

Oak CE (VC)Primary School



Marking and Feedback Policy 2023-24

Review date: September 2024

Head Teacher signed:

Date:

Chair of Governors signed:

Date:

Aims

We will ensure that feedback is given:


- To monitor, evaluate and review pupils' current understanding in order to identify next steps for progress, improvement and development
- To ensure a consistent approach to marking and feedback throughout school
- To give children clear feedback which allows them to take responsibility for their own learning
- To empower children to independently evaluate their own work, thus supporting progress
- To help pupils take pride in their learning to promote a positive self-image
- To enable teachers to make accurate judgements over time
- To ensure that feedback is "meaningful, manageable and motivating" (Ofsted, 2016)
- To ensure that marking and feedback does not create unnecessary workload for school staff, thereby supporting staff wellbeing
- To enable teachers to plan opportunities to address or develop pupils' strengths and needs in each subject

Effective feedback should:

- Be specific, actionable and clear and given in a timely fashion
- Focus on the pupil and extending their learning rather than the piece of work
- Enhance the curriculum and inform the subsequent sequence of lessons
- Be supportive and encouraging, guiding the learner to independently correct or improve their work

Feedback in practice:


<u>Type of feedback</u>	<u>Examples in practice</u>	Where will the evidence of this type of feedback be found?	
Immediate intervention (Verbal Feedback)	This takes place during the lesson and is given directly at the point of learning. It is often verbal and can be on an individual, group or whole class basis. Feedback is gathered from careful questioning, children's discussion and work in books and can provide support, further challenge or redirect the focus of the teaching.	Senior leaders will observe verbal feedback being used during lesson observations. Pupil books will show progress throughout a lesson. For example, a pupil may have some incorrect answers, but then go on to correct these or answer similar questions correctly. The VF symbol may be evident in pupil books.	Misconceptions are quickly identified and addressed so that they do not become embedded. Pupils are engaged throughout a lesson as they are completing appropriately challenging work and receiving the support they need to make progress.
Session summary	This usually takes place at the end of the lesson and is delivered verbally to a whole group or class, sometimes after self or peer-assessment. It gives the teacher a	Lesson observations will show teachers giving this feedback to pupils. Pupil books will show evidence of editing and correcting.	Pupils receive immediate praise and misconceptions are addressed promptly. Pupils will be able to edit and improve their work

	chance to ascertain understanding of what has been learnt and address common misconceptions in a timely fashion, before they are embedded.		developing independence in correcting and editing their work.
Whole Class Feedback	This is based on an overview of recent work, with the teacher noting general strengths and weaknesses. These reflections will be discussed with the class – along with examples of work that will be used as models of excellence. Pupils will use this feedback to make immediate improvements in green pen . Teachers may use a form such as the one found in Appendix 2 to gather this whole class feedback. This may then be copied and shared with pupils. This strategy may be particularly effective in extended writing or maths.	Records of teachers' whole class feedback sheets. Lesson observations will show teachers giving this feedback to pupils. Pupil books will show evidence of editing and correcting.	Teachers will not spend unnecessary time writing comments in books and will instead be able to plan activities to address the general needs in pupils' work. Pupils will receive useful feedback on their work and be able to make immediate improvements, whilst developing their own independence in editing or correcting their work.
Positive Praise	Teachers may use stamps, pink highlighter or positive comments marked with a ★ to tell children that they have done well with their work. Pupils will have a feeling of pride in their work.	Books will show evidence of positive comments, phrases or vocabulary highlighted in pink or stamps where appropriate. Pupil voice will demonstrate that pupils feel proud of their work and can explain why and when their teachers were proud of them.	They will know that their teachers recognise when they have tried particularly hard, or achieved well in their work.
Next Step Marking	Teachers use the symbol  to set a next step task for a pupil. This may provide an opportunity for pupils to redraft or re-do a previous task, rehearse or repeat aspects of a task to build confidence or fluency, or to make corrections in green pen where a common error has been made throughout a piece of work. The area for improvement may be highlighted in green . Next steps tasks will usually be completed before or at the start of the next lesson in that subject. If the same next step task is necessary for a group of pupils, then whole class feedback may be a more efficient way to provide this feedback. Time should be given for children to action this and it will usually involve a response from them. This can be done through a written comment in books, a	Pupil books will show evidence of appropriate next step tasks being set and completed by pupils.	Pupils will take an active role in reviewing and improving their work. By receiving personalised feedback on their work, pupils are able to set themselves more meaningful targets. Pupils will know that teachers' expectations of them are high.

