MARKING AND FEEDBACK - EYFS, INFANT AND JUNIOR SCHOOL

Policy applies from EYFS to Year 6 and to all Staff	
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Author:	Mrs Alice Taylor

Version	Date	Paragraph	Material change	Approval
01.23 v1	17.01.2023	N/a	No material amendments.	Mrs Alice Taylor
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02.25 v1	07.02.2025	N/a	No material amendments.	Mrs Alice Taylor

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.

Related policies
Assessment and Reporting
Curriculum
Homework
Marking and Feedback - Senior School
Presentation of Work
Teaching and Learning

This Policy should be read in conjunction with the Clifton High School Marking Policy - Senior School and the Clifton High School Presentation of Work Policy.

The guidelines should be adhered to ensure that there is consistency within all departments and between year groups.

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The EYFS sections of this policy are based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from January 2024.

1.   Curriculum intent

Our curriculum is based on developing enquiring minds. Through our curriculum, we teach our children core knowledge, which then equips them with the ability to use and develop their reasoning skills. We want our children to develop independence and resilience to answer their questions themselves.

We encourage and foster pupils' creative thinking, allowing them to explore and respond to the world we live in, through curiosity; we stretch them so that each pupil can reach their full potential, and we adapt our curriculum to suit the needs of all our children.

This policy enables professional and consistent feedback and marking opportunities for pupils, to support them to make further progress, and to develop their skills, self-confidence, and self-reliance through their responses. It is also designed to support the commitment to individual brilliance, and continuous improvement within the School, and to ensure timely, and receptive feedback opportunities.

2.   Inclusion

Our School is an inclusive school and we aim to make all pupils feel included in all our activities. Our teaching is fully inclusive, and we recognise the entitlement of all pupils to a balanced, broad-based curriculum. We have systems in place for early identification of barriers to pupils' learning and participation so that we can put in place provision to help to remove those barriers so that they can engage in school activities with their peers. We acknowledge the need for high expectations and suitable targets for all children.

3.   Purpose of marking work

We mark children's work and offer feedback in order to:
- Show that we value the children's work, and encourage them to value it too;
- Offer the pupils specific information on the extent to which they have met the learning objective, and/or the individual targets set for them;
- Identify any misconceptions;
- Provide a basis both for summative and formative assessment; and
- Provide the ongoing assessment that should inform our future lesson-planning.

This Policy considers the age of the child; hence we have slightly different practices in EYFS, KS1 (Infants) and KS2 (Juniors).

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4.   Feedback

4.1   The use and purpose of feedback

- Feedback is an essential part of a teacher's planning process and is designed to provide pupils with ongoing opportunities to shape, review and develop their understanding of the topic being studied.
- Teachers will provide feedback to pupils using a variety of learning strategies including questioning, discussion, 1-2-1 conversation, whole class feedback, live marking and summative (assessment) marking.
- Pupils will be supported in using feedback received to develop their learning, this includes understanding how to interpret feedback given to them as well as how to provide peer feedback to others in their class (in the Junior School).
- Evidence of pupil use of feedback will be visible in pupils' books through the purple pen (in Year 2 and the Junior School).
- Pupils should be able to explain the feedback they have received and how they have used it to make progress in their learning.
- Feedback will be an integral part of the teaching process and visible in lesson delivery; **it will be precise, learning focused and timely.**
- Feedback will be visible through the use of varied methodologies.

4.2   Effective feedback- four points

Immediate feedback/live marking - at the point of teaching and learning, Question and Answer sessions (misconceptions/exploration).

Plenary feedback - at the end of the lesson/task or a Pit Stop Plenary part way through lesson. Pupils should be encouraged to be self-evaluative during plenary sessions and during the course of the lesson. The focus should be on how well they feel they have met the learning objective, measured by the success criteria. **If children are constantly aiming to match their learning to the lesson success criteria, then effective learning will take place.**

Next lesson feedforward - further teaching to enable pupils to identify and improve their own areas of development identified by the teacher after reviewing the previous work completed.

