



Oakfield Primary Marking and Feedback Policy



BROAD AIMS

At Oakfield Primary we aim to provide a safe and secure environment in which every child is able to learn confidently and happily. We aim to develop a culture of success and positive attitudes. We value all children's work and, in marking it, respect the effort the child has made to produce it. The manner in which we mark is based on the principles which underpin Assessment for Learning (AfL).

SPECIFIC OBJECTIVES

a) The ideal way to mark a piece of work is to do so with the child, allowing time for effective feedback. Discussion, advice and concerns about the work can all then be addressed with the child. Children will gain more from this immediate help than from a delayed comment. This is the best approach and should be used whenever possible. A special effort should be made to adopt this principle for children with SEND.

b) Marking should be a dialogue of communication between the child and the teacher which supports the teaching and learning process. Learning can only be improved when each pupil is given specific guidance on strengths and areas for development. Marking involves a comment, whether verbal or written, clearly explaining what the pupil needs to do to improve his or her own work.

c) Marking should be consistent and provide continuity. The criteria for marking must be understood between teacher and child. The expectations and the focus for each piece of work need to be clarified. Marking should be clear. Comments should refer to the learning objective and may also refer to the 4 Rs.

d) Children will be given time to reflect upon feedback and to act upon it accordingly. Each class teacher will have a system in place within their setting to ensure this occurs at an age appropriate level.

TEACHER MARKING AND ASSESSMENT OF WORK

The following symbols have been agreed and shared with all staff to be used consistently across the school.

- Work should be marked in a contrasting colour and refer to the learning objective and/or individual targets. At Oakfield we use 'growing green' to highlight for development and 'brilliant blue' for areas of strength.
- Comments should be appropriate to the child's level of understanding.

a) How the work was completed (in a circle)

P/I/G = Paired/Independent/Group

TA = Pupil worked in TA guided group

CT = Pupil worked in class teacher guided group/ discussed with CT

ST = Supply teacher

b) If the learning objective was achieved (in a circle)

R = LO not achieved



Y = LO nearly achieved/ pupil needs more support

G = LO achieved

Marking symbols – Writing


At Oakfield Primary we aim to create an environment where marking does not inhibit the child's desire to write

KS2 Symbols

Symbol	Meaning
	Circle missing capital letters and punctuation
.sp (and underline the word)	Incorrect spelling
.p	Missing punctuation
^	Missing word/sentence
//	New paragraph
✓✓	Shows appreciation of effective vocabulary or language skills
NAG	A nag (this should not be a next step)
	Talk bubble shows dialogue has occurred (relevant comment inside)

Grammatical errors – class teacher to comment on

KS1 Symbols

Symbol	Meaning
©	Missing capital letters – initially circle the letter itself and then train children to correct independently
Draw a finger	Denotes need for a finger space
^	Missing word
Clock (Y1)	Conjunctions
Chain (Y1)	Linking words/connectives
ADJ	Adjectives
Pencil	Presentation
Arrow pointing to a line	Stay on the line
Ear	Say and listen – write every sound/word you hear
Staircase	Next Steps
NAG	A nag (this should not be a next step)
	Shows dialogue has occurred and the topic of discussion

Marking symbols – Mathematics

- a) Correct answers should be marked with a tick
- b) Where there are several incorrect answers in a piece of work, teachers need to indicate to the child the need for discussion. It is demoralising for a child to have every answer marked incorrect
- c) The following symbols should be used to mark Mathematical work throughout the school:

EYFS/KS1

Symbol	Meaning
o	Circle error
? or . (dot)	Think again/discuss with teacher
Pencil	Presentation
123	Number formation
Staircase	Next Steps

KS2

Symbol	Meaning
o	Circle error
?	Think again/ discuss with teacher
✓	Correct
x	In correct - Use this with care!

KS1 progression in feedback and marking

- Traffic light system- In year 1 we initially use smiley faces progressing to traffic lights in year 2 in preparation for KS2.
- Both classes use success criteria grids with self assessment, teacher assessment and peer assessment. The symbol for self assessment is Oscar Owl and the symbol for peer assessment is Bertie Bee.
- Next steps are symbols for children to understand and are responded to where appropriate. In year 1, most of the work is marked with the child so next steps are verbal. These are written in green- growing green.
- The same symbols are used to show successes within the work written in blue- brilliant blue. Year 2 children begin to peer and self assess using these symbols.
- The target setting system used is 'coins' that the children can access independently. This system will begin to be implemented in the summer term for year R and continued through years 1 and 2. When a target is completed it is recorded in the 'treasure chest' in the back of the relevant book.
- Teachers mark work using 'growing green' to highlight development points and 'brilliant blue' for areas of strength

KS2 progression in feedback and marking

- Target boards are on display in all classrooms. This reflects 'key skills' success criteria and progression for a unit of work. These will be broken down into stages as appropriate to the teaching
- The use of 'key skills' statements are used when assessing 'hot and cold' tasks
- All classes to use 'TAC' (Targets Across the Curriculum) cards (see below)
- All classes use success criteria grids with self assessment, teacher assessment and peer assessment where relevant

