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Responsibility: SCF

FIDES et OPERA

BROMLEY
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

MARKING POLICY
Junior School and EYFS

GDST
GIRLS' DAY SCHOOL TRUST

This policy applies to all pupils in the Junior School, including the EYFS

Marking is completed in order to provide good quality constructive feedback on work to our pupils in order to raise standards of attainment. Feedback is constructive rather than simply positive; identifying what a pupil has done well, what needs to be done to improve and how to do it. This may be in the form of a question.

Marking can be achieved both formally and informally through a range of methods including immediate, verbal feedback, self, peer and teacher assessment. In Art, no formal marking is expected to be recorded in sketchbooks/folders but instead feedback can be given verbally or on post it notes.

Where appropriate, marking is carried out informally through the pupil marking their own work under the guidance of the teacher, together with explanations as to how work can be improved.

Effective marking and feedback should:

- Recognise effort as well as achievement
- Relate marking to learning objectives (skill-specific wherever possible) and give clear success criteria
- Give prompt, regular, and constructive feedback
- Much of the feedback will be in-the-moment feedback given during lesson time. Where teachers have given feedback in the lesson, there is no need to re-write this feedback into pupil books.
- Allow pupils time to assess their own work and that of their peers and respond to comments made to improve their work - either in the lesson or in a subsequent lesson
- Enable pupils to understand what they have achieved and identify next steps
- Be consistent and in line with school policy
- Be written and/or spoken
- Be personalised with use of the pupil's name
- Ensure that any mark or comment is fully understood by the pupil
- Use the codes as set out in the marking policy (see below)
- Take account of individual learning needs (MAGT, SEND, EAL, etc).
- Be used to modify teaching - marking is only effective if it influences future lesson planning and improves the pupil's progress and continuity of learning

Comments should be given on a piece of work when appropriate and should acknowledge achievement as well as giving constructive advice on improvement.

All marking should be sensitive and should encourage rather than dishearten. Written comments should be helpful and constructive. They should provide suitable feedback to a pupil to enable that pupil to improve if they were to repeat the same (or a similar) piece of work. Bullet points can be made and comments kept concise. The depth and length of comments will be determined by the nature of the task. It is not an expectation that all pieces of work will have a written comment. Abbreviations may be used (see marking codes below). Green pen is recommended for marking wherever possible. Teachers are to avoid using red pens to mark. Pink highlighters should be used to underline examples of where the skill or knowledge has been successfully achieved.

Google Classroom

Where a piece of work is marked digitally within Google Classroom, teachers may share a private comment with a student or comment on the work directly. In addition, work can be marked against a given rubric. In this instance, teachers can use their own judgement to ascertain whether an additional

private comment is necessary or whether it is necessary to document the marking in another way. Similarly to written work, pupils should be allowed time to edit and improve their work in response to marking.

Quality Assurance

The Assistant Head Academic involves all staff in marking moderation as part of our subject book audits and work scrutiny.

Pupil self-assessment

Creating situations in which pupils are encouraged to talk about and assess their own work is important. Follow up time is essential after marking to develop a dialogue between a pupil and teacher using simple questions like:

'How did you get that answer?'/ Why do you think you have done well? / teach me how you did… / What do we have to do to show…?'

Feedback and Assessment Models

- AFL principles applied wherever possible e.g. www/ebi/next steps
- Success criteria grids for pupil comment as well as teacher comment.
- Systems e.g. faces or traffic lights are used for individual reflection and self-assessment against the learning objective for some lessons. Teachers will follow up any mark indicating difficulties by the pupil and any positive mark that appears to contradict work produced.

Peer assessment

Pupils are encouraged to work/discuss together focusing upon how to improve their work. Time is given to allow pupils to exchange work in pairs or small groups, explaining the steps in their thinking.
Written work for wall display may show corrections if required in order to maintain high standards.

Recording

Teachers should keep a detailed record of marks and assessments to inform future planning.

Target Setting

Targets may be given verbally during live marking or may be indicated through next steps when marking work after class. They should enable pupils to improve upon work (paying particular attention to MAG&T, SEND and EAL needs.) Pupils should know how to achieve the target; teachers should review pupils' progress against these targets.

Next Steps

Pupils should be given Next Steps/edits where appropriate - either verbally or written. Pupils should respond to Next Steps in a purple biro or via verbal feedback. This may be done in the moment or in a follow up lesson. When pupils are editing their written work, a purple biro should be used. In mathematics, corrections should be made using a purple pen. Pupils should not be encouraged to rub out their work as the purple pen will evidence where feedback has been given and a correction made.

Marking Codes

Monitoring Code	Meaning
Pink Highlighted	Pink higher indicates where the LO/success criteria has been achieved
VF	Verbal Feedback given
S	Support given throughout
I	Independent - to denote sections of independent work within a supported task
GW	Group work
SA	Self-assessment
PA	Peer-assessment

Feedback Code	Meaning
Circle / Circle with P	Missing punctuation
Circle with a full stop inside	Full stop missing
CL / corrected capital letter	Capital letter missing (KS1)
/	Finger space (KS1)
Sp	Spelling error
T	Incorrect tense
//	New paragraph
^	Word missing
	Next Steps
HP in a circle	House point awarded