Summative feedback - at the point of an assessment to ascertain if a pupil has securely mastered the learning.

4.3   Feedback in action in the classroom

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Type of feedback	What it looks like	Evidence
Immediate / live marking	• Assessment for learning in the lesson - gathering feedback: book work, target questions. • Often given verbally to pupils for immediate action directed by the teacher. • Discussions (exploration/communication) 1-2-1 conversation (short, directed at a small intervention within a topic). • Whole class feedback. • Peer assess (Juniors). • Non-verbal cues. • Mini plenaries which may redirect the focus of the lesson. • Scaffolds, prompt cards.	Learning walks Improvement in books - change in direction for the pupil mid lesson Lesson planning Pupil interviews Live marking (walkabout marking) Marking: codes/annotations
Plenary	• Takes place at the end of the lesson or pit-stop plenary at a specific point in the lesson • Provides an opportunity for evaluation of learning in the lesson. • Self or peer assessment may provide feedback - against agreed criteria (Juniors) • Different activities such as quizzes, tests, questions may provide understanding by learners. • Guides future plans/actions.	Learning walks Improvement in books during the lesson Self and peer assessment Results from activities or tests Changes in planning
Feedforward	• Next lesson review/feedback given to pupils and time to respond - this will include identified strengths, areas for development and time for pupils to work on identified development areas (Juniors). • Use of the feedback stamper (wherever possible, and at least according to the expectations of frequency below) - response and reflection time. • Additional Marking codes used in subjects/appropriate annotations if required.	Learning walks/lesson observations Improvements in books - next lesson picking up on errors and misconceptions through editing or skills taught Evidence of editing and redrafting as appropriate Changes in planning

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	• Changes to planning and common misconceptions/errors planned for in the next lesson or subsequent lessons.	
Summative	• Changes in planning and curriculum where appropriate for next lesson, series of lessons or next time it is revisited. • Supports interventions for groups and individuals for specific areas of development. • Different activities such as quizzes, tests, questions may lead to understanding by pupils.	Adapted planning Intervention groups

4.4 A reminder

Verbal feedback should:
- refer to clear **learning outcomes and be positive as well as constructive**
- recognise **effort as well as achievement**
- be **the primary source of feedback**
- include **extension questions (Blooms Taxonomy) to deeper question pupils about their understanding.**

Written Feedback should:
- be **eligible age appropriate and easily understood**
- be able to **be responded to by the pupil when required**
- where responses are by pupils, be in a different colour- Purple Pen for pupils (when requested)
- relate to **the Learning outcome and success criteria/targets.**

For younger children or pupils who are unable to read a teacher's comments, the learning should be marked and read back to the child by an adult. However, whether spoken or written, it is essential that teaching identifies the correct type of next step matched to learners' developmental needs and builds towards pupils being able to apply skills.

4.5 Response and reflection time

Once written feedback has been given, if pupil responses are required, pupils should be given the opportunity to respond. Not all marking requires pupil responses but when responses are required, teachers should offer pupils adequate time to reflect on the marking and respond. This is often during the morning session when pupils arrive at school or at the beginning of a

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lesson. Teachers will often have to model how to respond through scaffolding. Pupils are expected to respond in purple pen, so it is evident where editing/responses have been made. **This should initially begin in the Spring Term for Year 2 pupils.**

4.6   Peer feedback/Self-assessment

Pupils must be encouraged to see themselves as the first markers and audience for their learning and use their peers to assess work with them. Peer feedback and self-assessment should also form part of classroom practice and can also be conducted in purple pen. The piece of work should be clearly marked PM=Peer Marked. This practice forms part of a culture of critique within the classroom and it can *"have a transformational effect on learning, particularly if pupils are given time to act on and use it. Peer feedback should be modelled as part of a culture of classroom critique which* **is kind, specific and helpful** *"*(Ron Berger).

