picture of how far they have come in their learning, and how they can improve their learning in the future;
- offer 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 children recognise challenges within their learning, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform future lesson-planning.

## PRINCIPLES OF MARKING AND FEEDBACK

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with recognition of the effort made by the child.
- Marking and feedback is the dialogue that takes place between teacher and child, ideally while the learning is still being completed.
- Feedback should always relate to the lesson objective and, increasingly, the child's own personal learning targets.
- Marking and feedback can be delivered in a variety of styles. E.g. live impact marking, live verbal feedback during the lesson, acknowledgement marking, peer marking, self-review or detailed marking when necessary.
- The impact of live marking should be immediately evident and move children's learning forward.
- If detailed marking is used then the child must be able to read and respond to any 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. We will endeavour to use the same language and shorthand symbols throughout the school to ensure continuity.

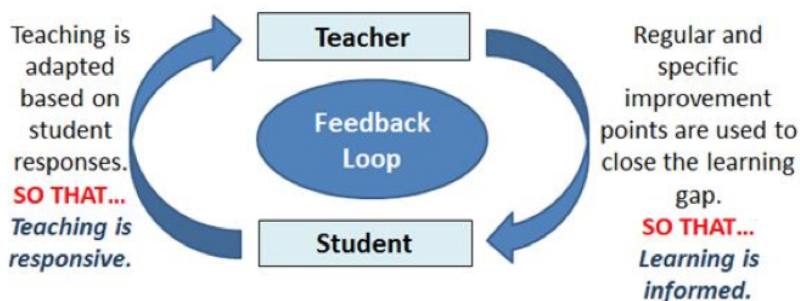
- Formative feedback should be differentiated, based on the needs of the learner. Therefore, comments made will vary according to children's age and stage.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This could include sharing the learning objectives and success criteria to ensure children understand the knowledge and skills they are embedding.
- 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 instant.
- Feedback may also be given by a Support Professional or through peer review.
- Group feedback is provided through plenaries too, and in Guided Group sessions.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking and Feedback will always be carried out promptly, and will normally be completed before the next lesson in that area of learning.
- In KS2 children should initial teachers' written feedback to acknowledge they have read it and respond accordingly where appropriate.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers' comments will allow children to think harder, make choices and explain and justify choices.
- Teachers need to consider how to provide and facilitate timely feedback. Verbal feedback will be noted using a 'verbal feedback stamp' or VF. For verbal feedback to be effective, sufficient mutual trust must be established.

Teachers understand that:

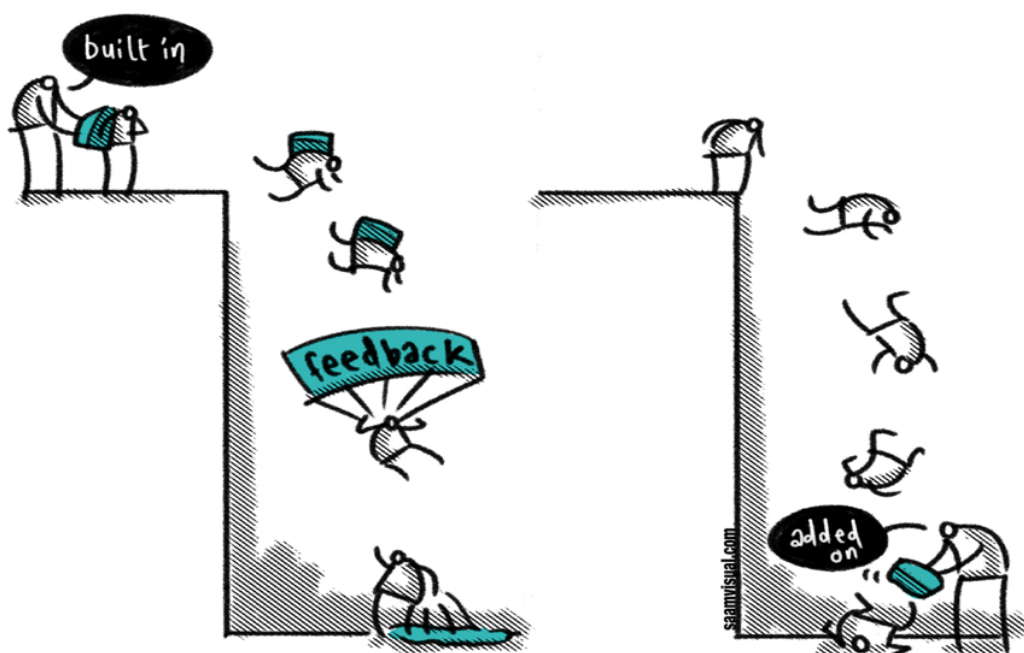
## Feedback is part of responsive teaching

### Feedback

Information supplied to the learner which helps them to close the gap between where they are now and where they are trying to get to.



## Build it in, don't bolt it on



## IMPLEMENTING THE MARKING POLICY

All pieces of work within books across the curriculum and including photographic evidence should have the date and clear learning objective which can either be written by the children or printed.

During the lesson input, and where appropriate, children will be made aware/help create the success criteria for that lesson. This success criteria will be displayed so that the children can refer to it when completing their learning.

