



***British International School
of Timisoara***

We Provide the Foundation on Which Our Children Can Flourish

School Policies

Primary School Marking Policy

Approved by:	School Director	Date: August 2021
Last reviewed by:	School Leadership Team	Date: August 2024
Next reviewed by:	School Leadership Team	Date: August 2025

Primary School Feedback and Marking policy

General

The British International School of Timisoara (BIST) is a coeducational private school following a British based curriculum and accepting children aged between 4 and 18.

The British International School of Timisoara will offer its students an international experience through a British-based curriculum adhering to the guidelines of the Department for Education in England, Council of British International School and assessed by Cambridge Assessment International Education. Our qualified, internationally experienced and dynamic educators will teach all subjects in English, with the exception of the lessons of Romanian, which are taught by qualified and engaging local teachers.

Our Vision

*We provide the Foundation on which our Children can Flourish
Inspiring our students to Learn and Live with Purpose*

Our Mission

Building a community of learners where students are given meaningful opportunities to learn, experience, grow, succeed and excel in all areas of their academic and personal development

Our Core Values

*We Think, We Explore and We Learn
We Listen, We Respect and We Care
We Speak Up, We Participate and We Strive*

At BIST we want to ensure that all members of our community understand and adhere to our school ethos and values. Rules and regulations will be in place to protect all members of the community and to give everyone equal opportunities for development and progress.

Introduction

The purpose of the feedback and marking policy is to provide guidelines for all staff to follow in order to support Assessment for Learning and provide for more consistency in feedback and marking across the Primary School.

Overview

Feedback and marking lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Feedback and marking should be incorporated systematically to inform teaching and ensure that misconceptions are identified and addressed, as well as ensuring following lessons are progressive and relevant.

It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

BIST is committed to child protection and safeguarding and promoting the wellbeing of all students. We expect staff, parents, volunteers, visitors and the students to share this commitment.

Primary School Feedback and Marking policy

Feedback and marking should:

- Provide specific, accurate and meaningful timely feedback to the child;
- Inform future planning of lessons and adaptive teaching approaches;
- Enable the teacher to record progress related to learning objectives;
- Be relevant – sometimes written marking is not necessary.
- Be for the sole purpose of improving children's learning
- Relate directly to the learning objective.
- Encourage and support further support
- Put the onus on the students to correct, and learn from, their own mistakes
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- Be manageable for both the child and the teacher

It is intended that feedback and marking should be a useful and productive exercise for both pupil and teacher. However, feedback and marking will never replace the direct interaction between teacher and child. Therefore, verbal feedback during lessons should be a regular feature of all lessons at BIST.

How we monitor marking and feedback:

- Book looks
- Sharing books during staff meetings
- Drop ins
- Pupil voice
- Moderations
- Planning
- Interventions
- Pupil progress meetings

Procedures

- Feedback and marking should be done regularly to reflect students' progress, achievement and targets. Feedback to students is an important part of the learning process and should be carried out on a regular basis.
- Students in KS2 should write the date in their book, on the top line of their page and this should be underlined once with a ruler. The long date should be in the following format: Monday 9th September – and should be used in English, MFL/Romanian, Science and Social Studies. In Maths, PSHE, Art, and ICT the numerical date can be used, in the format: dd/mm/yy
- All lessons should have an appropriate and clear learning objective in the form of a WALT (We Are Learning To). This should be written below the date, and should read as a sentence, such as: WALT use subordinating conjunctions. The WALT should be shared with children in verbal and written form during the lesson. It should be written into books as the title by students in KS2 and underlined once with a ruler. Students in KS1 can write their own WALT, if able, or it can be written by the class teacher or TA, or be provided on a sticker and placed at the top of the page (teacher professional judgement).

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- Students in KS2 should write the acronym PIE (Presentation, independence and effort) at the top of their work.
- Feedback during the lesson (live marking) with the child present should be the main form of marking in the primary school as this provides instant feedback and immediate next steps.
- All pieces of work should be marked in a timely manner - no longer than one week from the date of the lesson.
- Marking codes should be used in line with the school policy.
- Each lesson, (during or after the lesson) the WALT should be highlighted (any colour highlighter pen) by the class teacher. The TA may highlight the WALT in some books during the lesson if they have been working with a child/small group of children, to demonstrate the child's level of understanding:
 - Good level of understanding - WALT highlighted fully
 - Some level of understanding - WALT highlighted partially
 - Limited understanding - beginning of WALT highlighted only

Example:

WALT: add and subtract two-digit numbers

(I have been able to add and subtract two-digit numbers confidently)

WALT: add and subtract two-digit numbers

(I could add and subtract two-digit numbers sometimes but I still need more practice)

WALT: add and subtract two-digit numbers

(I showed a limited level of understanding)

- On occasions and provided that clear guidelines are given, children can mark their own/peer's work. The WALT may also be highlighted by students as part of self/ peer assessment. In this case the relevant marking code should be written next to the WALT by the student to show it was self/peer assessed.
- In KS2, each lesson, the letters PIE will be highlighted by the teacher, as follows:

P (Highlighted if the presentation is acceptable)

I (Highlighted if the majority of work was independent)

E (Highlighted if the level of effort was acceptable)

The letters PIE should be left unhighlighted otherwise.