Peer assessed by:	
⭐	
⭐	
🔧	

The Shape of Peer feedback/Self-Assessment – 3 Stages

Stage 1	Children who are not yet meeting age-related expectations can identify their own successes with ease if the learning objective is clear. Pupils are encouraged to identify the best elements of their work and share these with another child, a small group and sometimes the whole class. This helps to increase self-esteem and focuses on the positive elements within a piece of work.
Stage 2	When pupils are confident at stage 1, they can begin to identify areas in their work where improvements could be made. The pupil can then work with a response partner or an adult, to show an improvement.
Stage 3	Children identify an area to be improved and make the improvement as part of the lesson. This can also work with pairs.

5.   EYFS Marking and Feedback

5.1   Teaching, Learning and Marking

In the EYFS, the majority of work is marked according to lesson learning objectives, individual ability, effort, targets and/or needs. Occasionally it may not make direct reference to the lesson objective, thus allowing for professional discretion to be exercised, with a view to maintaining

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our very high standards and expectations. Verbal feedback is given throughout the day to all the children in different contexts, for example, when a child shows a photograph from Tapestry and talks about it, the teachers and children provide feedback, through questioning and discussion.

Child initiated work is often recorded on Tapestry, and in Reception teachers also use the following criteria codes in writing:

I = Independent

S = Supported

Observation sheets record progress and cover areas such as teaching points for individuals, observations of engagement, points of actions for the following day and possible provocations for the next day are shared verbally with the children.

Staff aim to ensure they are teaching responsively - actively obtaining evidence about the children's learning to inform and adapt their teaching to meet the individual needs of the children. Staff 'scaffold' children's learning; this 'scaffolding' is for each individual child and is responsive and unique to them.

Staff support children's understanding of what they are doing and extending their learning through careful questioning or discussion.

5.2   Feedback

Feedback is given by **modelling specific skills to children pertinent to the task they are engaged in.** Staff model the language of learning as well as the skill. **Vocabulary, questions asked and learning achievements are made clear to the children and are simple but explicit, alongside praise and encouragement.** Wow moments are celebrated and discussed as a whole class.

Feedback from the children to assess how much they understand about the task is through careful questioning (again often bespoke to each child) and analysing the answers given. Questioning what is happening such as "I wonder if the water could flow faster?' or 'Imagine if this was longer – what might happen?' enable staff to measure the child's understanding and then proceed appropriately. Verbal feedback is given and then the activity can be adjusted to facilitate learning.

Exploration and fostering a sense of curiosity are central to giving feedback. Children are given the opportunity to explore and make mistakes and find out how things work through play. Feedback of their own learning is evident to themselves if something does not work, and staff

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are on hand run a commentary on what is happening and discuss how that problem could be solved.

Verbal reference is made to the 'Characteristics of Effective Teaching and Learning' for example 'You must feel like a proud peacock'.

Children are encouraged to comment on their learning and each other's. This takes the form of informal discussions, circle time games and during focused adult pupil teaching time. Children are also givers of feedback and are praised for giving valuable feedback and celebrating each other's successes. Children may be given specific targets towards a learning goal which they can see visually through a 'Social Story'.

Staff record the children's interests; what they notice about the children; and what the children have said they enjoy doing. Planning and next steps stems from this and allows staff to groups children into different activities depending on their interests.

Assessment plays an important part in helping teachers to recognise children's progress, understand their needs, and to plan activities and support.

The **7 areas of learning and Birth to 5 Matters** are the foundations for assessment and planning. EYFS pupils are assessed in these areas throughout the year and Reception pupils are also assessed through the Early Years Profile. This information further informs teachers of the progress of each child in relation to age related expectations.

OP&L - Observation of Play and Learning

CHILD INFORMATION				PSED		C&L		PD		Literacy		Maths		Progress	
Childs Name	Months, Age Assessed	SEN	EAL	NY	M	NY	M	NY	M	NY	M	NY	M	NY	Y
			Yes												

NY: Not Yet Met

M: Met

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6.   Reception marking and feedback

In Reception, pupil's work should be dated and annotated if appropriate, to show the learning context. Targets may be part of the 'next steps' embedded in EYFS planning. Where referring to the Learning Objective (**LO**) may not always be appropriate e.g., a drawing, there should be some acknowledgement that the work has been seen by an adult, even if it is just the date and a tick. A smiley face, sticker or stamp may be used if appropriate. Mathematics work is practically based, and where necessary photographic evidence is uploaded onto Tapestry.

