



BIST Feedback and Marking Policy & Procedure

Aims

- To ensure the provision of clear concise feedback to children on how to make progress in their learning.
- To ensure consistency and continuity in feedback and marking throughout the school so that children have a clear understanding of teacher expectations.
- To ensure use of feedback and marking as a tool for formative ongoing assessment.
- To ensure the improvement of standards by encouraging children to give their best and improve on their last piece of work
- To ensure the development of children's self-esteem through praise and the valuing of their achievements
- To ensure the creation of a dialogue which will aid progression

Feedback and marking is an integral part of assessment. We aim to provide a system that is consistent across each Key Stage within our school with aspects that are common across the whole school. Feedback and marking must inform planning, be diagnostic and enhance children's learning by offering guidance on the improvement of work, next steps to be taken and the targets to be aimed for. High quality feedback and marking allows for self assessment where the child can recognise their own difficulties and errors whilst encouraging them to make improvements. We aim to mark and feedback positively to raise confidence and self esteem. Feedback and marking will also be used to inform parents of pupil's achievements and areas for further development.

Effective feedback and marking at BIST should:

- Be manageable and consistently followed by all staff across the school.
- Be positive, motivating and constructive for children.
- Be at the child's level of comprehension.
- Be frequent, regular and punctual.
- Allow specific time for the children to read, reflect and respond to feedback and specific DIRT (Dedicated Independent Reflection Time) allocated for the improvement of work and a discussion over said work.
- Give clear strategies for improvement and positively affect the child's progress.
- Involve children in the process whether oral or written.
- Relate to key question/learning objective/success criteria of work set.
- Use the agreed Marking Code (see below).
- Use a green pen for marking and commentary and the appropriate use of highlighters as suggested in the Marking Code.
- Inform future planning.
- Inform the teacher/learning support/student/parent of next steps for individual children.
- Encourage a growth mindset by acknowledging that mistakes are a part of the learning process.
- Make the best use of a teacher's time. All work should be visited, but not all work or all parts of the work needs to be marked to the same depth. At intervals appropriate to year group and subjects, assessed work should be marked in full with detailed feedback. Criteria should be appropriately set for children before such work is assigned.
- Wherever possible, grades (whether letters, numeric or percentages) should not appear on work and should be replaced by written feedback commenting on the work, its relationship to expected levels of performance and targets and next steps for further development. (Grades for such work can be kept confidentially by teachers though).

Key Stage 1 Marking Code

I S1 S2	I = Independent work S1 = Some support given by an adult S2 = Work completely supported by an adult
VF	Verbal feedback given
	Full stop, exclamation mark, question mark missing, etc...
A etc...	Capital letter needed
Highlighted	Great work! (could be a box around a section of work)
Highlighted	Look again. (could be a box around a section of work) For a part of work that needs to be re-written, a yellow box can be drawn in a space on the paper or at the end of the piece of work indicating where the changes should be written.
	Significant achievement
	Next step
+, =, -	Plus, equals, minus - work is of better, equal or worse quality than the last piece

Key Stage 2 Marking Code

I S1 S2	I = Independent work S1 = Some support given by an adult S2 = Work completely supported by an adult
VF	Verbal feedback given - with details of what this included
A etc...	Capital letter needed
SP	Spelling
P	Missing punctuation
//	New paragraph needed
^	Word(s) or letter(s) missing
?	Check it makes sense
Highlighted	Great work! (could be a box around a section of work)
Highlighted	Look again. (could be a box around a section of work) For a part of work that needs to be re-written, a yellow box can be drawn in a space on the paper or at the end of the piece of work indicating where the changes should be written.

	Significant achievement
	Next step
PA	Peer assessed work
SA	Self assessed work
CU	Calculator used
+, =, -	Plus, equals, minus - work is of better, equal or worse quality than the last piece

Key Stage 3 and above Marking Code

VF	Verbal feedback given - with details of what this included
I	Independent work
A etc...	Capital letter needed
SP	Spelling
P	Missing punctuation
//	New paragraph needed
^	Word(s) or letter(s) missing
?	Check it makes sense
Highlighted	Great work! (could be a box around a section of work)
Highlighted	Look again. (could be a box around a section of work) For a part of work that needs to be re-written, a yellow box can be drawn in a space on the paper or at the end of the piece of work indicating where the changes should be written.
WWW	What Went Well (Significant achievement & praise)
EBI	Even Better If (Next steps, areas where it could have been improved)
PA	Peer assessed work
SA	Self assessed work
CU	Calculator used
+, =, -	Plus, equals, minus - work is of better, equal or worse quality than the last piece

*Google docs marking will use an appropriately adapted version of the above.