



Bowman Academy Marking and Feedback Policy

Introduction

At Bowman Academy we believe that all children have the right to be given high quality marking and feedback, from adults, about their learning. We know that when careful attention is given to the feedback children receive, it has a greater impact on pupil progress and allows individuals to move on quickly from their starting points.

We understand that every child has the right to be given feedback that builds on successes and addresses misconceptions or builds upon their learning. We also believe in the professionalism of our teachers and teaching assistants and their ability to provide a range of marking and feedback appropriate to a task, lesson and individual child, we therefore aim to provide an approach which provides flexibility while being broadly consistent across our school.

Intent

Marking and Feedback is a key part of the learning process and therefore this policy should be read in conjunction with the school's policy on Teaching and Learning. Through successful implementation of this policy, alongside our philosophy on Teaching and Learning, we aim to:

- Provide focused and positive feedback to children about their learning on a regular basis.
- Ensure that achievements are celebrated and challenging yet clear next steps are set out for children.
- Give every child the opportunity to make progress through providing high quality marking and feedback that children respond to regularly.
- Give children continuous opportunities to be reflective learners.
- Ensure consistency in quality of marking and feedback while ensuring flexibility for individual staff to use their professionalism.

- Instil in children confidence and a positive attitude towards improving learning.

Principles of Marking and Feedback At Bowman Academy

We value the skills of our teaching staff and teaching assistants and we acknowledge that individual styles of marking and feedback should be promoted and celebrated. However, to ensure consistency across our school, we understand that any marking and feedback given to children should be underpinned by the following principles.

Marking and Feedback should:

- Be seen as a positive experience for children and be delivered in a clear way which children can respond to.
- Celebrate children's achievements and set expectations for improvement.
- Relate to learning intentions and success criteria, which must be shared with children.
- Involve all adults working with children.
 - Be manageable for children and adults.
- Set high standards and model expectations.
- Inform future planning and individual target setting.
 - Provide opportunities for children to assess and evaluate their own learning and that of their peers.
- Highlight opportunities for children to apply their skills across the curriculum.
- Be valued by children and a time specified for learners to respond to next steps given to them.

Marking and Feedback Strategies

Strategies for Teachers:

Verbal Feedback (VF)– Feedback at the point of learning has the greatest impact on pupil progress and is a highly valued learning tool at our school. We aim to give children regular opportunities to engage in verbal feedback from the teacher / TA, to the teacher / TA as well as from and to peers. In all cases, verbal feedback will focus on the Learning Intentions and Learning impact; it will always be constructive and provide next steps. Verbal feedback can take place individually, in a group or as a whole class and in some situations it may be appropriate to make a record of the feedback given.

Quick Marking/ Light Touch - This type of marking will take place within the class and would be used to check the classes' understanding. During this discussion (activity), any misconceptions would be addressed (discussed and addressed) therefore impacting on pupil progress. All marking will be coded based linked to marking codes (below).

In depth Marking – This type of marking is more detailed and is linked to the learning intention and success criteria. It is likely that this style of marking and feedback would be used in a piece of work where a skill is being practiced. It may involve a marking code throughout the body of the work to highlight basic skills including spelling mistakes. The teacher comments would highlight positive successes within the work and specify constructive next steps for improvements both linked to the learning intention and success criteria. (Once per week in English and maths)

Maths/English books

All work is marked as to if it is right or wrong with a tick or a dot. In independent work, up to three corrections will be given. The feedback might include a modelled example and coded E for

explanation. If a child has made one or less errors, a next step will help to deepen understanding.

In depth marking in English should focus on:

- Identifying up to three spellings to be addressed
- Punctuation (including use of capital letters or full stops)
- Grammar (e.g. use of a subordinate clause)
- Presentation
- Vocabulary

Staff should refer to Appendix A linked to writing expectations, to ensure that marking is appropriate for the development of each pupil.

Spelling

Spelling errors should be carefully linked to the pupils' spelling age and ability.

Spelling Age	Spellings to be addressed	Tiers
Very low Spelling age	Tier 1/ CVC	High frequency, common words
Low spelling age	Tier 2	medium frequency, words that appear across subjects
Reasonable / good	Tier 3	Subject specific words

In depth marking in Maths should focus on:

- Number formation (including reversals)
- Mathematical method
- 1 digit per square (for primary pupils)

Mistakes

If pupils are using a rubber, they can rub out mistakes or errors.
When pupils are using pen, pupils should cross out any mistakes or errors with 1 line (using a ruler if available).