	provided resource or scaffold or a discussion.		
Feed forward planning	Following a review of pupil's work, teachers plan a future lesson to build on strengths and address gaps or misconceptions. This is similar to whole class feedback but may not involve pupils reviewing or editing previous work.	Work in books will show that lesson sequences have been altered or developed to address pupils' needs or offer greater challenge. This may also be visible on weekly plans. Conversations between members of staff will also provide evidence of feedforward planning.	Lessons will be more purposeful and specific to pupils' needs, offering appropriate challenge and support to all pupils.
Correctional marking	Teachers use symbols to indicate specifically where pupils should make corrections to their work. See Appendix A for a full list of symbols used. Children's finished versions of work display a high level of accuracy. In English, this may be in terms of punctuation or spelling. Over time, pupils will begin to make these corrections without being prompted by the teacher. Teachers use symbols to indicate specifically where pupils should make corrections to their work. See Appendix A for a full list of symbols used.	Where correctional marking has been used, there is evidence of children using green pen to make these corrections.	Children's finished versions of work display a high level of accuracy. In English, this may be in terms of punctuation or spelling. Over time, pupils will begin to make these corrections without being prompted by the teacher.
Self-assessment	Pupils mark or evaluate their own work in green pen . This may include correctional marking (see above) or writing comments indicating what they feel they have done well and what they would wish to improve.	Pupil books will show evidence of self-assessment in green pen . This may be tick marking or comments.	Pupils leave lessons with a clear understanding of how well they have met their learning goals. The instant feedback they receive from marking their own work allows them to set their own targets for future lessons.
Peer assessmet	Pupils mark or evaluate their peers' work in purple pen . This may include correctional marking (see above) or writing comments indicating what has been done well and what can be improved. xPupils will have the opportunity to look in depth at other pupils' work and this may offer them motivation or inspiration for their own work. Pupils will have a greater understanding of the learning objectives and success criteria by evaluation others' work. Pupils will be able to share their strengths in order to improve the work of all.	Pupil books will show evidence of peer assessment in purple pen . This may be tick marking or comments.	Pupils will have the opportunity to look in depth at other pupils' work and this may offer them motivation or inspiration for their own work. Pupils will have a greater understanding of the learning objectives and success criteria by evaluation others' work. Pupils will be able to share their strengths in order to improve the work of all.
Summative assessment	Summative assessments usually take place at the end of a unit or sequence of learning. They provide the teacher with a clear	Accurate judgements of children's development will be made and verified through moderation by SLT.	Lessons will be more purposeful and specific to pupils' needs, offering

	picture from which to assign a level.	Teachers planning demonstrates accurately planned activities that meet the needs of all learners.	appropriate challenge and support to all pupils.
--	---------------------------------------	---	--

Feedback principles


- Feedback should be given to children as quickly as possible and time should be allocated for them to respond.
- All written feedback in books is to be carried out by school staff in **blue pen**.
- A ★ symbol should be used to provide a positive comment and the  symbol signifies a developmental comment.
- To identify an area of success within learning, a pink highlighter should be used. (Tickled pink)
- Children should self mark and correct their work in **green pen**. Peer assessment should be done in **purple pen**.
- To identify an area to correct, improve or extend, a green highlighter can be used for one area of development within a piece of work. (Green for growth)
- Marking should follow the marking codes and these should be clearly accessible for all children in the learning environment. (see Appendix 1)
- Feedback within a single piece of work should be relevant to the specific lesson objectives and the stage of development of the child.
- Marking in children's books must be at an appropriate level so that children can understand any written feedback. If children's reading ability means that they would be unable to understand teachers' comments, then other strategies for feedback are more appropriate.
- When marking work, teachers must model high expectations of presentation and writing must be in line with the school's handwriting policy. High standards of handwriting and presentation should be expected in children's responses to feedback.
- Whilst there is no expectation for teachers to provide written feedback for every piece of work, it is expected that all work is reviewed before the next lesson in that subject and that an appropriate form of feedback is used to communicate this with children.
- HLTA's and supply teachers please indicate which initials or supply when marking children's work.

Inclusion

We recognise that every child is unique, and we ensure that all our children can learn and make progress in a way that suits them best. The intention of this policy is to create a flexible approach to marking and feedback, where teachers may choose the most appropriate strategy for each child. There may therefore be a variation in approach across different year groups, or within a class or year group. When carrying out any monitoring activities, senior leaders will consider whether the most appropriate feedback strategy has been used for each child and circumstance.

Appendix 1 – Marking codes



Feedback code	Area to edit
P (CL, ! ? “)	Missing or incorrect punctuation
sp	Incorrect spelling
^	Missing word
Wavy underline	Doesn't make sense
VF	Verbal feedback given
s	Support given
I	Independent work
★	Positive comment
	Area to develop

English Whole Class Feedback



Class:

Genre:

Spellings			Grammar
<u>Talk to class teacher:</u>			<u>Class shout-outs!</u>
Vocabulary			Punctuation:

Maths Whole Class Feedback



Class:

Genre:

Groupings for next lesson			Misconceptions
<u>Talk to class teacher:</u>			<u>Class shout-outs!</u>
Questions to review			Future learning: