



# BERKHAMPSTEAD SCHOOL

*The School's motto: "Perseverantia Vincit" meaning perseverance wins through, exemplifies the genuine ethos of striving for success in all aspects of school.*

## Marking and Feedback Policy

### Policy

Marking and feedback is an essential part of the cycle of planning, teaching, assessing and feedback, to facilitate learning and progress. Responding to pupils' work through constructive comment acknowledges achievement and effort, promotes positive attitudes and behaviour and leads to an improvement in standards and an overall sense of a pupil's pride and ownership over their own work.

Teachers follow an agreed system and consistent procedures in responding to pupils' work to give clear messages to pupils, parents and other teachers about individual progress.

Evidence of our summative response to children's work can be found recorded in books and on display, but most formative feedback will be provided verbally. Much of Early Years and Pre Prep work is practical and much response is verbal, but we believe that immediate feedback is most effective throughout the school; this allows pupils to both clarify any feedback with their teacher and also act on it immediately. A great deal of verbal praise and feedback is given. Teachers use their judgement as professionals in a constructive way when working with young learners to move their learning forward and to encourage positive learning behaviours.

We strongly believe that the most effective way of feedback for all pupils is through dialogue.

### Aims

- To assist learning
- To provide information for formative and summative assessment
- To encourage, motivate, support and promote positive attitudes and learning behaviours
- To inform an assessment led approach to planning
- To promote high standards
- To correct errors and clear up misunderstandings and misconceptions
- To recognise achievement, presentation and effort
- To provide constructive feedback to enable pupils to improve and make progress
- To show pupils that we value their work

## **Procedure**

At Berkhamstead, marking and feedback:

- Is constructive
- Is adapted to meet the individual pupil's needs, attainment and ability
- Is related to specific targets and learning objectives which are shared and made clear to the pupils in advance
- Follows consistent principles throughout the school, but can differ within different subjects, notably within the Prep school
- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to reflect on and assess their own work and that of others
- Is positive and constructive with appropriate praise given
- Facilitates a dialogue between teacher and child

## **Teaching and Learning**

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting successes and next steps, thus reinforcing what the children have learnt and giving them pride in their work and achievements.

## **Broad Guidelines**

- The most effective feedback is given 'in the moment' so live marking and feedback is greatly encouraged across the school
- Work will not always be marked in detail, but it will be checked. This simply indicates that work has been seen and can be done as the teacher moves around the room or after lesson time is complete.
- There may be times when it is appropriate for a T.A. to annotate work.
- Work is marked regularly, and as quickly as possible.
- Homework is marked as rigorously as class work.
- Red pen is avoided, and care is always taken to preserve the integrity of pupils' work. Green = success (good); Pink = points of improvement (to think about).
- Marking can be given as verbal feedback.
- Marking can sometimes be done in the classroom with the child, a group or as a whole class, through guided discussion.
- Peer evaluation - children are sometimes encouraged to evaluate their own and other's achievements against the learning objective, in verbal or written form.
- Peer marking can sometimes be employed.
- Responding to teachers' comments is a skill and children will be taught how to reflect on and respond to these.

## **Rewards**

Our Behaviour Policy is followed for the reward of bonuses (Prep) or pompoms (EY and Pre Prep). These may include additional rewards, such as Star of the Week certificates (PP), commendations (Prep), postcards home and stickers. In both the Pre Prep and Prep school,

class bonuses can be given for excellent whole class performance, engagement or behaviour within a lesson; this can result in whole class rewards, which can include additional playtime or special activities within form time.

Examples of excellent work can be shared by teachers within class, on display boards or via digital screens using the Trilby system.

## **Planning and Assessment**

Marking and feedback informs future planning and provides information for summative assessment.

Corrections support the child's learning. Too many can overwhelm and demoralise the pupil, so teachers use their discretion, professional judgement and knowledge of the children to ask them to correct mistakes that they know are within their ability to understand. A pupil's effort is also acknowledged and marking and feedback recognises and celebrates this; teachers are careful not to damage a pupil's perception of the quality of their own work through excessive corrections. Teachers use their professional judgment when deciding how many corrections to mark.

Teachers may plan to mark groups of work, so that they can focus on developing particular objectives or addressing common misconceptions with targeted groups.

Feedback, both verbal and written, is for the direct benefit and improvement of the children's work. Written marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards.

Time is given to pupils to read and reflect upon marking to ensure that they benefit from it. They are also given the opportunity to discuss their work with the teacher.

Formal marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

## **Monitoring, Evaluation and Review**

A key aspect of the Subject Leader's role is to monitor, evaluate and review the effectiveness of our marking procedures throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils, observing in lessons and providing appropriate and high-quality resources.

## **The Role of the SMT**

- To monitor the implementation of the marking policy.
- To use summative assessment data to monitor progress over time.
- To support staff with new ideas, resources and materials relevant to the policy.

- To monitor standards and to lead work sampling sessions where staff moderate marking across the school.
- To make recommendations for further improvement.

### **Marking within Early Years**

The only written marking is within Writing Books, and this is always positive. Incorrect letter formation is signalled, and the WALT is highlighted. All other feedback is verbal and takes place during learning sessions.

### **Marking within the Pre Prep school (Written subjects)**

For longer pieces of written work, ticks and comments are used to highlight successes, and stamps are used to identify next steps and areas of development. For incorrect spellings, teachers focus on learnt harder to read and spell words in line with the ELS phonics scheme. Teachers underline misspelled words and write 'sp' next to them. Children may be asked to practise incorrectly spelt words within their books or on whiteboards, as appropriate. Teachers should use their professional discretion to ensure each individual pupil is given a manageable amount of spelling corrections and is not overwhelmed.

### **Marking within the Prep school (Written subjects)**

**Spelling:** Underline the misspelt word. Write SP in the margin. The pupil should write the misspelt word three times under their previously completed work. Teachers should use their professional discretion to ensure each individual pupil is given a manageable amount of spelling corrections and is not overwhelmed. Focus should be on any high frequency/harder to read and spell words that have been misspelled within the piece.

**Grammar/Punctuation:** Underline errors in tenses and write clarification above the error. Add or correct punctuation and circle the alteration

**Paragraph:** Indicate a new paragraph by annotating // within the text.

### **Presentation and Marking (all subjects)**

Green pen to be used for success (good), pink pen for areas of improvement or errors (pink to think)

Rewards to be given for excellent work or effort. In Pre Prep, this can be in the form of stickers or pompoms, in the Prep, bonuses or commendations. Pre Prep and Prep teachers also organise postcards to be sent home to inform parents of excellent effort or outcomes. Pupils can also be asked to show their work to other teaching staff, including members of the SLT.

## **Presentation Standards**

The date should be written above each piece of work. Within Prep, this should be underlined once using a ruler.

If needed, the title or learning objective of the work should be written clearly above the work. Within Prep, this should be underlined once using a ruler.

Pupils should write using a pencil within Pre Prep, and in Maths lessons in Prep. Prep pupils should use pens in all other lessons; these should be a blue handwriting pen. In some subjects, a 'purple polishing' pen may be used to edit or amend work, following self-assessment or feedback from a teacher or peer.

Mistakes should be crossed out using a single horizontal line. Pupils are encouraged to embrace mistakes as opportunities to learn. By not erasing mistakes, teachers can also spot common misconceptions within their class.