Wider Curriculum

All work to be marked against learning intention. A question may be used to deepen understanding of a concept. Up to three spellings and basic punctuation and grammar to be addressed.

Strategies for focused and detailed marking include:

Marking Colours

Adult Marking

Green Pen/ Highlighter	next steps, corrections, areas of improvements
Pink Highlighter	positive feedback, praise, success identifying where a child has correctly applied skills related to their own target or the learning intention and success criteria.

Green Time:

It is essential that high quality marking and feedback is accompanied by the opportunity for children to reflect on their learning. At Bowman Academy, we see this reflection time as the key driver in ensuring children make progress.

We have a dedicated 'Green Time' every week as well as time during and after a lesson, where children are provided time to read feedback and respond to it. In addition to this, teachers adjust their planning to take account of information they receive about children's learning through the marking process and additional time is planned into lessons for children to respond to marking and feedback, discuss previous learning as a whole class or to use self and peer assessment strategies.

Agreed Marking Symbols

At Bowman Academy we believe that our children respond to the individual characteristics of teachers at different stages in their school life and therefore, while we have a variety of symbols for staff to use. Below is a guide to marking symbols that may be used across our school. We put a high emphasis on marking strategies as outlined in this policy and we ensure consistency in the strategies that are used.

Missed work – Green time

Upper School

Lower School

Marking Keys			
Scribe	(S)	Transcribe	(T)
Missing word	(^)	Verbal Feedback	(VF)
Independent	(I)	Spelling	(SP)
Behaviour Support	(B)		
New Paragraph	(//)		
Explanation (further demonstration/ modelling)	(E)		
Next steps should be marking in green and positive feedback highlighted in pink .			
Green time— Completed in pencil and marked in purple pen .			

Marking Keys			
Scribe	(S)	Transcribe	(T)
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New Paragraph	(//)		
Explanation (further demonstration/ modelling)	(E)		
Next steps should be marking in green and positive feedback highlighted in pink .			
Green time— Completed by pupils in purple pen .			

Digital Evidence: SEESAW MARKING AND FEEDBACK

Teachers use the same marking key on Seesaw as is used in books. This can be written on the individual pieces of work via the pen or text button.

Subject specific expectations:

Subject	Expectation
English, Maths and science	A learning intention (LI) must be on the task- either in the task itself or added as a teacher comment.
Other curriculum tasks	• Must include the LI in or on the task. • Must be logged in correct subject folder. • Use Marking codes and 'like' button. • Self mark quizzes do not require teacher feedback.

PHOTO EVIDENCE OF WORK:

- If a practical activity is completed linked with the curriculum, a photo of this must be uploaded to Seesaw.
- A Learning Intention (LI) will be added to the photo in the comments section by the teachers.
- A brief generic description of the task/learning must also be added to the photo in the comments section by the teacher.
- The photo must be tagged in the correct curriculum folder.
- Photos must still conform to the photo permission policy- teachers must ensure correct children are tagged. Those without photo permission must have their own independent photo and be the only student tagged to ensure privacy.
- Individual photos should be taken where possible - group only for generic evidence

There is an expectation that all marking should to be completed before approval

If any work is completed on Seesaw, a sticker with the date of the work will be stuck in each student's book to show the sequence of learning (objectives are not needed as these will be on the Seesaw Activity).

SEESAW SUBJECT EVIDENCE EXPECTATIONS:

RWI	No evidence required.
English	S&L Tasks Reading tasks/Comprehension
Maths	X1 per week (iPad dependent)

Science	All practical to be recorded. Minimum 1 per Science unit.
<u>Music</u>	All evidence (x1 per week)
<u>Computing</u>	2 pieces of evidence pr unit
<u>PSHE</u>	X1 per half term
<u>PE</u>	X1 photo upload every week for each class- either by teacher or TA.
<u>Outdoor Ed:</u>	X1 photo upload every week for each class- either by teacher or TA.

Appendix A: Writing Expectations

Bowman Academy



STEP 1 WRITING EXPECTATIONS
Is able to punctuate some sentences with full stops and capital letters
Is beginning to use question marks and exclamation marks to demarcate sentences
Is able to use spaces to separate words in sentences
Is able to use capital letters for names and for the pronoun I
Is able to use the regular noun plural suffix –s or –es
Is able to join clauses together with the word <i>and</i>
Is beginning to use suffixes to verbs without changing the spelling of the root word (-ing, -er, -ed)
Is able to use phonemes to help spell words correctly and make phonetically plausible attempts are others
Is beginning to spell some common monosyllabic words correctly
Is beginning to use interesting and ambitious words
Is able to spell an increasing number of common words from the Year 1 and 2 word list correctly
Is able to communicate ideas and meaning in a series of sentences
Is increasingly able to form letters correctly and appropriately sized (<i>Capitals, ascenders, descenders, body sized, 't'</i>)



