



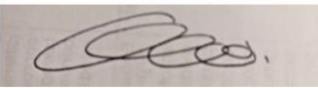
# BJS Federation of Schools

# Marking Policy

Policy Adopted by Executive Headteacher on: Autumn 2024

Signed 

Ms. A. Parker, Executive Headteacher

Signed 

Mrs T. Wakefield, Chair of Teaching & Learning & Wellbeing Committee



## 1. Rationale

1.1 At the BJS Federation of Schools we take a professional approach to the task of marking work and giving feedback. All children receive regular and comprehensive feedback on their learning. Therefore, the teachers mark work and give feedback as an essential part of the assessment process. We have a consistent approach to the marking symbols used by individual teachers. Marking covers a broad spectrum of responses to pupils' practical and recorded work and operates on different levels. It can be verbal, written or part verbal and part written.

## 2. The Research behind the Policy

2.1 The method outlined in this policy is underpinned by the Education Endowment Foundation research on 'Feedback'. The outcomes show very high impact (+5 Months written, +7 months oral) for very low cost based on extensive evidence.

1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.

2. Feedback can be effective during, immediately after and sometime after learning.

3. Feedback can come from a variety of sources -- studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).

4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.






5. It is important to give feedback when things are correct -- not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

## 3. MARKING AND FEEDBACK MAY BE DONE BY:

- Teacher or any additional adults supporting learning
- Teacher alongside pupils
- Children peer or self-assessing. This must be quality assured later by the class teacher.






# BJS Federation of Schools Marking Policy



	Learning Objective Achieved
	What is the 'Next Step' to improve the learning
<b>Purple pen</b>	Responding to marking
I	Independent
S	Supported
V	Verbal feedback given
	Finger spaces
CL	Capital Letters
	Missing punctuation
Sp	Spelling error. Underline the misspelt word, child to repeat x3 (respond to marking).
.._	Sounding out needs work
d	Detail/describing words
//	New paragraph
HW	Handwriting
	Does not make sense
^	Word missed out
T	Tense



## BJS Federation EYFS Marking

	Learning Objective Achieved
	What is the 'Next Step' to improve the learning
I	Independent
S	Supported
V	Verbal feedback given
	Finger spaces
CL	Capital Letters
	Full stops
Sp	High Frequency/ Common Exception/ Tricky Word spelt incorrectly
.._	Use your phonics
HW	Handwriting
	Does not make sense
^	Word missing

# Expectations of Marking at BJS Federation of Schools



All pupils' work should be marked daily

<b>Formative Assessment Guidelines</b>
<b>Stage 1 Marking (Light touch)</b>
Acknowledge against the 'learning objective'
Tick steps achieved
<b>Stage 2 Marking (Deep marking)</b>
Acknowledge against the 'learning objective' (smiley face comment)
Diagnostic annotations throughout the work
Next step target
Tick steps achieved
<b>Stage 3 Marking (Extended writing)</b>
Acknowledge against the 'learning objective' (smiley face comment)
Text level comment
Sentence/Grammar comment
Diagnostic annotations throughout the work
Tick steps achieved
Next step target
<b>Responding to marking</b>
The improvement of pupils' current work
Responding to marking twice a week in purple pen
<b>Next Step</b>
Linked to pupils' targets
Linked to steps to success



## Expectations for Recording in Books

### 4. English (Writing):

- Children should record in their books at least 3x weekly
  - For English, should include the weekly extended write
- One piece should be marked at Stage 2 each week
- One piece should be marked at Stage 3 each week
- All others should be Stage 1 marked
- Where the children's learning is recorded in books through photo pages
  - a response to marking question should be posed that ensures that the children can reflect on the learning that has taken place
  - the photo must clearly show how the child has achieved
  - the header should be the LO/ STS table as usual
- Where an end of unit extended writing piece is used for display, please acknowledge the children's achievements in the books using a Stage 3 mark. (You may wish to put the work into the books when the display is taken down, but this is not an expectation.)
- In each extended write:
  - The key word of the week (for English), should be displayed on the bottom of the LO.
  - The children should then evidence the word (and/or variants) three times within their writing.

### 5. English (Reading):

- Recording:
  - KS1 should record once a week once they have reached the Orange book band
  - KS2 should record three times weekly in their Reading Journals
    - Monday (copy of the text with unfamiliar vocabulary highlighted and annotated)
    - Wednesday (inference)
    - Friday (Points of View)
- In KS1, all written responses should be stage 1 marked
- In KS2, two pieces per half term should be stage 2 marked. All others should be stage 1 marked


### 6. Maths:

- Children should record in their books at least 3x weekly
- Two pieces each week should be marked at Stage 2 (including response to marking)
- All others should be Stage 1 marked
- Investigations should be evidenced at least 2x per half term
- Where the children's learning is recorded in books through photo pages
  - a response to marking question should be posed that ensures that the children can reflect on the learning that has taken place
  - the photo must clearly show how the child has achieved
  - the header should be the LO/ STS table as usual



### 7. Science and Humanities:

- Four pieces per half term should be evidenced in books
- Two pieces per science unit should be marked at Stage 2 (including response to marking)
- All others should be Stage 1 marked
- Where the children's learning is recorded in books through photo pages
  - a response to marking question should be posed that ensures that the children can reflect on the learning that has taken place
  - the photo must clearly show how the child has achieved
  - the header should be the LO/ STS table as usual

<b>Policy compiled by:</b>	Ms A. Parker	<b>Date:</b>	Autumn 2021
<b>Policy to be reviewed by: Autumn 2024</b>			
<b>Signed Executive Headteacher:</b>		<b>Date:</b>	___12/10/ 2021___