If the child does not write PIE in their book, this should be written by the teacher when marking, and left unhighlighted.

- A success criterion should be given for longer written pieces of work in English and Romanian and be stuck in/written into books, focusing on three elements (A previously taught feature/individual target, a text feature specific to the text type and a newly taught SPAG feature).

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- Teachers are expected to provide written feedback on work according to their professional judgement. There is no need to provide detailed written feedback on each and every piece of work. Written feedback should be used to support the child in making further progress where needed, by setting short term targets, further checking their understanding or challenging them further.
- Feedback and marking should reflect the learning objective/WALT of the task/lesson. Any comments made, therefore, should mostly relate to the stated objectives of the lesson. This means that comments made about the work may not cover all the errors in the piece of work but the feedback and marking will focus upon one or two aspects of the work. For example, incorrect spellings may be ignored in a piece of writing, but the content of the writing will be commented upon.
- Individual short-term targets for children may be set when necessary - these can form a part of written marking or they could be given verbally.
- When written feedback is given, it is expected that comments will be written legibly in green pen.
- Marking should be carried out by the teacher and cannot be delegated to a teacher assistant, with the exception of the marking of spelling and mental arithmetic tests. Live marking can be carried out by both the teacher and the TA.

Primary School feedback and marking codes

BIST Primary School uses the following symbols when giving feedback and marking students' work. This is in order to help students recognise common areas of success and areas for improvement across the subjects.

Reception

😐 Neutral face (corresponding to red- traffic lights)/working towards

😊 Happy face (corresponding to amber-traffic lights)/expected

★ Star (corresponding to green-traffic lights)/exceeding abilities

+ **VF** (verbal feedback)



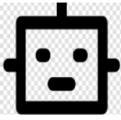





+ **WF** (written feedback/comment)

Primary School Feedback and Marking policy

Key Stage One

Symbol	Meaning
VF	Verbal feedback given to child during the lesson (live marking)
SP	Spelling error (the error itself should not be corrected but an opportunity given to use a dictionary or similar to correct the word). It is not necessary to highlight every spelling error - teachers should exercise their professional judgement
P	Punctuation error
SW (teacher/TA initials)	Supported work (written next to specific responses or sections of the work, or if the entire piece was supported, written next to the WALT)
1IHP	Individual house Point awarded

Visual codes will also be used by KS1 teachers as appropriate:

Capital letter	Full stop	Phonics	Finger space	Letter formation	Letters on the line	Adjectives	Conjunctions	Check work
						a d j		

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Key Stage Two

Symbol	Meaning
VF	Verbal feedback given to child (this should be written next to the question/section of work for which the feedback was given. If verbal feedback was given for the whole piece of work, then VF should be written next to the WALT)
SP	Spelling error (the error itself should not be corrected but an opportunity given to use a dictionary or similar to correct the word). It is not necessary to highlight every spelling error - teachers should exercise their professional judgement
P	Punctuation error
G	Grammatical error
C	Correction or completion to be carried out
SW (teacher/TA initials)	Supported work (written next to specific responses or sections of the work, or if the entire piece was supported, written next to the WALT)
SA	Self-assessment
PA	Peer-assessment
1IHP	Individual house Point awarded

Grading

At the end of each half term, grades for attainment will be shared with students and parents. They will be in the format of letters from A* to D:

A* – The child is working significantly above the expected level for their age

A – The child is working above the expected level for their age

B – the child is working at the expected level for their age

C – The child is working towards the expected level for their age

D – The child is working significantly below the expected level for their age

These grades will be given for the following subjects using the following criteria:

English – Three pieces of evidence will be used to assess the child

Maths – Two pieces of evidence will be used to assess the child

Science/Social Studies – One piece of evidence will be used to assess the child

The evidence used could be one or more of the following:

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- Books (Highlighted WALTs)
- Written piece of work
- End of unit assessment
- Spelling tests
- Arithmetic test
- Presentation

Monitoring and Review of the marking policy

Phase leaders will review the implementation of the marking policy collaboratively with their teams (in conjunction with the Head of Primary School) on a termly basis at a time to be agreed in advance on the school calendar.

This policy will be reviewed by members of the School Leadership Team on a yearly basis, or every time there is a change in the procedure.