To ensure feedback is to be effective, teachers will need to plan opportunities throughout lessons which require children to think hard, make choices and explain and justify their choices. Teachers need to **select when and how best to** show them ways to improve their thinking and model the language to support them to do this, giving them the opportunity to refine and practise.

Throughout lessons, the teacher will give **live oral feedback** to children working independently and within groups. From the teachers questioning and feedback children will have opportunities to 'think harder' about their learning.

It is sometimes helpful to know whether a child has completed their learning with support or independently. On some key pieces of learning, stampers may be used to indicate 'Independent or with Teacher support'.

Ticks are used when learning is correct, and a dot or circle where errors have been made. Some incorrect spellings are underlined or noted with 'sp' written in the margin. According to a child's ability, the correct

spelling may be given or the child will be asked to find the correct spelling during improvement time - dedicated time given in lessons for pupils to read and reflect on feedback.

In Reception and KS1, the learning objective is ticked once, twice or underlined to evidence how secure each child is in their learning.

There is no expectation for staff to use specific coloured pens when marking as long as the marking is consistent and clear.

## EXPECTATIONS FOR PRESENTATION

Children in Reception and Year 1 should write in pencil. Children in Year 2 should begin to write in pen once they have a clear joined style. In Key stage 2, the expectation is that all pupils will write in pen. In their maths work, children must **ONLY** use pencil.

When writing the date at the start of a piece of work, it should be on the right. The long date should be used in all subjects except for maths where the short date should be written. The short date can also be used for morning tasks or other short activities in ideas books.

Each piece of work should have a title linked to the objective; this can be in the form of an 'As a \_\_\_\_\_' statement as identified on the planning document, linked to children will know that and children will learn how. This should under the date to emphasise to the child the learning objective and key skill they are developing within that lesson. The date and learning objective should be underlined in pencil even if the child is writing in pen to prevent smudging.

**The presentation should be consistent across all subjects and books following the above guidance.**

## MONITORING OF MARKING AND FEEDBACK

There are a number of ways in which marking and feedback can be monitored and this is particularly useful when evaluating a subject area for impact:

### Pupil Voice

Ask pupils questions about:

- How they know how well they are doing
- How helpful they find teacher feedback, both written and oral
- How they know what to do to improve
- How they respond to their teachers' comments and how frequently they do this
- Which comments they find most/least helpful

### Checking corrections

Children's work can be scrutinised to see how well teachers' written and oral feedback is used by children to improve their knowledge, understanding and skills. This may include corrections and improvements made by the children, which are particularly useful when assessing improvements in all areas of the curriculum.

It is important to ensure that all corrections have been actioned to ensure the same mistakes are not repeated.

Alternatively, it is useful to determine whether the mistakes are minor and caused by rushing. This could mean that pupils know what to do but need to learn strategies to check work before moving on.

## Checking against written and spoken advice

When giving advice, teachers should draw on their understanding of meta-cognition and development of self-scaffolding to identify which approach is needed e.g. cluing, prompting or modelling.

Written and spoken advice from teachers is different to corrections, and observers may also want to check whether children's learning is being moved on by them following teachers' advice.

Teachers' advice often takes the form of a simple next step, such as using capital letters, paragraphs or a wider range of connectives in the next piece of writing. They are not targets, but state how the work could be improved.

The children's very next piece of work should be checked to determine whether the child has acted on the advice. Spoken advice needs a more immediate response, as the teacher and child will have no record of it. It should be used in a lesson. The observer can check that the advice is followed in the same lesson.

# TEACHER WORKLOAD GUIDANCE

It is expected that teachers manage their own workload effectively through the use of careful planning and marking. There is no 'one-size-fits-all' approach. Whilst there must be a core and consistent approach as a school, which is detailed in this policy, we trust teachers to focus on what is best for their children's circumstances.

Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden. Marking should be **meaningful, manageable** and **motivating** - the **quantity** of feedback should not be confused with the **quality**. The quality of the feedback, however given, will be evident in how a child is able to approach subsequent work.

## Whole school expectations that will aid with managing workload for all staff

- It is expected that all pieces of work will be acknowledged with at least a tick or stamp and the balance of this against more detailed marking is decided by the class teacher.
- Dialogic (deep) marking happens because the teacher judges that this will move the child on.
- No comment rule – feedback must be specific so it moves learning forward. (eg. '*This is well chosen vocabulary because it creates intrigue*' rather than 'Good') if not, then don't write it!
- Correctly colour-coded books are used all year across the school to assist subject leads/ visitors in identifying sources of evidence when monitoring.

## REVIEW

- This policy will be reviewed annually by the Senior Leadership Team.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2023**.



## APPENDIX 1 – MARKING AND FEEDBACK SYMBOLS

### Marking and feedback

When marking and providing written feedback in pupils books the following symbols should be used.

Cl or O	Capital letter needed
● or O	Check this answer again
O	Missing or incorrect punctuation
VF or Stamp	Verbal feedback given
*sp	Indicates an incorrect spelling
✓✓	Loved it!

There is no expectation for specific coloured pens to be used when marking as long as the marking is clear and consistent.

# Bengeworth

## Multi Academy Trust

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