

Marking and Feedback Policy



Approved by:
Headteacher

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Last reviewed on:

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This policy sets out our aims to help raise attainment of disadvantaged pupils of all abilities in order for them to reach their potential so all members of our school community may enjoy '*life in all its fullness*'. Our Christian values are as follows:

- Kindness
- Trust
- Respect
- Community
- Friendship
- Determination

These are central to who we are and what we do and are therefore encouraged, recognised and rewarded. These values underpin our school vision:

'Together we grow from acorns to oaks'

They will be called oaks of righteousness, a planting of the Lord for the display of his splendour' Isaiah 61:3
We know that every child is a unique gift and is precious to God. Together, we create the Oakhill family where we are given the space and opportunities to learn, grow and flourish. Our learning and experiences are valued, purposeful and relevant for life now and in the future. We believe our journey together will equip us with the tools to unlock the 'Best versions of ourselves'

Marking and Feedback Policy

Introduction:

At Oakhill Church School we take a professional approach to the tasks of marking children's work and giving feedback on their learning. We believe all children are entitled to regular and comprehensive feedback on their learning. Feedback can be verbal (VF) or written comments. Marking shows children that we value their work and encourage them to do the same. Therefore, all teachers and adults who support children mark work and give feedback as an essential part of the assessment process. This provides children with a clear picture of their achievements and what they need to do to improve; boost their self-esteem and aspirations, through use of praise and encouragement as well as provide opportunities for self and peer reflection and assessment.

Marking and Feedback Aims:

- All feedback (verbal/written comments) is for the children and should enhance and further their learning
- Feedback should be part of the ongoing assessment cycle
- Feedback should promote self-assessment, whereby children recognise their difficulties
- All pupils' work should be acknowledged and assessed by teachers at the earliest time possible so that it might impact future learning, this includes instant verbal feedback
- Written comments should reflect the age and ability of the child i.e. children should be able to understand them
- Focused marking should be meaningful and done when it has an impact

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- Feedback and next steps should challenge children enabling them to practise and refine their learning
- Teachers may complete whole class feedback sheets when marking books to enable them to highlight areas of work to praise and to identify common areas of misconception to revisit. Alternatively, teachers may make these notes on their plans

Marking Guidance:

- The teacher will highlight only the Learning Objective (LO) in green if the child has met the objective
- Two highlighted dashes across the LO shows LO part met
- ALL adult written comments are in **green pen**
- Next steps help the children make progress and should (where possible) link to the LO
- Respond to feedback (RTF) shows children are responding to marking comments. Children correct and edit their writing in **purple pen**
- Where possible, particularly in KS2, children should try and identify their own corrections within their work. Regular time should be timetabled each week to enable children to respond to feedback
- Marking by a TA/supply teacher should be marked with initials or TA/supply teacher stamp
- When peer assessment is taking place, children should **initial** their feedback comments and mark in a **purple pen**
- When self-assessment is taking place, children should use a **purple pen**
- When copying the LO and date, children need to ensure they write it correctly and underline it
- If presentation needs to be improved, the teacher will have a discussion with the child to remind them of the expectation

Additional Notes:

- Not all pieces of work will be marked in depth. Teachers are able to make their own judgements on which type of feedback is relevant to the particular piece of work (verbal/written feedback). As previously mentioned, focused marking should be meaningful and done when it has an impact
- Children in Year R and Year 1 will not have work marked using the marking codes. Marking will be relevant to their age with teacher comments
- Work will be underlined/**highlighted in green** which is directly related to the LO
- Children in Year 2 will begin to use some (but not all) of the marking codes. Marking codes will be introduced throughout the year
- All marking codes will be used from Year 3 – Year 6
- Marking codes are on display in classes and glued inside the front cover of children's books


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Marking codes


Spelling = sp

Punctuation = P

Vocabulary = V

Capital letter error = 

New paragraph = //

Check it makes sense = 

Next steps = 

Fix It Time = FIT

Verbal feedback = VF/Verbal Feedback stamp

Independent work = I/Independent work stamp

Supported work = S/Supported or TA stamp

Underline or highlight examples of good practice (relating to LO) in green pen

Whole Class English Feedback

Date:

Focus area/topic:

Work to praise and share

Need further support

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Presentation	Basic Skills Errors (spellings/punctuation/grammar)
Misconceptions and Next Steps (for next lesson)	

Whole Class Maths Feedback	
Date: Focus area/topic:	
Work to praise and share	Need further support

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Presentation	Basic Skills Errors (spellings/punctuation/grammar)
Misconceptions and Next Steps (for next lesson)	

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