Only blue pen should be used for marking Reception work. 1 Star and wish stamps are used for marking English . The wish stamp should be used for specific writing tasks.
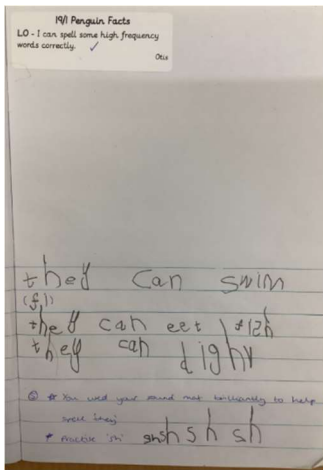
The above photo shows that the teacher has ticked the LO, written a wish, relating to the LO and asked a question, which the pupil has responded to.

7.   Years 1 and 2 marking and feedback
7.1   Marking expectations (Years 1 and 2)

- Every piece of work should be marked to inform teachers and enable pupils to monitor their own progress. Often, the work will be marked in their presence with oral feedback given.
- Only blue pen should be used for marking work in Year 1 and Year 2. If the teacher needs to highlight specific elements e.g., good use of adjectives in a piece of writing, they may use the same pen colour consistently for emphasis and then refer to it in the marking comment e.g. *I have put a pink * next to your best adjectives.*
- A supply, specialist teacher or teacher assistant should write their initial when marking the work to show it was not marked by the class teacher.
- Marking comments should always refer to the LO. If appropriate, in cases where the LO is stated on the work, then the LO or the success criteria is marked as below by placing a tick next to the LO. If pupils' have not achieved the LO, a dot is placed next to the LO.

- The teacher can add comments too. Older pupils may sometimes tick their own success criteria with the teacher's guidance e.g., I can use speech marks to show when someone is speaking.
- These codes should be used to show the level of support needed in a task:

I	independent
S	support
VF	verbal feedback

- A qualifying statement may also be added if required e.g., *S* with finding key words.
- Verbal feedback is particularly appropriate for the youngest pupils who cannot yet read the teacher's comment and should usually be accompanied by a qualifying statement to show what the verbal feedback related to.
- Spelling corrections: it is not appropriate to correct all wrongly spelt words in a piece of English work. Some key words or phonemes that are consistently being misspelt by a pupil e.g., wus for was or fich for fish, can be corrected by writing the correct spelling above the word in a way that it does not detract from the pupil's own work. In some pieces of writing for Year 1 but most pieces of writing for Y2, the word should be written correctly at the bottom of the work for the pupil to copy three times. In other curriculum work particularly by Year 2, misspelt words that relate to that area of the curriculum should be corrected e.g., in a topic on castles the word castles, spelt incorrectly, could be corrected particularly if the word is on display in the room.
- Stamps can be used to indicate when the LO has been achieved or to signpost to another activity:

| LO Achieved	To show level of understanding has been reached
STOP Challenge	Go straight to the challenge activity
Challenge	Used at the end of a piece of work to deepen thinking
Boost Activity	Used in Mathematics for 'Booster Activities' [as a prerequisite]

7.2   English marking (Year 1 and 2)
In Years 1 and 2, 2 stars and a wish stamp are used in English. The teacher will write a question or comment about the work. Year 2 pupils are expected to respond, whereas for Year 1 pupils it is more likely to be a comment which the pupils do not have to respond to. The wish may be to give another example within a different context, to show empathy or an emotion, to explain further. The task should take no longer than 5 minutes and should be completed during the following lesson.

- The stars MUST relate to the achievement of the LO and the Success Criteria or pupil targets.

