



Oakhill Church School

Marking and Feedback Policy

To be read in conjunction with the Assessment, Reporting and Recording Policy

Introduction

At Oakhill Church School we believe that high quality feedback and marking is at the heart of effective teaching and learning. Marking and feedback always focuses on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. We strive to promote a learning culture where children have the resilience to learn from their mistakes and understand how they can improve their work in order that they can progress.

Aims

Marking and feedback should:

- relate to learning intentions which need to be shared with children;
- give recognition and appropriate praise for achievement;
- be manageable for teachers;
- be understood by the child;
- involve all adults working with children in the classroom;
- explain how work could be improved further;
- give children opportunities to become aware of and reflect in their learning needs;
- gauge their understanding, and identify any misconceptions;
- promote self-assessment wherever possible;
- allow specific time for children to read, reflect and respond to marking;
- involve children in the process of verbal or written feedback;
- take an ipsative approach (where feedback is based on pupil's previous attainment);
- inform future lesson planning.

Feedback

We value the place of high quality verbal feedback alongside written marking throughout the school. We endeavour to plan lessons that allow the time for verbal feedback to be given to individuals, groups of children and to the whole class. In particular, we recognise that the younger the child, the more important it is that the feedback is verbal and immediate.

Teachers use high quality questioning to find out what children know and understand and when they have misconceptions. They will use language such as:

- Tell me more
- Tell me what you have done
- What do you mean by...? (key question, even if the teacher thinks they know what they mean)
- Why do you think...?

- Give me an example of what you mean by...
- Can you develop on that?
- So how is this one better than that one?
- How could you change this to make it clearer?

The date and context (learning intention) should be indicated on each piece of children's work. From the end of year 2 onwards, we encourage the children to do this themselves. This helps then to understand the context for their learning and is a valuable part of the learning process.

Marking

Marking is most meaningful when it takes place during or immediately after the lesson or within the next day. This is particularly important when the plan for the following lesson is dependent on the previous lesson. Children should be given time to read and respond to written feedback when it has taken place after the lesson.

The 'star and a wish' marking system for *quality marking* is used consistently across the school using green and pink ink. A green star and comment indicates areas of success. Green ticks and underlining are also used to indicate specific parts of written work that meet the learning intention or success criteria. When the learning intention has been met, the LI may be underlined. When it is partially met it may be indicated with a dashed line.

Pink moons and comments are used to indicate areas for improvements or targets for future learning. Written marking is always appropriate to the age of the children, should involve the children wherever possible and it is written primarily for a pupil audience to enable learning to progress. In addition to the green and pink coding we also use editing codes as shorthand for comments.

See appendix for the codes used.

Not every piece of work will be *quality marked*. Teachers decide whether work is simply acknowledged or given detailed attention. All work, including homework is responded to. On occasion, other forms of response may be used. This could be digital (for homework), a stamp or class review.

Self assessment

Self-assessment is a valuable marking strategy that we use throughout the school. Younger children use a variety of strategies such as thumbs-up, fist-to-five and smiley faces to indicate how well they feel they have achieved the learning intention. As the children progress through the school, they will assess their own learning against the written learning intention and success criteria. We routinely expect the older children to give written feedback to their teacher at the end of the lesson.

Peer marking

Peer marking and editing give the children an opportunity to discuss their learning, spot their mistakes and offer and receive feedback and explanations to and from their peers. This is a valuable part of the learning process, therefore we give time to model to the children how to mark and edit their work effectively. Children use '*purple polishing pens*' to edit their writing when working with a partner to make improvements.

Bridge the gap

Children are regularly given the opportunity to read and respond to written feedback and marking. It is therefore vital that marking is understood by younger children and less confident readers by the appropriate use of the colour codes and marking symbols. At least once a week, children from year 2 onwards should be given the opportunity to correct and improve their work based on the teacher's marking. This could involve re-writing a few sentences or a paragraph of writing or checking and correcting calculations in Maths or spellings.

Spelling

In key stage two, incorrect spellings are recognised by a **sp** in the margin. A maximum of 3-5 spellings are identified in any given piece of work. In key stage two, the correct spelling will not be written in by the teacher or underlined. Children are given an opportunity to spot their mistakes and correct them using a dictionary or a common exception word bank. In key stage one, when appropriate, incorrect spellings are underlined, marked with the code **sp** and correct spellings are written in the margin. Children will be given an opportunity to practise these when they respond to marking.

Monitoring and review

Staff are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. Therefore this policy will be reviewed in two years, or earlier if necessary.

Ratified by Governors:

Review: August 2018

How does my teacher mark my work?

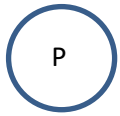
Green pen - this shows me where I have been especially successful in my work.

Pink pen - this shows an area that can be improved or a target for future learning.

My teacher might use these codes:



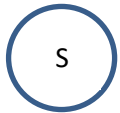
= spelling error



= punctuation error



= verb tense error



= supported work



= independent work



= verbal feedback given



= new paragraph needed