STEP 2 WRITING EXPECTATIONS
Is able to punctuate most sentences with capital letters and full stops
Is able to punctuate some sentences with question marks or exclamation marks
Is beginning to form compound sentences in writing using subordinating conjunctions (<i>because, if, when, after</i>)
Is beginning to form compound sentences in writing using co-ordinating conjunctions (<i>and, so, but, or</i>)
Is able to use adjectives to expand noun phrases
Is able to use apostrophes for contractions in writing
Is able to write in the present and past tense with some consistency
Is able to use phonemes to help spell words correctly and make phonetically plausible attempts are others
Is able to use suffixes to spell some words correctly in writing (<i>-ful, -less, -ly etc</i>)
Is able to spell most words from the Year 1 and Year 2 list
Is able to use interesting and ambitious words
Is able to sustain narrative and non-narrative forms
Is able to link ideas and events, using strategies to create flow(E.g. last time, also, another thing)
Is able to form all letters correctly and appropriately sized. (<i>Capitals, ascenders, descenders, body sized, 't'</i>)
Is beginning to join letters using horizontal and diagonal joins



STEP 3 WRITING EXPECTATIONS
Punctuate sentences with capital letters and full stops, question marks or exclamation mark
Form compound sentences in my writing using subordinating conjunctions (<i>because, if, when, after</i>)
Form compound sentences in my writing using co-ordinating conjunctions (<i>and, so, but, or</i>)
Use apostrophes for contractions in my writing
Use <i>a</i> or <i>an</i> correctly in my writing
Begin to organise my writing into paragraphs
Use inverted commas when writing direct speech
Write in the perfect tense using <i>has, have</i> or <i>had</i>
Use adverbs to add detail to my writing. (<i>later, twice, slowly</i>)
Use prepositions to add detail to my writing. (<i>under, between, off</i>)
Spell some of the words from the Year 3 and 4 list correctly
Form and join my letters correctly



STEP 4 WRITING EXPECTATIONS
Punctuate sentences with capital letters and full stops, question marks or exclamation marks
Use adventurous adjectives to form expanded noun phrases in my writing
Use inverted commas and additional punctuation (, . ? !) when writing direct speech
Use apostrophes for contractions and possession in my writing
Use appropriate pronouns to avoid repetition in my writing (<i>he, she, they, we</i>)
Start some sentences with a subordinate clause and punctuate with a comma
Use fronted adverbials, punctuated with a comma, in my writing (<i>Later that day, Once the sun had set,</i>)
Use adverbs to add detail to my writing. (<i>later, twice, slowly</i>)
Use prepositions to add detail to my writing. (<i>under, between, off</i>)
Spell most of the words from the Year 3 and 4 list correctly
Form and join my letters correctly



Step 5 WRITING EXPECTATIONS
Punctuate most sentences with capital letters and full stops, question marks or exclamation marks
Start sentences with a subordinate clause and punctuate it with a comma
Include relative clauses within my sentences and punctuate them with commas
Organise my writing into paragraphs
Use inverted commas and additional punctuation (, . ? !) when writing direct speech
Use apostrophes for contractions and possession in my writing, including plural possessive
Use cohesive devices at the start of and within my sentences to link my writing together
Use cohesive devices at the start of and within paragraphs to link my writing together
Use adventurous adjectives to form expanded noun phrases in my writing
Use adverbs at the start of sentences, punctuated with a comma, to add detail to my writing. (<i>later, twice, slowly</i>)
Use modal verbs in my writing
Spell some of the words from the Year 5 and 6 list correctly
Form and join my letters correctly



Step 6 WRITING EXPECTATIONS
Use cohesive devices at the start of and within my sentences to link my writing together
Use cohesive devices at the start of and within paragraphs to link my writing together
Keep my writing in the same tense from start to finish
Include clauses at the start of and within my sentences and punctuate them with commas
Use inverted commas and other punctuation when writing direct speech
Set direct speech out as new line, new speaker
Use possessive apostrophes in my writing, including possessive plural
Include capital letters and full stops, question marks or exclamation marks in all sentences
Include expanded noun phrases to describe things, people and places using adventurous adjectives, adverbs and similes
Include adverbial phrases and preposition phrases to add detail and precision to my writing
Use modal verbs in my writing
Use the passive voice in my writing
Spell the words from the Year 5 and 6 list correctly
Form and join my letters correctly