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- The wish SHOULD be a **question or written response** to which the pupil can respond.
- This stamp is most frequently used when marking longer writing tasks in Year 1 and Year 2.
- In the Spring Term for Year 2, a purple pen should be used by pupils if they are editing their work/responding to the wish.
- In Year 1 and 2, if a pupil meets one of their English targets it is shown as a T next to the pupil's work and recorded on their Target 'Bookmark' e.g., T Target me.
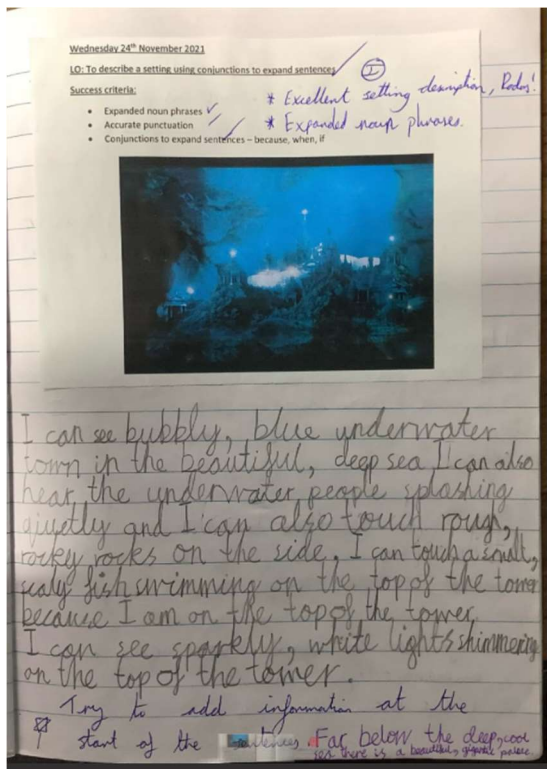
The above example shows the success criteria has been met and ticked, two stars identifying areas excellence and a wish which has been responded to in purple pen.

7.3   Mathematics marking (Year 1 and 2)
- 2 stars and a wish are used in mathematics at the end of a unit of work. Year 2 pupils are to respond to the wish, however the wish for Year 1 pupils might not need a written response.
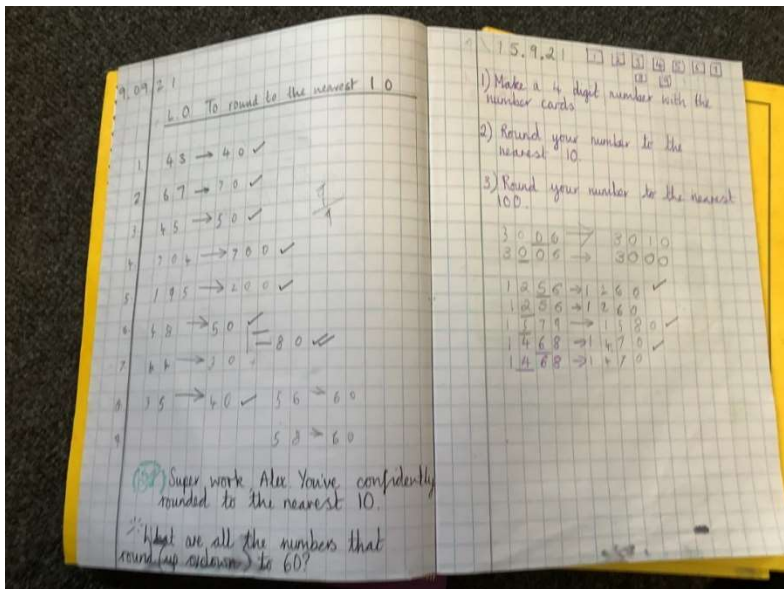
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- A dot is used to indicate an answer is wrong. A cross should not be used. A box is drawn next to the wrong answer so another attempt may be made.
- All correct answers should be ticked. The size of the tick given should be in proportion to the size of the pupil's recording.
- Any extra sheets used by the pupil should be glued into their 'Extra Learning Book' and dated.
- The LO should be ticked and the I/S symbols etc used to indicate the level of support. In the Power Maths workbook, the title of the lesson showing the learning objective could be ticked or a dot is used to indicate not achieved.
- Comments should be used to indicate:

Support given to help read the text	e.g. S reading
Resources used for support	e.g. S 100 square, counters, number line
Help given for comprehension	e.g. S modelling answers

7.4   Frequency of 2 stars and a wish stamp

English and Mathematics	Evident at the end of a unit of work
Theme (Summer Term)	Evident at the end of a unit of work
Science (Summer Term)	Evident at the end of a unit of work

The marking stamp is to be introduced in the summer term in Theme and Science and should be used at the end of a unit of work.

