

# Oakhurst Community First and Nursery School



## Marking & Feedback Policy

Date of Policy –September 2021



## Introduction

At Oakhurst Community First School we consider that all children's work is valuable and should be treated with respect. Marking is undertaken to support and encourage the child in their efforts so that continuous progress is maintained. Embedded in our marking policy are three principles of effective marking, ensuring that all marking and feedback is:

- Meaningful
- Manageable
- Motivating

## Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback. Effective marking and feedback is integral to good teaching and learning processes.

Effective marking aims to:

- reward and encourage effort and progress
- give children feedback about strengths and areas for growth in their work
- identify where further understanding can be explored, to deepen learning and further extend higher order thinking
- identify individual children and groups who need specific intervention
- provide a record of progress
- help other adults and parents to understand strengths and areas for growth
- inform future planning

## Processes

- Verbal feedback and effective questioning enables teachers to clarify or refocus tasks, or address misconceptions
- Marking should serve the purpose of advancing pupil progress and outcomes
- Teacher's feedback and marking should clearly identify the next steps in the child's learning
- Children's achievements are celebrated in order to motivate and encourage
- Time is built into lessons in order for children to read marking and to respond to it
- Marking should be proportionate to the task and age group of children.
- Feedback can take the form of spoken or written feedback, peer marking and self assessment
- Work is marked promptly (ideally within the lesson) so that the child is aware that the outcome of every task is considered to be important

## Procedures

The Marking Code is to be followed in all cases (see Appendix):

- All marking is carried out in a clear legible handwriting style, aligned to the school handwriting script
- Emphasis is placed on clear and specific feedback, ideally in the same lesson, for the children to be able to correct instantly.
- When identifying specific success, all marking is carried out in **pink**.
- When identifying a specific area for improvement or growth, all marking is carried out in **green**.
- Any neutral comments are to be written in **blue or black**
- In English, all work should be marked by highlighting or ticking the 'must, should, could' success criteria in **Pink** or **Green** (**pink dash** may also be used to convey where a child has started to show elements of a certain skill but may not have fully demonstrated it yet).
- When feedback comments are used they should be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils
- Pupils are taught to self reflect and are trained to mark their own work frequently.

- Children are to mark by ticking using **pink** and editing their work using **green**. Children should be given time during an allocated time slot to do corrections and time should be allocated to teach self reflection. Where children have self marked, adult marking is not also needed.
- When marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies to support their development. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given
- Children are trained to peer mark, in order to accelerate and deepen their learning. After identifying one positive aspect and one area of improvement in the work, the peer assessor's initials must also be written.
- In Maths, marking should be undertaken to evaluate understanding of the whole concept and process, therefore there is no expectation that every sum or all workings out are individually marked. Pupils should be asked to respond to green marking but not expected to redo all incorrect sums. Teachers are expected to use marking to inform their planning, interventions and support.
- All work is assumed to be independent unless stated otherwise. Teachers and TA's to initial 'A' when they have worked with or supported a child with their work. A—I may be used to signal where a child has initially needed adult support but was then able to work independently.
- In topic work, If the pupils has achieved the learning objective then a tick should be placed by the 'Learning Question' or if it hasn't been achieved then a dot should be placed next to it.

## Early Years

In Early Years, pupil progress and development will be monitored and assessed through observational assessments, marking of written work and through discussion with parents and carers. Any verbal feedback and discussion is to be recorded and noted down. This will be recorded on Tapestry, and as the Foundation year progresses, directly onto recorded work as appropriate.

## Roles of other adults supporting

**Job Shares** Each teacher should initial every piece of work that they have marked.

**Teaching Assistants** should mark the work of the groups of pupils with whom they have been working. When this is the case they will follow school marking and feedback guidelines, including the school's Marking Code. Along with their pink and green marking support staff will indicate if the work had adult support, and will initial any marking comments.

**Supply Teachers** who carry out work in the school are expected to mark all work in accordance with this policy. This policy will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival to the school. Supply teachers are also expected to initial the work following their marking comments.

## SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect individual needs and abilities. This may involve reading comments with the child, and include recording their verbal feedback or supporting them in making a written response.

## Monitoring and Evaluation

Monitoring of the policy will be done through work led by the Headteacher and Senior Leadership Team as appropriate. The impact of marking and feedback in both Maths and English will take place as part of lesson observations, subject monitoring and moderation. This will be triangulated with progress data and pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

## Roles and Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the Marking Code is consistently adhered to across the school.

Each Subject Leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure this policy is appropriately adapted and implemented for SEND children.

It is the responsibility of the SLT to liaise with the Subject Leaders and to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact upon progress. It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

## Equality Statement

The primary purpose of the school is to ensure the provision of a high quality education for all learners, irrespective of gender, ethnicity, social and economic background and circumstances, sexual orientation, physical or intellectual capability, nationality, religion or belief, age or chosen lifestyle. This policy has been reviewed in line with the School's Equality Policy.

*This policy was written by Mrs R Monaghan*

*This policy was agreed by the Governing Body on*

*It will be reviewed in September 2021*



## Marking Code



### Perfect Pink

Successful work will be marked in pink



### Growing Green

Improvements are marked in green

## Common content prompts



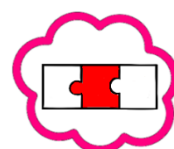
Finger space



Full stop



Capital letter



conjunction



Fred Talk



Spelling



Handwriting



Adjectives



new paragraph



word or punctuation omitted



practise a spelling 3 times



Next Steps linked to Steps to Success

## Assessment prompts

LC	Learning challenge
I	Independent work
A	Adult assisted work
A – I	Initially adult supported but then independent
VF	Verbal feedback given
S	Self assessed
P	Peer assessed
KA	Initials of Teaching Assistant/adult other than the class teacher

**\*\***

**EYFS**

**R**

**W**

**M**

**KS1**

**R**

**W**

**M**