



# Oakwood Junior School

## Marking and Feedback Policy

Review Date	Autumn 2016		
Reviewed By	Assistant Head		
Review Cycle	3 years		
Next Review Date	Autumn 2019		

**Oakwood Junior School's** feedback and policy adheres to the schools ethos of 'Excellence and Achievement in all that we do' where marking and feedback is continually provided throughout a child's learning experience. Pupils are made to be part of the process and are given the opportunity to reflect on their learning, create their own targets and 'coach' themselves in order to improve. Our aim is to make marking and feedback **CONSISTENT** and **EXPLICIT** across school.

### **The purpose of the policy**

The purpose of this policy is to make explicit how all staff are to mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

### **The need for a marking policy**

It is important that all staff provide constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

### **Impact**

For marking and feedback to have an impact in Oakwood Junior School it should be:

- Purposeful, relevant, worthwhile and for the child.
- It should be positive and motivational where next steps are supported and clear.
- Marking will show a child's progression in writing and will challenge if appropriate.

<b>Children need:</b>	<b>Teachers need:</b>
-Some indication of how far they have fulfilled the task. -Whether or not there are good qualities to their work and if so what are they -What they now need to work on to improve	- to check how far children have learned what they have been taught - to recognise and respond to the personal achievement of the child and the effort put in -to identify how individual children progress and

**At times they may also need:**

- A sense of their overall progress, not just a response to the last piece of work they wrote  
- To understand how their targets relate to the teaching they receive as well as their personal progress.

so advise them on next steps

- to gain a sense of how the class as a whole, or groups of children within it, are performing.

**Marking and feedback should:**

- Be manageable and accessible to the children.
- Relate to the learning intention.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning.
- Have consistent use of marking codes
- Ultimately be seen by children as a positive approach to improving their learning.
- **Teachers are to mark in BLUE.**
- **Children are to edit and improve in GREEN.**
- **Peer assessment should be marked in PURPLE.**

**When to mark**

Marking should be done during, or as soon as possible after the completion of the task and always before the next teaching session of that subject. Good feedback requires constant feedback throughout the learning process and marking during the lesson is acceptable as a way of summative assessment.

**What to mark**

Teachers will apply their judgement when choosing the detail and focus on the marking, depending on the learning objective, their knowledge of the child and the child's personal learning targets. The amount and intensity of marking will also depend on the subject and whether or not next steps are required. All extended writing pieces are expected to be marked in detail using marking codes, target boxes and feedback providers.

Self-marking is acceptable where it is deemed appropriate, for example in mathematics. However, staff are required to acknowledge this and write a written comment if necessary.

## Marking Codes

Marking codes should be used on every extended writing piece along with any relevant piece of writing and written in the margin. Professional judgements are to be made about how many errors are corrected depending on the maturity and ability of the child. Staff may want to focus on one area of correction.

# MARKING CODES

## General

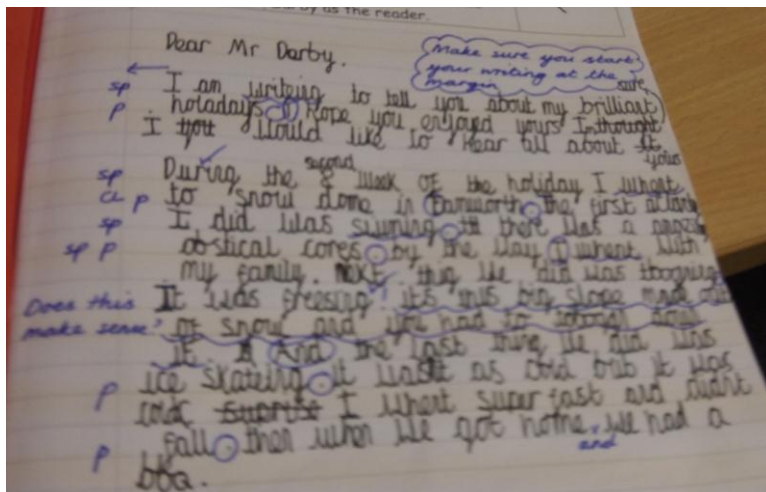
I	Independent work
T	Teacher guided
TA	Teaching Assistant guided
P	Paired work
Gp	Group work
VF	Verbal Feedback
OA	You have achieved the objective
PA	You are beginning to understand the objective
NA	You did not understand, but keep trying
M	Moderated piece of work
SUPPLY	Supply teacher
ST	Student teacher

## Writing in all subjects

To be written in the margin	
✓	Good use of ...
✓✓	Fantastic. You are meeting your target...
→	Next steps
P (circle punctuation or space where it should be)	Punctuation missing
Sp (underline with line)	Spelling mistake
CL (circle letter)	Capital letter missing
?	Something doesn't make sense. You need to read your work carefully and check for mistakes.
//	New paragraph
Wavy line	Change word
lc	Use lower case

## Numeracy specific

✓	Correct answer
C	Incorrect answer ( DO NOT cross out incorrect answers, recalculate and write new answer next to the c)
CC	Checked with a calculator



