

Bedales Pre-prep Marking Policy

INCLUDING EYFS

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Author	Head of Bedales Pre-prep
Review body (individual or group)	Head of Bedales Pre-prep
Approval Body	Head of Bedales Pre-prep
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Tick relevant box(es) ✓ how this Policy should appear:

Inspector Folder		✓
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Internal only		✓
Parent Portal		
For Pupils/Students		

Bedales Pre-prep Marking Policy

Aims

At the Pre-prep we believe feedback and marking should provide constructive guidelines for every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Marking and feedback should: -

- Improve learning outcomes for children
- Inform children of their next steps
- Be manageable for teachers
- Be accessible to children.
- Be seen by children as positive in improving their learning.
- Feedback should wherever possible be immediate and in the moment.
- Give children opportunities to become aware of and reflect on their learning.
- Give recognition for effort and specific learning targets.
- Give clear strategies for improvement through evaluation and discussion.
- Encourage and teach children to self-mark and edit where appropriate.
- Respond to individual learning needs
- Relate to learning objectives.
- Involve all adults working with children.
- Inform future planning and individual target setting.

Implementation

With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning objective and secondly on other features. Adults use praise and positive affirmations to support, encourage and give feedback.

Recorded and written work is annotated with a variety of symbols:

- ⑤ SUPPORT GIVEN
- ① INDEPENDENT WORK
- “ ” CHILD'S VOICE SCRIBED BY AN ADULT
- ② PUNCTUATION
- ~~~~~ DOESN'T MAKE SENSE
- ④ ADD MORE
- SP SPELLING

Not all pieces of work need to be marked in detail. Teachers need to decide whether work will simply be acknowledged or given detailed written or verbal feedback.

Practical Guide: -

1. Most feedback takes place during the activity of a lesson. This is primarily verbal feedback.
2. Focused comments should help the child recognise how to 'close the gap' between what they have achieved and next steps.
3. Spelling, punctuation, grammar, etc. should not be corrected in every piece of narrative writing, because children cannot effectively focus on too many things at one time. When work is finished, children should be encouraged to check for things they know can be corrected in their work. When appropriate they should concentrate on high frequency words or words that the children should be familiar with.

Self-marking

Where appropriate children should self-evaluate wherever possible. Children can identify their own successes and look for improvement points.

Children should be given the opportunity to make positive comparisons with their earlier work.

Peer marking

Peer marking should be introduced when appropriate. In some lessons children may be asked to give feedback to a partner or group. By Year 3 the children are encouraged to evaluate their own work, and others work, and give constructive feedback.

Early Years

Feedback in the Early Years is aimed to promote discussion and reflection between the child and practitioner. Given the nature of the provision (learning through play) much feedback is provided orally. Areas of learning may be recorded using Tapestry online journals including photographs and observations on what and how the child engaged. Next steps may be recorded and also noted for planning purposes.

In Nursery, adults may scribe for the children or annotate mark making and other creative work as a record of learning as appropriate.

Where children have provided written work or mark marking, the school marking code and symbols are used where applicable by the teacher.