



OUNDLE CE PRIMARY SCHOOL

Marking and Feedback Policy

'To Be the Best You Can be'

'Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.' Matthew 5:16

“Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

In summary, we recommend that all marking should be meaningful, manageable and motivating. This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DFE).”

Report of the Independent Teacher Workload Review Group March 2016

At Oundle CE Primary School, marking and feedback has three purposes:

To help pupils:

1. Understand what they have done well.

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it.

2. Understand how to improve.

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand what is asked of them.

3. Make visible signs of improvement as a result of feedback.

Without visible signs of progress emerging from marking and feedback, there are no signs of effectiveness. Teachers and teaching assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements.

Assessment for Learning (AfL)

In lessons, teachers should assess for learning throughout the lesson. Teachers need to scan throughout the class to check those children who are on task, need support/scaffolding or need extending. Teachers will mark at the point of learning, highlighting to identify the next steps. Teachers will be live marking in lessons to support or extend the children. When scanning the class and identifying the children who need support, the teacher will create a focus group if more than one child needs the same support or give 1:1 verbal feedback to individual children if a lone issue. Teachers may record this with VF and writing what the child(ren) need to focus on.

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ between the key stages and between classes. Sometimes, it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking and feedback should be developed.

Live marking will be taking place in the lesson for some children. As the teacher scans the class to support the children, they will use AfL to support or extend the children in their work. This will be through verbal or written feedback. After live marking, it should be clear in children’s work that the feedback or live marking has had an impact on what the child has written.



Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders and subject leaders to ensure the three purposes of marking are of consistently high quality throughout the school.

Use peer and self-assessment/marking

Encourage children to see themselves as the first markers and audience for their learning and use their peers to assess work with them. This enables the children to become more independent, increases responsibility for their work as well as helping to develop an understanding of what they are learning. Teachers should plan time for this and ensure the children know what they are assessing. Teachers should model examples of this to the class until they are familiar with the language and/or methods.

Use a green highlighter pen ('Green = Good')

When marking, use green highlighter pens to emphasise what is good about the piece of work. Use this method when appropriate e.g. in a piece of writing where the LO may have been met/addressed, eg. 'I can use adjectives to describe a character', the marking of that work can just be the highlighting the use of the adjectives used to describe the character (maximum of 3 for KS1 and 4-5 for KS2).

Children must not use green highlighter pens for their own work to avoid confusion.

Link marking comments to the children's targets

Where appropriate, relate marking comments closely to children's targets so that they are able to achieve them quickly and show visible signs of progress within their work. The important point is that we expect all teachers to use marking as a means of helping pupils identify next learning steps which the teacher can then plan for. This also links to AfL and live marking to support/or move learning on.

Effective marking in English

In English we mark from COLD write to COLD write. These COLD writes are DEEP marked and teachers mark these against the Success Criteria and green highlight where the children have succeeded.

Between the COLD writes, teachers should be focussing on 'live marking' and aim to get to a percentage of the children during the lesson. Where teachers have 'live marked', they should indicate this with a VF (Verbal Feedback) from where the 'live marking' took place and where appropriate in the margin indicate what should be improved. Teachers should also use green highlighter and green biro to indicate targets hit and good work as well as spelling errors (SP) and other errors needing addressing.

Work that is not 'live marked' should be peer or self-marked against the Success Criteria, whereby children highlight on the Success Criteria how they feel they have achieved. When teachers look through books which have not been live marked, they use the 'Teacher Seen' stamp.

During the week, to support children who have not understood work, teachers should move these children to an intervention group to close the gap. Any work that has been redone in an intervention group will be highlighted on the Success Criteria by highlighting the Intervention box.

Effective marking in Reading

Half the class's books should be marked each session by 'live marking' or stamped by the teacher. The other half can be self or peer marked by the children.

Effective marking in Mathematics

In Maths we should be focussing on 'live marking' and aim to get to a percentage of the children during the lesson. During the 'live marking', children should be moved on or supported as appropriate. Work that is correct should be indicated by a tick with a green biro. Work that is incorrect, should be indicated by a dot with a green biro. Work not 'live marked' should be peer, self-marked or stamped by the teacher. During the week, to support children who have not understood work, the teacher should move these children to an intervention group to close the gap. Any work that has been redone in an intervention group will be highlighted on the Success Criteria by highlighting the Intervention box.



Marking in Geography, History and Science.

In these subjects, children will have Learning Objective and Success Criteria stickers that teachers will highlight green if the child has met an objective. Evidence in the books will be highlighted green to support the teacher's judgement. Subject specific vocabulary will be checked and highlighted and must be a focus when marking.

In these subjects, comments are only needed if necessary, as part of live marking or to show further understanding.

These books can be marked every other week.

Marking in RE and RSHE

These subjects will not require individual marking. A selection of work will be presented in a floor book and show differentiation when necessary. Teachers will record how children have achieved by writing their names in a grid under 'met' or 'not met' for each success criteria. In these lessons, AFL will be used to support and extend children with subject specific vocabulary being a focus.

Once a term in RE, children should be writing in books to show understanding. This work should have a Learning Objective and Success Criteria.

Marking in Art and DT

In Art and DT, children should have a Learning Objective and Success criteria. These targets should be taken from the progression document. Teachers should aim to 'live mark' during the lesson. Work not marked should be stamped by the teacher. Teachers should aim to 'live mark' at least half the class each time.

These books can be marked every other week.

Marking in Computing

In Computing, marking should be done on Purple Mash. 5 pieces of work need to be shared onto the notice board (from a range of children). 3 pieces of work also need to be marked and commented on Purple Mash by the teacher (from a range of children).

SEN Marking

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour; it may mean supporting pupils to read comments; or it may mean recording verbal feedback and response.

Highlighting the learning objective with green will also give SEN children some feedback on how they did. If children self-assess their work, teachers can stamp to show they agree with the assessments made.

Support staff may mark work with individuals or groups of pupils with whom they have been working; this needs to be done in red pen. When this is the case they will follow the guidelines in this policy: to initial work they have supported; identify if work was independent or supported; and, as appropriate, give feedback verbally or through marking.

SEN TA's are to use labels and to make it clear that they have had 1:1 or individualised input with a child. Teachers are still responsible though for the overall marking of the work and should scaffold the work appropriately for SEN learners to support the child and enable them to succeed.

Marking Expectations

Marking is to be managed by the class teachers in the year group. Teachers are to look at which subjects will need marking on each day and adjust or plan lessons to incorporate other assessment methods where appropriate. For example, peer marking, self-marking, photo evidence etc. Year group class teachers are required to meet to ensure the weekly overview of marking is clear before PPA happens to ensure that marking is evenly spread throughout the week and that the policy is followed.



Marking key

Sp = Spelling Mistake

✓ = Correct

• = Mistake

① = Dojo Point

VF = Verbal Feedback

— = Check work