The Oaks Community Primary School

Feedback and Marking Policy

Our vision: The Oaks is a school where we put our children, families and community at the heart of everything we do. We provide an outstanding environment in which your child will flourish and grow. We instil a lifelong love of learning through supportive and inspirational teaching. Within our rich, varied curriculum we actively create and inspire a love of reading across the school in order to unlock every child's potential and open up a world of possibilities. Our school will ignite your child's imagination to become unstoppable as they strive to reach their dreams. Confidence, curiosity, independence and resilience are promoted through opportunities to question, challenge and explore. It is our aim for all children to leave The Oaks as independent, confident learners ready to achieve in a rapidly changing world.

Feedback and Marking Policy

In order to inform teaching, learning and assessment, it is vital that pupil work is evaluated and feedback given. To enhance pupil learning and maximise progress, we recognise the importance of providing pupils with effective feedback. Feedback to pupils is used to celebrate pupil work, address a misconception in learning, consolidate pupil learning and stretch and deepen pupil thinking. Teachers use feedback to inform next steps in pupil learning and to adapt their teaching and planning.

Research into feedback provided by the Education Endowment Foundation highlights that when time is made for effective feedback between teacher and pupil, this has the potential to add 8 months gain to a child's learning. The school adopt the advice from the research that feedback must be "specific, accurate and clear" and "provide specific guidance of how to improve." (educationendowmentfoundation.org.uk)

The practices detailed in the policy are further informed by advice from NCETM in their document 'Marking and Evidence Guidance for Primary Mathematic Teaching.' This document advices that "the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons." To increase the time teachers spend on teaching, as well as increasing the quality and effectiveness of feedback provided to pupils, this policy reduces the amount of written feedback required, instead placing the emphasis on verbal feedback.

Teachers frequent use of the online assessment tool 'Balance' (in Years 1 to 6) supports teachers in capturing pupil learning and building a picture of every child's learning journey. This in turn informs feedback given to pupils and informs next steps in teaching and learning.

Feedback in practice

Feedback is focused on enhancing pupil learning, informing next steps in the teaching and learning cycle and informing assessment.

Verbal feedback is prioritised over written feedback. To ensure effectiveness verbal feedback is given to small groups or on a 1:1 basis as close to the point of learning as possible, ideally immediately at the point of learning. Verbal feedback is short and focused. Where a written response aids learning and supports the feedback process, pupils respond in their purple polishing pen. Where verbal feedback requires action from the pupil, they respond in purple pen, unless it is a simple prompt from the teacher.

At The Oaks we provide feedback at the following points in the learning cycle:

1. Immediate feedback - at the point of learning.
2. Same day feedback - same day of the learning experience, yet outside of the lesson.
3. Next day feedback - next day at the start of the day or start of the next lesson.
4. Review feedback - focused evaluative marking away from the point of learning.

Type of feedback	Description	Strategies - teachers may draw from this bank strategies to support assessment and feedback
Immediate feedback	Verbal and/or written feedback is given to a child, small group or the whole class at the point of learning. Often children will take immediate action following this feedback. This feedback includes self and peer assessment including self-marking. Pupil self assessment is used by the teacher to inform further marking and feedback.	- Verbal explanation from teacher - Use of questions to direct, prompt and extend learning and address a misconception - Teacher and TA marking with a group in a lesson - Re-modelling a concept to the whole class to address a misconception - Use of Visualiser - displaying a piece of work and together as a class identifying strengths and celebrations, using to model making improvements, using writer's toolkit as success criteria - Providing challenges (such as challenge cards) for pupils when they have completed and understood their work in order to extend thinking - Using writer's toolkit as success criteria to guide reflection and assessment - Self and peer assessment - using buddies for peer assessment, lollipop sticks, flashcards, mini-whiteboards
Same day feedback	Verbal feedback provided outside of the lesson yet on the same day of the learning experience. Pupils who after feedback are not yet grasping the learning, are provided with a longer session which takes the form of an intervention.	- Feedback provided in the afternoon, by the teacher or teaching assistant - Feedback is short and focused - Adults ask pupils how they completed or understood a task and use pupil comments to guide feedback - Pupils may respond where appropriate in purple pen
Next day feedback	Verbal and/or written feedback provided the following day. Verbal feedback is provided to a child or small group at the start of the next day or lesson.	- Verbal feedback to small group or child during the first 20 minutes of the day (Ready 2 Learn) - Verbal feedback at the start of a lesson to a small group where other children are completing a "green for growth" or completing a challenge or doing a pre-learning task with the teaching assistant - Pupils may respond where appropriate in their purple pen - Challenge and consolidation activities - Carousel of activities to improve work for extended writing in the next lesson - Use of games or activities in starter of next lesson

Review feedback	Pupil work is marked outside of the lesson to provide feedback for the teacher to adapt teaching and inform assessment and where appropriate provide pupils with a challenge activity in the form of a "green for growth." Review marking in Reception, Year 1 and 2 will only lead to written comments when a child is ready and where a child is able to read and respond independently. All work is acknowledged by class teachers through highlighting learning objectives. Where pupils do not receive verbal feedback on their work or have not worked in a guided group where the teacher knows if a child has grasped the learning, written marking is carried out. All written marking follows the school marking code (see further below in this policy).	- Written next steps "green for growths" may be provided for pupils to respond. Next steps are to provide meaningful guidance where verbal feedback has not been given. - Pupils respond to "green for growths" in purple polishing pen - Used in conjunction with Balance - Recording "green for growth" next step on talking tin or talking peg

