



## **Oakfield Primary School Feedback and Marking Policy**

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Co-ordinator responsible for the policy  
in consultation with the staff and governors

Assessment leader

Reviewed

Every three years

Next Review Date

December 2020

## **Feedback and Marking needs to be Meaningful, Manageable and Motivational.**

“There is one rule for marking and feedback: if it’s not making a difference to learning, don’t do it.” (Mary Myatt, 2013)

### **Philosophy**

We believe feedback and marking are an integral part of the teaching, learning and assessment process and view it as a positive action, giving every child the right to proper guidance on how to improve and develop in all curriculum areas. Feedback and marking at Oakfield Primary School will focus on ensuring every child is valued as an individual, encouraged to achieve their own personal best and enable them to move forward in their learning.

### **Rationale**

The marking in our children’s books and written work is there to give additional **feedback** to them; to encourage them and steer their future work. Consequently, we should make our marking as helpful to the child as possible. It also helps us **track** their progress and make adjustments to our **teaching** as necessary.

We want our marking and feedback to be **predominantly positive** and a useful **communication tool** between pupil and teacher. Consequently, there are elements we will always have and some strategies we will use from time to time.

Finally,. we want our feedback and marking to allow time for our pupils to read, process, reflect and then act on what is needed. This means ensuring there is response time available either immediately the feedback has been given or at the next available opportunity.

### **Aims**

We believe that feedback and marking should provide constructive feedback to every child, enabling them to become reflective learners with a growth mindset and helping them close the gap between current and desired performance. We are also mindful of workload implication and recognise that feedback can take many forms.

Our policy is underpinned by the advice given by the DfES Independent Teacher Review Group (March 2016), “Effective marking is an essential part of the educational process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes, and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.”

Effective reviewing, feedback and marking should:

- be an integral part of the learning process so that short term planning is outcomes and assessment driven.
- celebrate, encourage and reward the child's effort and progress.
- provide clear feedback to the child about their strengths and development areas.
- provide a record of the child's progress.
- encourage the child to strive to improve.
- direct the child to what they need to do to improve their work.
- be a shared experience during which a relationship of trust between adult and pupil is fostered.
- be consistent within a positive framework and understood by all.
- provide opportunities for the children to reflect on their own learning and support others with this process.
- inform parents of their child's learning at parent's evenings etc.

In order for these aims to be achieved, marking and feedback may be provided by the teacher, another adult working with the child, another child in the class who has been trained in this process or the child themselves as an outcome of scaffolded reflection.

### **Marking guidelines**

- There will be a consistency of approach in marking across the school (see Appendix 1 and Appendix 3).
- It is recognised that the most useful feedback is given during the learning process and so "in the moment" marking, sometimes known as "pen in hand" marking will be undertaken as regularly as possible
- As far as possible, other marking will be undertaken daily or when a piece of work is completed.
- Teachers will use feedback from marking to inform future planning; this may be planning for a group or the whole class or, sometimes, a specific target for an individual.
- Marking will relate to the intended learning for that lesson or task, which has been shared with the children. (Incorrect spellings and grammar therefore may not always be corrected).
- Good presentation is expected of the child in their work. The adult should model good quality handwriting and layout in their responses.
- Marking will celebrate success whenever possible in order to raise self esteem and encourage all children to work to achieve the learning intentions.
- Throughout the school children should be given guidance and there is an expectation that they will evaluate their own and others' work.
- The children will be encouraged to self-assess their learning by using a range of strategies such as traffic lights, highlighters, speech bubbles and written reflections.

- Early skills work should be marked with the child present as regularly as possible; for younger children this is particularly important due to their more limited reading skills.
- There is no necessity to always rewrite developmental writing; key features such as basic punctuation and spelling should be annotated appropriately in conjunction with lesson objectives and the child's targets.
- In those areas where marking cannot be undertaken in the conventional way teachers should create opportunities for evaluation to take place, through performance, display or sharing time. By doing this we are demonstrating that achievement is recognised in ways other than marks on paper.
- There will be occasions when it is not appropriate to provide written marking e.g. sketch books, handwriting books.
- All homework that has been handed in within the expected timeframe must be marked before the next homework is sent home. If homework is handed in late, it should be marked with the next set of homework.