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The above example shows how the teacher has used a LO achieved stamp during the lesson, providing instant feedback to the pupil. The teacher has also provided a further open - ended questions as a plenary task.

7.5   Awards
- A reward system is used within each class to reinforce excellent behaviour. These are specific to each class but include Class Dojo/Marbles in a jar. When children reach a specific number of points/marbles then the class receive a treat.
- Class Teacher Stickers and Certificates are awarded for excellent work (awarded by class teacher)
- Individual Brilliance Awards are awarded for non-academic success.
- A Head Teacher Award can be awarded for exceptional academic work.

8.   Junior School
8.1   Marking expectations
- All teachers, including specialist teachers are to adhere to this policy and the Presentation policy when guiding children on how to present their work.
- Only black pen (not ball point) should be used for marking work in Year 3 to Year 6.
- Every piece of work should be marked to inform teachers and enable pupils to monitor their own progress. Often, the work will be marked in their presence with oral feedback given.
- **Self-Assessing:** If pupils are self-marking their work, ticks should be small and consistent. Teachers should model well-presented work at all times. Purple pen is to be used to self-mark work.
- **Verbal Feedback:** Verbal feedback is particularly appropriate if time has been spent with a pupil clarifying work. **VF** is written/stamped by the class teacher to show that Verbal Feedback has been given.
- **Supply/Cover Teacher:** A supply, specialist teacher or teacher assistant should write their initial when marking the work to show it was not marked by the class teacher.
- **Spelling corrections:** It is not appropriate to correct all wrongly spelt words in a piece of English work. Some key words or phonemes that are consistently being misspelt by a pupil, e.g., wus for was or fich for fish, can be corrected by writing the correct spelling above the word in a way that it does not detract from the pupil's own work. In some pieces of writing, the word should be written correctly at the bottom of the work for the pupil to copy two/three times. In other curriculum work, misspelt words should be corrected if they relate to the area of the curriculum e.g., in a topic on Egyptians the word Egypt, spelt incorrectly, could be corrected particularly if the word is on display in the room.
- Where possible, annotations should be made in the margin to show success or areas to improve work:
  - e.g., an excellent simile, creative imagery, effective punctuation use

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- o e.g., what could be added * to help join the sentences/please show where a new paragraph should start.

8.2   Stars and a Wish Stamp
2 stars and a wish is used throughout the Junior School enabling teachers to mark concisely.

- The stars MUST relate to the achievement of the LO and the Success Criteria.
- The wish SHOULD be a **question or written response** that the child can respond to.

Frequency of 2 stars and a wish stamp

| English (Years 3 - 6)	Evident on one piece of work per week
Mathematics (Years 3 - 6)	Evident on one piece of work per unit of work
Theme	Evident at the end of a unit of work
Science	Evident at the end of a unit of work
PSHE (RSE)	Evident at the end of a unit of work
MFL (Years 3 - 6) taught by specialist teachers	Evident at the end of a unit of work
Mathematics (Year 6) taught by specialist teachers	Evident at the end of a unit of work
Science (Year 6) Taught by specialist teachers	Evident at the end of a unit of work

Stamps
- **Extension Stamp/Challenge Time:** This is used to guide pupils onto the extension/challenge tasks. Pupil's books will be stamped to show they have met the lesson objectives and must now complete the extension/challenge task to deepen their learning.
- **Other Stamps include**: LO met, praise stamps, verbal feedback given, and these can be used at the teacher's discretion.

