



# Oakhurst Community First and Nursery School

## Marking & Feedback Policy 2016

### **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.

### **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 weaknesses 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 help
- provide a record of progress
- address incomplete work and presentation issues
- help other adults and parents to understand strengths and weaknesses
- inform future planning

### **Processes**

- Verbal feedback and effective questioning enables teachers to clarify or refocus tasks, or address misconceptions
- Marking acknowledges and recognises attainment and/or progress linked to Learning Challenges
- Teacher's comments 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
- Work is marked promptly so that the child is aware that the outcome of every task is considered to be important
- Teachers follow the agreed approach in each subject and use these strategies for their particular year group

## **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
- 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**. **Green** corrections can be done by both the teacher and child. Children should be given time during an allocated time slot to do corrections e.g. at the beginning of each lesson.
- Neutral teacher comments are to be written in **blue**
- There should be evidence of marking in all learning
- Feedback comments are constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils
- When developmentally 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 self-mark, ticking using **pink** and editing their work using **green**.
- Key Stage 2 children are also encouraged to traffic light their Mathematics work next to the Learning Challenges in both English and Maths: Green denotes 'I understand'; Amber, 'I can do this but need more practice/help to feel confident' and Red indicates 'I am finding this difficult'
- **In English only** 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 name must also be written.
- No peer marking is needed in Maths.
- In Maths in Key Stage One the work will be marked mostly by the teacher and only occasionally self-marked. In Key Stage Two the child should frequently mark their own work as well as by the teacher.
- No work should go unmarked, all work should have at least a tick.

## **Early Years**

In Early Years, developmental marking processes may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupil's 'All About Me' books, 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. At the end of their comments, EY and Y1 staff will indicate whether this work was independent or if it had adult support, and will initial their marking. Y2, 3 & 4 staff will indicate if the work had adult support, and will initial their marking.

**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 Assessment Leader and a designated school governor will carry out work scrutiny every term, evaluating how feedback and marking impact on pupil's outcomes.

The impact of developmental marking 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 Assessment Leader 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 K Amabile, Deputy Headteacher  
This policy was agreed by the Governing Body on 13.01.16*

*Reviewed January 2017  
Reviewed December 2017  
Next review date December 2019*

# Oakhurst Community First and Nursery School Marking Code

## Content prompts



finger space needed



correct

**CL**

capital letter needed

**NC**

not capital letters

**FS**

full stop needed

**word underlined** spelling mistake

**SP**

practise a spelling 3 times

**//**

new paragraph needed

**^**

word or punctuation omitted



Next steps lined to success

## Assessment prompts

**LC**

Learning Challenge



Independent work



Adult assisted work



Verbal feedback given



Self marked



Peer marked

**KA**

Initials of Teaching Assistant/adult other than the class teacher