### **Response to Marking**

All work will be reviewed daily. It may not be appropriate to mark work in depth. This may be because the next steps will be picked up for an individual, group or the whole class in a future lesson. It may be that the teacher has had a conversation with the child which it is not helpful to capture in writing.

In depth marking with developmental feedback will be undertaken regularly for every child in English and mathematics, usually at least once a week. It may be necessary for this to happen more often depending upon the needs of the individual or the way in which the learning journey is being developed. Each teacher uses their professional judgement to decide what is appropriate for their class and for the particular learning which is being undertaken.

In depth marking will take time. There also has to be time given to children to respond to the prompts in order to make improvements as soon as possible after the work has been produced. As a rule of thumb allow about 10 minutes for the children to respond to "in depth" marking. This could be within a lesson if marking is done with the child or at the start of the next lesson if marking has happened away from the child. Children should be encouraged to refer to the teacher's comment or development point within the current piece of work or to undertake a short task to embed or develop understanding.

A child's book should reflect the learning journey through the marking. If a child was set a challenge or an expectation through some marking, this should be referred to or acknowledged again in future marking as to whether the child has now adapted their work in the light of that marking or if further practice is still required.

## **Success Criteria**

We know our policy is working if children's work is improving and children make at least expected progress and:

- there is evidence that children's work is regularly reviewed.
- teachers respond frequently and appropriately to the children's work.
- Feedback and comments in books or on work (when sampled by coordinators) fulfil statements within the policy.
- after marking children's work, teachers use the outcomes to inform their future planning.
- younger children realise that teachers are evaluating their work.
- children acknowledge developmental points set for them and work towards achieving them.
- children read teachers' comments and act on them.
- teacher's short term planning indicates that assessments from marking have been taken into account.

This policy will be reviewed every three years.

## **Consistency of approach**

A consistent approach will be used and understood by all:

- Learning Objectives and Success Criteria (which are created by the children whenever possible) for each lesson will generally be displayed and explained to the pupils. There may be lessons where a teacher has decided not to share these at the start of the lesson in order to engage and focus the children or to challenge the children to be more independent in their learning
- Marking will be linked to the learning expectations for the lesson or series of lessons.
- Where “in depth” marking is carried out, teachers need to say where the work is successful and how the child can further improve their work. Comments should be meaningful and refer to success in using advice given in previous feedback if appropriate. Pupils need to know that this will be checked.
- Appropriate comments or prompt questions will be written clearly in language that is child friendly. Non-readers will have comments read to them.
- All children will be encouraged to identify and correct their own errors – *for example establish a post-task checking/ editing routine for spellings, punctuation etc.*
- Children will be encouraged to self-evaluate their own work regularly on a written or practical basis *for example highlighting, traffic light cards, thumbs up/down/sideways, finger on nose, chin, a grid to complete against set criteria etc.*
- Children will be given time to read any comments written when they were not present and respond to these.
- All adults will demonstrate the best example of handwriting when writing in the children’s books and this must always be in the agreed school cursive style. Adults should be sensitive to the purpose of the work and a pupil’s self esteem.

## **Guidelines:**

Assessment and marking happens most regularly in English and mathematics work. Other curriculum areas, where there is a quantity of written work, may also require written marking. In other curriculum areas it may be more appropriate for work just to be dated and initialled by the teacher or assistant. Verbal feedback is the most appropriate form of feedback for more practical lessons such as music, PE and art. Usually feedback should relate to the knowledge, skills and understanding in the curriculum area being taught unless the lesson is being used as an opportunity to apply skills from another curriculum area.

All staff will mark according to this policy. If adults other than the class teacher are marking work, it remains the responsibility of the class teacher to ensure that it is undertaken in line with this policy.

## **Spelling corrections:**

- Key stage 1 will begin to correct High Frequency Words as appropriate to the child
- Key stage 2 will be expected to spell the common exception words correctly and then others as identified by the teacher. It is not necessary to correct every spelling in a piece of work. If a spelling is to be corrected the child write 3 times at the bottom of the piece of work to acknowledge marking.

## **Marking codes:**

If there is no code on the work, it is assumed that the work was completed independently with the universal input, scaffolding etc. which was provided for the whole class

V Verbal feedback given e.g. there has been a conversation between an adult and a child within the lesson

S Supported – this may be guided work in a group or by an additional adult. If very specific support has been provided, a comment will be added to clarify what this was e.g. read aloud by an adult, scribed by an adult, used specific resources.