8.3   Purple pen
The Purple pen **(of Power)** is used for all editing of work and when responding to questions. It should also be used when self-assessing work.

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The below example shows the use of the marking stamp and Purple pen, in English. The teacher has asked for a wish, which relates to the success criteria, but which the pupil did not include in their text.
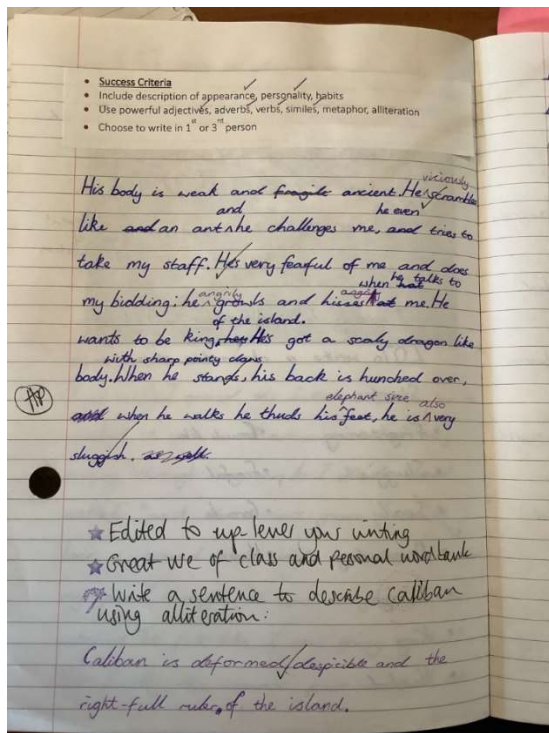
8.4   Awards
- House Points (maximum of 2 per piece of work) or a Teacher Award sticker can be awarded for good work.
- Class Teacher Stickers and Certificates are awarded for excellent work (awarded by class teacher).
- Individual Brilliance award is awarded for non-academic success.
- A Head Teacher Award is awarded for exceptional academic work.

8.5   English marking
English codes can be used so pupils can see where they have been successful or to indicate what they need to do e.g. (P CL FS //). In English, if appropriate, these codes could be used to show errors needing correction.

SP	Spelling	CL	Capital Letter
P	Punctuation	FS	Full Stop
WW	Wrong Word	NP	New Paragraph

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8.6 Mathematics marking

All books should include a progression of skills and a variety of work from each area of Mathematics. Books should demonstrate the application of mathematical skills across areas including problem solving. Work should demonstrate an integral link in application within topics in addition to application across topics.

- In mathematics, a dot is used to indicate an answer is wrong. A cross should not be used, and pupils should be given the opportunity to correct their work in a purple pen or pencil (at the teacher's discretion).
- All correct answers should be ticked. The size of the tick given should be in proportion to the size of the pupil's recording.
- Year 6 Mathematics is taught by Senior School specialist teachers. All work is to be marked and two stars and a wish are to be used at the end of a unit of work.
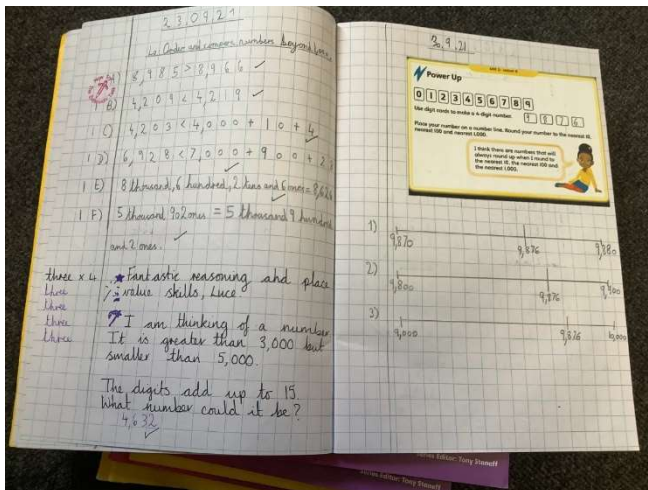

The above example shows the excellent practice of the use of two stars and a wish and the use of a challenge task (called Power Up). The teacher has included the LO in the star and deepened the pupils thinking by posing a question with multiple answers.

