



Oaklands Community Primary School

Feedback and Marking Policy 2020

Intent

At Oaklands Community Primary School we believe a successful quality feedback and marking policy will contribute to all children being active participants in their learning and to the raising of standards.

Implementation

In order to be most effective the feedback should

- be provided in a timely manner
- direct children to what they need to do to improve their work
- provide clear information to children and parents/carers about the strengths and weaknesses of their work
- encourage children to strive and improve their resilience
- recognise, encourage and reward children's efforts and progress

Impact

In order to best support children's learning, feedback will be provided for the following reasons:

- to help teachers monitor children's progress in order to inform subsequent planning and learning events
- to provide helpful feedback that will build resilience
- to boost self-esteem and aspirations, through the use of praise and encouragement
- to show that individual learning tasks are valued and to praise
- to ensure that set tasks have been carried out to an expected standard
- promote self-assessment, whereby children recognise their difficulties and are encouraged to accept guidance from others
- to provide a model that pupils can use themselves when assessing their own work

At Oaklands Community Primary School we take a professional, standardised approach to the task of marking work and giving feedback. We aim to consistently use the marking symbols and therefore have an age appropriate school marking code, which is displayed in each classroom and is available on the school website. However, in addition to this code, teachers use their professional judgement to enhance it and also to take into account the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all adults will mark work and give feedback as an essential part of the assessment process.

We believe that the most effective feedback is that which is given to children whilst focussing on a given task and can come in various forms. Verbal feedback plays a huge role in motivating and supporting all children and should be used frequently to allow children to act upon it immediately.

Wherever possible, marking will take place with the children. It offers guidance as to the extent to which learning objectives have been met and suggests the next necessary steps to move the learning forward. Marking is only of value if comments are read and responded to.



Feedback Guidelines

- Whilst it is not necessary for a 'WALT' or 'LO' to be displayed, all children will understand the expectation of the lesson and be able to communicate this in conjunction with a clear and concise title from the outset of the lesson
- All written comments by adults should be in neat, joined handwriting and of a contrasting colour
- All adults should aim to promote children's peer and self-assessment by linking marking and feedback to the wider process of engaging the child in his or her own learning (although self and peer marked work must always be overseen by the class teacher)
- The process of offering feedback and marking should be a positive one, with pride of place to the recognition of the efforts made by the child. The main objective of marking is not to find fault, but to help children learn. If children's work is well-matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- Comments should be appropriate to the age and ability of the child.
- The child must be able to read and respond to the comments made, and be given the time to do so. In KS1, this will be by crossing out with one neat line and making the correction in an appropriate place; in KS2, this will be corrected in purple pen. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- Errors that were made by many children should not be the subject of individual comments, but should be noted and addressed in the following lesson/planning.
- Teachers comment on spelling, grammar and content as appropriate to the child's own abilities and needs and marked accordingly in the margin. In KS1, spelling bubbles should be used to aide children with their spellings; in lower KS2, 'sp' should be placed in the margin and the incorrect spelling underlined with a row of dots; in upper KS2 'sp' should be placed in the margin with the emphasis on the child finding and correcting their own spellings.
- A delicate balance has to be achieved: children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- Ticks/highlights are to show where work is correct and errors are clearly indicated. Other symbols may be used once their meaning has been explained. Children should be encouraged to use adventurous vocabulary and placing a row of dots underneath the word if they are unsure of the spelling. Furthermore, children should be encouraged to place a small wiggly line under a word which they know they will want to edit to avoid slowing down the writing process.
- Comments will focus on only one or two key areas for improvements at any one time. It is not necessary to 'deep mark' every piece/the entire piece of writing. Teachers will use their professional judgement and knowledge of the child as to how best move the learning forward.
- Children should be given time to address their errors/edits during the subsequent lesson. The revision and evaluation of writing is often more beneficial if carried out with 'fresh eyes' and time should be set aside for redrafting/publishing some pieces of work. Children should



cross through incorrect work with one neat line, placing the correct or improved answer above the line so that they can see their learning journey.

Questioning

Deep level questioning is used across all areas of the curriculum to extend children's thinking. The questioning used will take into consideration the stage of learning of the child/group and will encourage them to evaluate their learning in order to make further progress. Questions may be written as feedback. Teachers must give children time to answer these questions either in writing or verbally.

Presentation

- The school has a standardised approach to the presentation of all written work: it must be neat, legible and in cursive, joined handwriting; all dates and titles must be underlined with a pencil and ruler; all children will write in pen at the discretion and professional judgement of their teacher. In maths, numbers must be clearly written, with one digit per square and, in KS2, margins should be drawn to aide presentation and encourage pride in their work.
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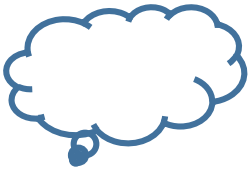
Reviewed and agreed by the Senior Leadership Team

Date: 28th January 2020

Date of next review: Dec 2020



Key Stage 1 Feedback Code

	Wow
	Whoops
	Spellings to learn
CL. / ? / ! / //, (in the margin)	You've missed out the punctuation
TT	Teacher Time
(S)	Supported
VF	Verbal feedback given
✓	You got it right!
•	Try this again
😊	Well done!
TP	Team Point



Key Stage 2 Feedback Code

	Highlighted to show excellent work
	Highlighted area to improve
SP (in the margin)	Spelling error somewhere on the line
-----	Child has indicated that the word may have been misspelt
^	A word has been missed out
P (in the margin)	Missing punctuation – your teacher may have given you a hint in the margin with the particular symbol
	New paragraph or new line for a new speaker is needed
(S)	Supported
✓	Correctly completed
•	Check for an error and correct it
TT	Teacher Time – we need to go through these together
😊	Well done!
TP	Team Point