



Oxford Gardens Primary School

Feedback and Marking Policy in KS1 & KS2

At Oxford Gardens we recognise the importance that effective feedback and marking can have on pupil achievement and attainment. In writing this policy we have been mindful of the research surrounding effective feedback and the workload implications of written marking.

This policy is underpinned by the evidence of best practice from the Education Endowment Fund (EEF) and other expert organisations. The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Consequently we have investigated alternatives to written marking which can provide effective feedback in line with EEF's recommendations and those of the DfE's expert group which highlight that marking should be: **meaningful, manageable** and **motivating**.

The Key Principles for Feedback:

- The sole focus of feedback should be to further children's learning.
- Feedback should empower children to take responsibility for improving their own work.
- Feedback should be thought of as marking which supports progress over time.
- Feedback should create more work for the pupils than the teacher.
- Feedback should always be meaningful, manageable & motivating and therefore should enable children to feed-forward.

If feedback is effective then:

- It will lead to lessons being planned appropriately.
- Pupils will understand how to improve their work.
- There will be evidence of how pupils have used the feedback to improve their work.
- During lessons teachers will check pupils' understanding and provide feedback.
- Teachers will identify misconceptions and ensure they are corrected.
- Pupils will be eager to know how to improve their work.

Different types of feedback:

There are 4 different types of feedback:

- i) Immediate feedback – at the point of teaching
- ii) Summary feedback - at the end of a lesson/task
- iii) Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
- iv) Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

Type	What it looks like
Immediate	<ul style="list-style-type: none"> - Includes the teacher gathering feedback throughout the lesson from using Kagan Structures - Takes place in lessons with individuals or small groups. - Often given verbally to pupils for immediate action. - May involve use of an LSA to provide support or further challenge. - May re-direct the focus of teaching or the task.
Summary	<ul style="list-style-type: none"> - Takes place at the end of a lesson or activity. - Often involves the whole class. - Provides an opportunity for evaluation of learning in the lesson. - May take the form of self or peer assessment against an agreed set of success criteria. - May take the form of a quiz, test or score on a game.
Feedforward: the next step is the next lesson.	<ul style="list-style-type: none"> - For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development and giving times for development areas to be worked on an improved through proof reading and editing. - Do now's are analysed daily and errors and misconceptions are addressed in subsequent lessons – in particular in maths meetings.
Summative	<ul style="list-style-type: none"> - 'Check-it' activities. - End of unit tests. - End of term/unit quizzes.

How to mark LITERACY books

- In **WRITING** staff are required to mark books in the following way:
 - Each day the teacher marks the work using the writing code (see Appendix 1) and acknowledges the work with initials.
 - The SC that have been met are ticked and those not met are circled.
 - Every half term an independent writing assessment piece is marked with 2/3 next steps that are used as the pupils' targets for the next 6 weeks.
 - After a lesson, the teacher looks through the books and completes the whole class feedback sheet (see Appendix 2) - this should be a minimum of 2 x a week. This should not be done after a planning session it would be better after a writing session.
 - At the start of the next lesson, the teacher shows an example of a good piece of work (this could be a 'golden sentence' or vocabulary selection it does not need to be a long paragraph) completed by a pupil (this is not anonymised and the teacher will try to use each child's work at least once). The teacher points out the good aspects of the work to the whole class.
 - Next the teacher shows an anonymised piece of work that needs improvement and they correct this in front of the class.
 - The pupils then spends 10 mins proofreading their work, responding to the marking codes and making necessary edits – this can be done individually or in pairs and the length of time can vary depending on the writing task and any edits that are done must be completed in a coloured pencil crayon.

How to mark MATHS books

- In **Maths** staff are required to mark books in the following way:
 - All SCs that have been met need to be ticked and those not met are circled.
 - Each calculation needs to be marked – a tick if it is correct and a cross or a large dot if it is incorrect.

- If the questions aren't all correct then they need to do corrections - where needed an example should be given in the books.
- If it is all wrong or there is a lot of errors then the child needs to be supported prior to doing corrections.
- If a pupil has all questions correct they then have a question that requires them to apply their understanding – either an E&R or U&A question which is either written on the board or in their books.

How to mark IPC books

- In **IPC** staff are required to mark books in the following way:
 - All work is looked at prior to the next IPC lesson and the teacher initials it to show they have seen it.
 - Work is acknowledged with a relevant comment.

Expectations of books

Pupils' books are a very important method of showing the progress a pupil has made. Pupils should be proud of their books and look after them.

- Black and blue pen should only be used for marking.
- If pupils are peer or self-assessing they are to use pencils or pencil crayons.
- The following abbreviations are in use currently: FG (CT/LSA) = Focus Group; C (CT/LSA) = conference; NS = Next Steps.
- Mistakes should NOT be rubbed out by teachers or children. Children should not be worried about making mistakes but should see them as a tool for learning.
- All work must be dated by children in Yr 1 upwards - in Literacy this must be the full date and in Maths and IPC the short date.
- There should be no de-facing or graffiti on any books.
- All books should have the name of the pupil written in black on the front of the book.



Marking Code

	Finger space
	Missing punctuation from that line
//	New paragraph
/	New sentence
^	Missing word
	Spelling Correction
	Capital letter

APPENDIX 2

Whole Class Feedback Sheet

Date:

Work to praise and share	Need further support
Basic skills errors including presentation/handwriting	
Misconceptions and next lesson notes	