8.7 Science marking and feedback

Teachers are expected to adhere to the School's marking policy when marking books and refer to the Presentation Policy when guiding children on presenting their work. Science books should include a variety of work from each area of science. All science lessons should demonstrate an integral link between science knowledge and science skill, and this should be evident throughout the science books. Each topic should demonstrate the progression of

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knowledge whereas the science skills should show progression both throughout a topic and across topics and year groups.
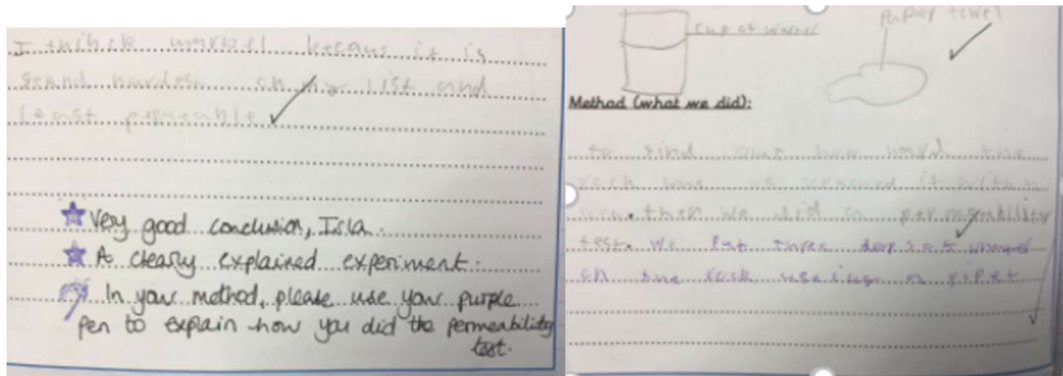
The above example of science work shows how the teachers has further questioned the pupil. The question posed, is based on the LO and Success criteria and allows the teachers to further assess the pupils understanding.

8.8   Reading
Teachers provide immediate verbal feedback and live marking when working with pupils in comprehension lessons. The power of immediate feedback allows pupils to answer further and enables the teachers to instantly assess and peer feedback is used in discussions between pupils. Written work, such as comprehension, is marked and recorded in English books and follows the English marking expectations.

8.9   Languages
Modern Foreign Language lessons in the Junior School are taught be specialist Senior School teachers. All lessons, that are recorded in books, are to be marked with particular attention on the 4 areas of language development. The 2 stars and a wish stamp is to be used at the end of a unit of work.

Subjects such as Games, Singing and Music, also taught by specialist teachers but who do not have written work, use a range of verbal feedback throughout the lesson to assess progress.

8.10   Readiness for Year 7
The marking and feedback process in the Junior School allows pupils in Year 6 to transition to Year 7 with the skills required to respond to marking and feedback with confidence. Although the Marking and Feedback Senior Policy is different, the principles of building reflective pupils who can take ownership of their progress and learning are built throughout the Junior years.

9. Policy Monitoring

Monitoring and evaluation of marking will be done through the School's quality assurance procedures:

- All teachers are responsible for the effective implementation of this policy within their lesson delivery and planning.
- The policy will be monitored through conversations with pupils and class teachers conducted as part of the whole school approach through our commitment to continuous improvement.
- Departmental Reviews, Work Scrutiny and Learning Walks.
- Departments will monitor the use of the policy throughout the academic year.
- CPD will be available for all staff regarding the effective use of feedback with pupils and resources.
- Pupil work will be monitored as it will form an important part of the conversations with them regarding their progress.
- Pupils will be invited to present their work to Governors.

School Office 0117 973 0201
schooloffice@cliftonhigh.co.uk

College Road, Bristol, BS8 3JD
cliftonhigh.co.uk

Admissions 0117 933 9087
admissions@cliftonhigh.co.uk

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