## Crossing out

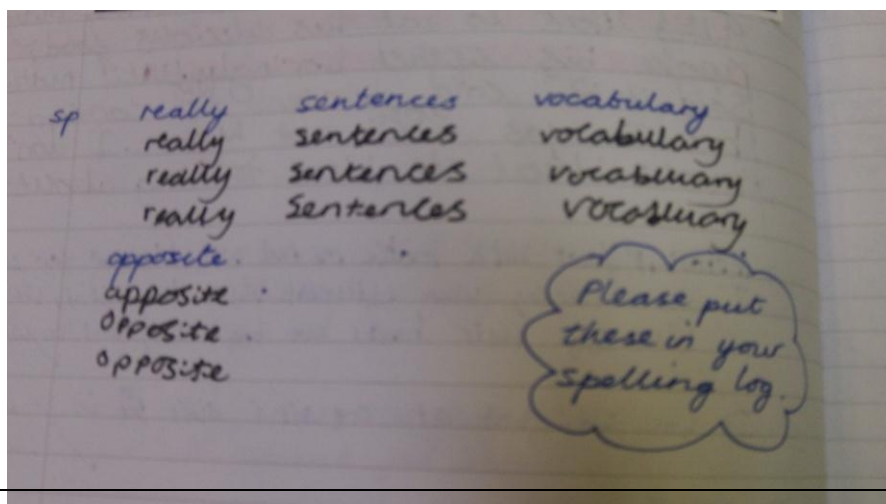
If a word needs to be crossed out children should cross it out using a ruler and write the correct word after it.

## Spelling

Spelling corrections will be marked as below where sp will be written in the margin with the mis-spelt word underlined. At the bottom of the piece of work the correct spelling will be written out and the child will be expected to write it out three times. Children will need training and reminding to put these in their spelling log.


Spelling corrections will depend on the ability and maturity of the child. High frequency words should be focussed on first and then the spelling of orange or key topic words.

During the writing process if children are unsure of a spelling they are to underline it with pencil. At the end of the session children can correct spellings with a teacher or TA and/or check it with a dictionary.



### Use of the target box

The target box is to be placed at the beginning of a piece of extended writing.


 <b>Targets</b>		Child	Teacher
<b>Audience and Purpose:</b>		OA PA NA	OA PA NA
<b>Target from my previous piece of work:</b>		OA PA NA	OA PA NA
<b>Evidence:</b>		OA PA NA	OA PA NA
<b>Target from Writer's Toolkit:</b>		OA PA NA	OA PA NA
<b>Evidence:</b>		OA PA NA	OA PA NA
<b>Class Target:</b>		OA PA NA	OA PA NA
<b>Evidence:</b>		OA PA NA	OA PA NA

Primarily the focus will be on audience and purpose which will have been discussed as part of the writers' toolkit.

The target box can be **adapted** to include the type of targets you wish to focus on. Professional judgement needs to be made as to whether or not you need to include a class focussed target, an individualised target from a previous piece of work or a target from the writers' toolkit. Again professional judgement is required as to the amount of targets and evidence given.

### Use of the Feedback Provider

The Feedback Provider is used after the completion of a piece of extended writing in English, Topic, Science and RE.

 <h2>Feedback Provider</h2> <p><b>Assessment Type</b></p> <p>Teacher <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/></p>	
<b>What went well?</b>	
<b>Now I must</b>	
<b>Action Taken</b>	<input type="checkbox"/> Will take target forward to next piece of writing <input type="checkbox"/> Edited and improved a section or sentence <input type="checkbox"/> Had a discussion with teacher / TA <b>Other:</b>

Extended writing pieces are to have **focussed** marking with a positive comment; which needs to explain why the writing is good. Ideally this will primarily focus on the audience and purpose.

Teacher comments are to be clear and language is accessible to the children. Language and vocabulary need to relate to that which is used in class and which the children are familiar with.

### **Comments should:**

- Relate to what has been taught, reinforcing the learning objectives
- Be positive, indicating what has been done well.
- Pick up individual or group targets
- Indicate an area for further work and how to set about the next priority
- be precise, including the use of shared technical terms
- be realistic in expectations

For example:

*Well done Emily. You have written an entertaining letter which has made me laugh, especially the part where your brother slipped over in the mud. I also like your vocabulary choices such as 'spectacular' and 'reminiscent'.*

*A fantastic story Jack which made me feel like I too had fallen down the porthole! You have included some detail to create interest (Wind blowing in their faces) and used some imaginative verbs.*

After a positive comment, the children will be provided with next steps as to how to move writing forward. These can be bullet pointed and the amount of steps given will depend on the ability and maturity of the child.

For example:

- *Use capital letters at the beginning of sentences and full stops at the end.*
- *Remember to look carefully at your plan, as this will help you decide where to begin a new paragraph.*
- *Next time, have a go at writing a sentence with an embedded relative clause*

Staff will ensure that children will be given specific time to respond to written comments and to make improvements from the prompts the teacher provides.

All children will need to be trained on use of the marking codes, target boxes and feedback providers.

Written comments need not always be at the end of work. It can be more effective to make annotations on the text at the relevant place, to indicate either strengths or problems

### **Marking and feedback given by members of the teaching team other than teachers**

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate using marking codes where appropriate.

### **Marking and Feedback for SEN**

Where appropriate the Marking and Feedback Policy should be adhered to, particularly the marking codes. However, professional judgement should be used and other strategies may be used which include:

- Verbal Praise (evidenced using VF)

- Stickers and stamps
- ~~Written annotations, short and narrative observations (written)~~
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Conversations with children about their work and learning

### **Self and peer assessment**

Children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided. Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged, where appropriate, to respond to the written feedback, either verbally, by writing a reply or by editing and improving a section of writing. In subjects such as mathematics, children are expected to complete corrections.

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and identify an area for future improvement.

Children should also be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

### **Verbal Feedback**

At times it is more useful to talk to a child about their work. For example:

- when you are not sure exactly what the child knows or intended and you need to check before commentating
- when the feedback is complicated, may be too much to write (and read) and/or needs to be staged carefully
- where the work is well above or below expectation and you need to deal with the issue more sensitively

This needs to be indicated by using the code VF. Good practise would be to date the feedback and the teacher or student to write what was discussed and next steps to be used.