OAK HILL CE PRIMARY SCHOOL

Marking and Feedback Policy

'In love, we learn, grow and flourish'

Let all that you do be done in love.

1 Corinthians 16:14

At Oak Hill C of E Primary School we recognise the importance of timely and purposeful feedback as part of the teaching and learning cycle. According to the Education Endowment Fountain Toolkit, feedback is categorised as the most effective strategy for improving learning in the classroom. It can have 'high effects on learning' when implemented correctly. It is our aim to help our pupils to achieve their full potential by giving them information, which will help to move their learning forward.

By adopting a uniform whole school approach to marking and feedback; assessment, monitoring and moderation can be carried out by any teacher on any pupil; consistency will be easily seen as well as progression throughout the school. Which will allow all children to learn, grow and flourish.

The DfE's Marking Policy Review Group states that effective marking should be **meaningful, manageable and motivating.**

What is Feedback?

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

The Education Endowment Foundation Toolkit

Principles

Marking and feedback should:

- Relate to learning objectives which need to be shared with the pupils
- Give pupils opportunities to become aware of and reflect on their learning needs
- Be manageable for teachers
- Involve all adults working with our pupils

- Give recognition and appropriate praise for achievement
- Respond to individual needs, marking face-to-face when time allows especially within a focused teaching group
- Inform future planning and individual target setting
- Be accessible to pupils
- Be consistent throughout the school
- Ultimately be seen by pupils as a way to improve their learning
- Be used to inform teachers' judgements concerning children's progress and to inform teacher records and reports.

We are mindful of the workload implications of written feedback and of the research surrounding effective feedback.

Feedback in practice

Type	What it may look like
Immediate Live marking	- individual/small group verbal feedback (from teacher and TA) - whole class verbal feedback (may re-direct the focus or teaching of a task, provide support or challenge, swiftly address misconceptions) - teacher gathering feedback from children (mini white boards, talk partners, book work, children's responses, etc.) - highlighting, ticking or annotating children's work during the lesson (live marking)
Summary	- usually happens at the end of the lesson - group or whole class evaluation/summary of the learning - self-assessment - peer-assessment - it may guide a teacher's future plans and indicate what needs to be learnt next
Review	- takes place away from the point of teaching - involves written comments/annotations/highlighting the child's work - leads to adaption of future lessons through planning and grouping - may lead to targets being set for pupils

Our focus on feedback whilst working

We recognise that the most effective form of marking and feedback is carried out alongside the child whilst they are working. This allows praise to be given at the point of success and guidance for progress to be given whilst working.

Where it is possible, verbal and written feedback is given to the children whilst they are working. Live marking, this allows them to make progress during lessons ensure misconceptions are addressed straight away and provides children with reassurance and confidence when working independently.

The more time that passes between the children completing their work and them receiving feedback the less impact it will have. We always endeavour to give the children feedback as soon as possible.

High quality marking and feedback

All marking and feedback should emphasis success against the learning objective. This should praise efforts towards progress and offer guidance to fully attain the objective or to explore it at greater depth.

The learning objective will be evident on the work. We use Learning Objectives (LO) headers to show our intended learning.

To effectively assess the children's work we need to collect evidence of what they can do independently. Teachers and teaching assistants indicate in books what work has been supported and what is independent.

Success against the learning objective

Children should always know whether they have achieved success against the learning objective. Both the pupils and teachers should indicate on every Learning Objective how successful they believe they have been. This is shown using the faces on the headers.

Wobbly face - I found this tricky and would like some help with it next lesson.
Straight face - I did ok but would like some more practice to feel more confident.
Smiley face - I am confident that I know and understand this objective.

Teachers then annotate their face on the header to indicate how well the child has achieved. Teachers will follow up with children who have marked the unhappy face when it is not in line with the teacher's judgement.

Peer and self marking

Peer marking and self-marking are both great ways of involving the children in their own learning and help them to gain a greater appreciation of their learning objectives and success criteria.
Peer and self-marking should be focused on the learning objective and success criteria. Depending upon the year group and the work completed it may take different forms but should be used regularly with support from teachers to be effective.
Purple Biros, "Purple Polishing Pens", are used for all self and peer marking including editing of work.

Marking comments

Marking should be relevant to each year group and taking into account the children's reading ability. Marking is only of value if comments are read and responded to/regarded.
Wherever possible, live marking should be used to allow children to respond to the errors and misconceptions in the lesson. EBI (Even better if) written comments can be used to encourage the children to look for further improvements or understand how to improve their work in future.

Marking in Maths

Calculations should always be marked, either by teachers, teaching assistants or by the children themselves.
Sometimes extension questions can be used by teacher's to check a child's independent understanding of an objective or to explore that objective at greater depth. Spelling errors should be corrected in maths books.

Marking in English

Marking in English is progressive and the level of support will be reflective of the level and ability of the children. EYFS and KS1 children will have misconceptions within tier writing highlighted in pink and the codes used in the margin as well as spellings corrected for the children to copy out. As the children move into year 3, they will continue to follow the same marking support but writing of the correct spelling will be removed. Then as the children move into upper key stage 2 they

misconceptions will not be highlighted within the body of text but codes will be put in the margin to show which line the misconception is on. Year 6 children, will have the codes written on a line underneath the writing for the children to then go over and independently find their errors. This ensures they are not overly reliant on teachers to edit and improve their work ready for their transition to high school

Early Years

Assessment is primarily via oral feedback. Stickers and Class Dojo house points are awarded for good work. Adults in EYFS may conduct observations without providing feedback to a child. This is incorporated into next steps planning and future enhanced provision. Marking should draw attention to incorrect letter and number formations or spelling, linked to the phonics stage the children have reached. Good work is praised. Key words which the children should know will be corrected and children will be encouraged to write phonetically plausible attempts for unknown spellings or use aids such as a keyword mat. A high emphasis is placed on securing basic skills in Early Years. Green and pink highlighter pens may be introduced in the summer term in Reception.

Monitoring and Evaluation

The leadership team will look at a collection of work from each class to monitor the implementation of this policy. This will take place at least termly across subjects and more frequently if additional support is required.

Subject Leaders will monitor the quality and effectiveness of the marking and feedback at least annually.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievement and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teachers' marking across the school.
- Awareness on the part of the children of what is expected of them and how they can improve their work.

We believe that our marking of the pupils work will nurture their confidence and promote self-esteem, in order that they will become self-motivated young people with an eagerness to learn.

Appendix A

Marking in books legends

Oak Hill Marking Symbols	
LO	Learning Objective
SC	Success Criteria
	Fingers spaces (KS1)
	Writing on the line
//	New paragraph
√	Correct answer fluency questions
P	Missing Punctuation
SP	Spelling Error
CL	Missing Capital Letter
I	Independent Work
S	Supported work
EBI	Even Better If
Pink highlight	Correction needs to be made
Green highlight	Good aspects
VF	Verbal Feedback