Self and peer assessment
During a lesson pupils are encouraged to assess their own learning. This may be done through using the Balance scale as detailed below:

- 0-3 not sure about the learning, would like some help
- 4-6 understood the learning, would like some more practise
- 7-9 fully understood the learning, would like a challenge

When pupils mark their own work as part of self assessment they mark in a pink pencil. In maths, where self marking is more regularly used, pupils mark a correct answer with a pink tick and leave an incorrect answer with no marking. Pupils may be given time by the teacher to fix any corrections in their purple polishing pen. If a child has fully understood the learning and time remains, they are provided with a "green for growth" activity or challenge aimed at stretching and deepening understanding.

In Maths, to promote pupil reflection and to further pupil reasoning, teachers may ask pupils to record their reflections, justifications or explanations on a yellow reasoning post it. These are collected by teachers to inform and adapt teaching and where appropriate stuck in pupil books.

Teachers may ask pupils to sort their books into 3 piles to show their understanding and confidence.

Balance
Balance is used to map every child's learning journey and steps of progress against learning objectives. Teachers use Balance during a lesson to assess learning as a close to the point of learning as possible or after the lesson. Assessment on Balance supports teachers in providing effective feedback to pupils.

In Maths all pupils work will be assessed on Balance daily. A group of pupils will be provided with next day feedback.

In English pupils work is assessed Balance at the end of every week. Teachers use assessment for learning and review feedback/marking to inform both verbal and written feedback to pupils.

English
When marking written work, teacher's focus their marking on the taught learning objective, as well as marking non-negotiables known by pupils (such as capital letters, full stops, finger spaces). This focused marking informs the weekly writing assessment on Balance.

When marking and assessing a cold-writing task, teachers set pupils at least one focused learning goal to a maximum of 3 learning goals for pupils to be taught and focused on developing in the writing cycle that follows.

The Writer's Toolkit created by teachers and pupils is used to support pupil's in how to be good writer's and supports teacher's in setting further learning goals for pupils.

A focus in writing is encouraging pupils to proof-read and edit their own writing. This can be done independently, in pairs or collaboratively in groups or with guided adult support. If editing on top of a piece of work the editing is done in purple pen.

Feedback Time
Additional dedicated time (10 to 20 minutes) is provided in every class for pupils to reflect on their learning that week, to receive additional feedback and to complete extra editing or polishing work. Specific focus may be given to English learning goals. This is completed during the week in a block of time or time is given at the start of a lesson.

Written marking code

This code provides guidance for written marking as part of immediate feedback to a child within a lesson or review feedback recorded outside of the lesson.

==Tickled pink== – correct answer, strength, achievement or celebration

==Green for growth== - area for improvement or up levelling, stretch or challenge - teachers may give a green for growth once a week in English and on 1 in 3 pieces of work in Science. Teachers may choose to give verbal feedback over a written green for growth.

==Blue== – spelling fix it (including tenses) and maths fix it (for corrections the learner is expected to have a go at fixing in their purple pen). Teachers give a maximum of 3 fix its in one piece of work.

No highlighting - when marking maths, answers that are incorrect are left blank (no highlighting) unless the child is required to fix the answer then this will be shown with blue highlighting.

Learning objective

Learning objective labels are used in writing, maths, science and topic books. Labels in Science contain a learning objective and working scientifically statement. Learning objectives are kept simple and made clear for pupils for example: solve addition problems or calculate the total.

Labels are always marked by highlighting the words on the label. Pink to show achieved and white if not fully achieved or not achieved at all.

3 strategies for marking spelling

1. Highlight the incorrect sound - tra==y==n

2. Highlight the whole world - ==trayn==

3. ==Sp== highlighted in blue in the margin (on the same line as the spelling error)

Teachers judge which strategy to use depending on the needs and ability of the child and the difficulty of the word. In KS1 pupils write the correct spelling 3 times and in KS2 5 times.

English Cold Write

1 to 3 learning goals set using <mark>LG:</mark> followed by written goal

KS2 additional marking code

P in the margin = punctuation, find and fix it, including capital letters
^ in the sentence = add the missing word

KS1 additional marking code

- T assisted = teacher assisted work

- TA assisted = teaching assistant assisted work

Purple fix it = pupils complete 'green for growth' or any fix it corrections in purple pen or pencil

NB – misconceptions that pupils make in purple pen are addressed through verbal feedback or as part of the next lesson. The teacher does not provide written feedback on pupil purple pen.

Green pen = teachers always mark and provide any written feedback in a green pen

Topic books

Topic books are presentation and publishing books, and therefore, are not marked. Teachers expect similar standards of literacy within topic books as in literacy lessons. Pupils are encouraged to edit and improve their writing on selected pieces with purple pen.

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