- Teachers mark work using 'growing green' to highlight development points and 'brilliant blue' for areas of strength
- Pupils are involved in assessing both themselves and their peers and use the 'purple pen/ polishing pen' for this. Children to record who has 'edited' the work
- At Oakfield we expect to see an ongoing 'dialogue' of marking in books between teacher and pupil
- Teachers ensure that at a suitable time for their class, appropriate 'follow up/ next steps/ fix it' time is provided for marking and feedback. This may include time to fix a misconception or enable further consolidation, time for a pupil to 'prove' a new skill or extend pupils' learning.
- 'NAGS' are basic expectations we expect children to achieve consistently and should not be used as targets

Individual/ Group targets

These are designed to remind a pupil of their individual target and to check they have achieved this in a particular piece of work. Individual targets are identified by next steps marking criteria and targets.

TAC (Targets Across the Curriculum) cards (KS2)

All classes to use 'TAC' (Targets Across the Curriculum) cards. These MUST include:

- 1 X English target (not a NAG)
- 1 X Maths target (not A NAG)
- 1 X times table target
- These targets are achieved when they have been evidenced three times.

Spellings

In KS1, class teachers will use their professional judgement to correct spellings, focusing on pertinent key words for individual lessons.

In KS2, a dot is to be put in the margin, where a spelling error is made, the child will locate the spelling error themselves and correct it using appropriate classroom aids. E.g. dictionaries and word banks).

Allocation of house points

Write 1hp/ 2hp in a circle. House points are to be allocated for learning only. Please follow the behaviour policy to reward positive behaviour.

Presentation expectations

EYFS

- Writing in a variety of mediums including pencils, chalks, pens, crayons etc.
- All writing to use the lead out

KS1

- Writing in pencil
- All writing to be pre-cursive in year 1 ready to join in year 2
- Short date to be used in all pieces of work

KS2

- By the end of year 4 all writing will be cursive and in pen
- DUMTUM should be followed (Date, underline, miss a line, underline, miss a line)
- The date and title of each piece of work must start at the margin. The long date should be used in all subject areas apart from Maths where the short date can be used.

- All mistakes are to be corrected by using one clear straight line through unwanted text and lines should always be drawn with a ruler
- If the work is not completed to a satisfactory standard children will forfeit part of their break time, lunch time or golden time as most appropriate
- Allowances may be made for those children on IEPs if appropriate

PUPIL SELF ASSESSMENT OF WORK

It is important that all assessment should be purposeful and inform future learning. Pupils need to be trained in self-assessment so that they understand the main purposes of their learning and thereby grasp what they need to do to achieve. Children need to have a clear understanding about levels of work and know what action they need to take to improve their work and to progress to the next level.

Self-assessment techniques used at Oakfield include:

(1) Traffic light colour coding

Children will self assess their work using a 'traffic light' colour coding system to show how they feel they have achieved that lesson (red = I don't understand, yellow = I need some more practise, green = I understand). If the teacher agrees with the light they can simply code the work (as above) and award house points as required. NB. Traffic lights are red at the top and green at the bottom. This can be completed verbally in year R.

(2) Use of editing tools to proof read and edit any written work

These can include:

- Checklists
- Success criteria

(3) Response partners and self-evaluation sheets

Pupils can work effectively in mixed ability or same ability pairs. Response partners can be used in all subjects and in all stages of a lesson. They can discuss ideas, answers, explanations and predictions. They can verbally rehearse and improve their writing together. Response partners can read each other's written work and using editing mnemonics or success criteria, can assess their writing together and suggest further ways to improve it.

(4) Response mats

Pupils can assess their work at the end of the lesson by placing their work on a traffic light mat system

- Green = Confident they have met the learning objective
- Yellow = Believe they have partially met the learning objective
- Red = Do not feel they have achieved the learning objective

This can be completed verbally in year R.

(5) Red and Green cards

Children are confidently able to use red and green cards to assess their own progress. This enables the class teacher to gain immediate feedback and instigate appropriate next steps for teaching and learning.

(6) Simple marking of right or wrong answers (individually or in groups)

Pupils should be involved in marking their own work wherever possible. This immediately informs the pupil of those areas of the work they have understood and those aspects they still need to work on. This method of self-assessment is particularly effective in Maths, especially in Mental Maths, as it highlights which topics or concepts pupils are confident in and which they still find challenging.

(7) The Four R's – Resilient, Resourceful, Reciprocal and Reflective

Pupils are taught the characteristics of these 4 types of learners – how to be resilient, resourceful, reciprocal and reflective. In each classroom there is a display of the 4Rs and the children regularly assess which skills they have been using in different lessons and move their name card on the display to show which type of learner they are. KS1 have associated animal characters to help them remember the four R's: Tommy the Tortoise (resilient), Abby the Ant (resourceful), Bertie the Bee (reciprocal) and Oscar the Owl (reflective).

(8) Children's Independent Coding – PIG

<u>P</u>	Paired
<u>I</u>	Independent
<u>G</u>	Groups

For pupils to assess their level of independence during class work. They annotate their work next to their traffic light assessment to make teacher aware of how they completed each piece of work.

Reviewed: September 2016

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