



St. Osburg's Feedback Marking Policy



Aims

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. The policy should be followed seamlessly across school year groups.

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. By marking, teachers demonstrate to the children that their efforts are valued - this gives additional purpose to their work.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and accessible to children;
- relate to the learning intention / targets and comment on previous attainment within the context of the learning intention / target;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking;
- respond to individual learning needs: eg. marking face to face with some and at a distance with others;
- inform future planning and group target setting;
- be seen by children as a positive approach to improving their learning.

Marking and feedback should be carried out as soon as possible after the work has been completed following the policy guidelines for each subject. Teachers will mark in green pen, support staff in purple, pupils in pink as pink polishing pens. Highlighters may be used for 'green for good' or 'think pink' at the discretion of teachers.



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Types of Marking

Oral feedback

Oral feedback uses dialogue as an interactive tool that can be adjusted to meet the needs and ability of the children. Its core principles support assessment for learning and allow children opportunities to self-assess and be engaged in their own learning. A verbal feedback symbol (speech bubble) will be used when verbal feedback is given by an adult, which the pupil is expected to tick once they've completed the action.

Verbal Feedback can:

- Provide communication links between the teacher and focus groups.
- Give pupils access to the teacher when they want to ask questions or get feedback.
- Be a way of setting extra questions to confirm, consolidate and reinforce understanding.
- Be a way to extend or challenge thinking.
- Be used in a flexible way to match pupil needs and age.
- Promote self-assessment.

Whole class marking

The teacher may choose to use whole class marking where appropriate, for example, when the answers to multiple questions are closed, typically in maths and reading lessons.

Live marking

Live marking should be used regularly in maths and English. Live marking picks up misconceptions quickly and means that learning is impacted immediately rather than the next lesson.

Distance marking

Distance marking will typically happen in foundation subjects. Feedback should focus primarily on the learning objective/question of the task. The emphasis in marking should



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be on both successes and the improvements needed in relation to the learning objective. Questions should be posed to ensure that the pupil has understood the learning question. These can be written for individuals or groups. If targeting a large group, printed labels may be used. This will not be required for every lesson; it is at the discretion of the teacher.

Prompts as suggested by Shirley Clarke in 'Unlocking Formative Assessment' can be used to close this gap.

- **A reminder prompt** – e.g. “What else could you say here?”
- **A scaffolded prompt** – e.g. “Describe the expression on the dog’s face.”
- **An example prompt** - e.g. “Choose one of these examples or write one of your own.”

Any improvements made should be completed using a pink pen. This is known as ‘Think Pink’. In this way, we are able to see that children are using feedback to improve their own learning. Extension questions may also be posed at this point. Ensure that time is given at the beginning of the next session to answer questions.

Peer feedback

To aid self-assessment, peer marking will be used as a tool, particularly in English, to pick up common errors in spelling, punctuation and grammar. Teachers should frequently and consistently encourage pupils’ self-reflection on their learning. They should be guided in the process of assessing their work against the success criteria and the learning objective. Where possible, pupils should be able to identify next steps. Teachers should plan in opportunities and time to allow children to do this at their discretion.

Correcting spelling and grammar

Although spelling, grammar and presentation will be commented on, it must be remembered that marking focuses on the planned learning objectives and success criteria. Comments on other areas should be limited so that the children can focus on the learning objectives. A maximum of three spelling errors should be marked and corrected in any piece of writing. The spellings chosen should be specific to the subject.



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Early Years

In the Foundation Stage, marking and feedback differs somewhat from that in the rest of the school and strategies include:

- A greater focus on oral dialogue with children about their learning, focusing on specific teaching points, individual efforts and what the child may do to improve.
- A smiley-face next to the LO to show whether the LO has been met (see Appendix C)
- Written annotations and comments on child's work.
- Observations, photographs and independent tasks completed by the child.

Presentation

Children should be taught the importance of neat and clear presentation. The following rules should be applied for continuity across school. The pupils know that their RE books are a gift to God; their presentation should reflect this.

Pupils should write in pencil in KS1, all math's lessons, for underlining and drawing diagrams.

Pupils should be taught to join up their letters following the handwriting policy.

When a pupil's writing is consistently neat and clear, the pupil may use a pen for all lessons. If a teacher believes their pupil's writing would be neater in pen, they should trial a pen for a couple of lessons to check.

Pupils should always use a pencil and ruler to cross out mistakes.

Please follow the symbols appendix for further guidance.



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Appendix A: Marking Symbols (for younger children see EYFS appendix)

I independent work

S Support

 **O**ral feedback

Guided The piece of worked has been guided by an adult

WCW work completed by the whole class together

SP spelling correction needed

Presentation Symbols

P* Excellent

P acceptable

 **Warning**

 **Redo** piece of work

Please see appendix B for English marking expectations, & C for EYFS symbols.



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English Marking Criteria- staff (Appendix B)

KS1 & KS2

No marking is required at the end of lessons.

During each English lesson, visit six children's books. This marking should be deeper at the beginning of the academic year. Marking should reflect the teaching point. Up to 3 spellings may be identified.



Thirty children's books should be marked across the week.

Green pen for teachers marking/purple pen for support staff marking.

Once, during each independent write unit, books should be marked: children will be given information explaining what editing they need to do.

EC 1: Revise- Spelling, punctuation, + - words.

EC 2: Rewrite- task them to rewrite certain sentences

EC 3: Reimagine- ↑ can't tell them what to add but tell me more about this moment. (Post it example)

The writing laundry should be used to support this.

Rank your children's work in order after each piece (spend no more than 30 minutes doing this) to support AfL. Keep a separate rank order for story & one for non-fiction.

Use your teacher judgement to decide how many of each edits to give each child.



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Appendix C

Here is a simple guide to explain the different marking symbols used in our books.

If your child has completed their work with a **teacher** the work is marked in **green pen**. If the work has been completed with a **teaching assistant** or a **supply teacher** the work is marked in **purple pen**.

Your child will have a learning objective on each piece of their work. When the work is marked your child will either get:



To show the learning objective is understood.



To show they need more support.



To show the learning objective is not understood.



The children may have corrections to complete at the end of their work, such as letter and number formation and miss spelt high frequency words.

The children are given an example of the mistake and space to correct. For example,

and

-
-

There is a symbol to who your child worked with to complete their activity.

T - Teacher

TA - Teaching assistant

I - Independent work

ST - Supply teacher

TI - Worked with a teacher, completed independently

On some pieces of work, your child may be given next steps to work on. The staircase shows what your child needs to develop next.