A single word may be written in a cloud to indicate that the child needs to think about this element from that point forward or in the next piece of work if it is at the bottom of the work *e.g. adjectives, paragraphs, accuracy*

***Marking codes will be displayed in the classroom.***

## **Consistencies**

In mathematics, correct calculations will be marked with a tick and inaccurate calculations will be indicated with a dot (.) to allow the child to return and make corrections.

In written work, a teacher may draw attention to part of the work by underlining or highlighting.

If a child is editing, marking their own work or correcting work in response to marking, a purple pen will be used.

NB- If a child is continually making the same mistakes; these are to become individual targets. Different strategies will be used to help children with their targets. We will be able to see a learning journey.

## Providing written feedback

- During the lesson, the pupil must always be aware of the learning intention for the lesson, even if it has not been appropriate for this to be shared at the start of the lesson; this should be recorded on the written work.
- The pupil must know what "success" will look like within the lesson or series of lessons in order that they can identify that success
- In "in depth" marking, strengths must be directly linked to these "success criteria" therefore indicating to the child the areas where they have made progress. For the development area use prompts to help the pupil develop their writing or numeracy
- There are 3 types of prompts

Reminders

Scaffold

Examples

- Within each prompt there are categories
  - Justify/ prove it
  - Adding
  - Change something
  - How did you/they feel?
  - Tell us more what happens next
- Different prompts suit different abilities
  - Reminders suit more able
  - Examples with the least able

- **Reminder Prompts**

This type of prompt can redirect the child's attention to the learning expectation

E.g. *Write a character description of James*  
*Say more about the fire*  
*Explain this for me*

- **Scaffold Prompts**

This type of prompt focuses the child's attention on specifics or delves using two or more questions but don't use too many!

E.g. *She saw a lion she smelt its breath*  
What did the snake's breath smell of?  
*The snake's breath smelt of rotten eggs*

A sentence with missing words can be used  
*A ball goes up, it always comes ....*

A specific focusing question  
*What's the giant going to do?*



*You say the witch has peach skin .....How could we make that more interesting?*

Open ended question

*Anything else?*

*How could you end your story?*

▪ **Example prompts**

This is where the teacher gives examples and the child selects

E.g. *Then the umbrella started to drop it lower and lower.* Describe what you are seeing as you drop lower and lower.

Cars like toys

Houses looking like dolls houses

People looking like ants

*I saw cars looking like toys*

*I went on a boat trip*

What did you see on the boat trip? Fish? Birds? People?

*Mr Grumpy's friends make a mess when they came to dinner*

What mess did they make? Tick one of these

They kept throwing food onto the floor

They talked with their mouths full

They ran around the room

**Examples of comments:**

Teacher's comments must be positive, constructive and reflect the learning objective.

**English**

- "Well done, you are now regularly writing with capital letters and full stops; now try and use some commas in your sentences."

**Mathematics**

- You are now able to use a number line to add two single digit numbers, you should now be thinking about adding a single digit number to a two digit number, still using the number line. Which number will you start on?

## Appendix 3

### **Non negotiables**

#### *Mathematics*

- Each piece of work will be dated and indicate the learning expectations.
- Correct calculations will be marked with a tick (✓)
- Mistakes should be identified with a dot (.). Crosses will not be used.
- Reversed digits and number mistakes will be corrected when appropriate.

#### *Writing*

- Each piece of work will be dated and titled with the learning expectation for the lesson or series of lessons
- Spelling will be corrected when linked to the learning objective or if it is a high frequency word or one which the child should know.

#### *Presentation*

- Pencil will always be used for all mathematics work.
- Pencil will be used by until the child has received a pen award for their handwriting and presentation
- Teacher will use only the books assigned to each subject:

#### *Expectations of pupils*

- If the teacher has requested a response of the marking or set a task for the child, it will be undertaken at the next opportunity
- If a child is correcting or editing work or self-marking, a purple pen will be used

#### *Expectations of teachers*

- Teachers should mark in a colour which does not detract from and yet is distinguishable from, the child's work.
- Successes may be highlighted or underlined
- Teachers may then want to highlight or underline a section of work which is directly linked to their comments or to a specific success criteria.
- Teacher's writing must always be legible and in the school's style of cursive script.
- Teacher's comments must be written in a space that is large enough to be clear.