

Oakthorpe Primary School



Feedback and marking Policy

Adopted by Governors:	13.01.25
Next Review Date:	

Rationale

At Oakthorpe, we recognise the importance of ensuring that all pupils receive effective feedback as part of the teaching and learning cycle. As such, we aim to maximise the impact of our feedback to ensure it is effective. We are mindful of the workload implications of written marking and the research which surrounds the use of effective marking and feedback. This policy is underpinned by the research completed by the Education Endowment Foundation and other expert organisations.

‘Feedback plays a central role on securing student’s learning, supporting them how to deepen their knowledge and understanding or improve their performance.’ Teaching

Walthrus: Tom Sherrington and Oliver Caviglioli

Aim

The aim of this policy is to:

- Ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.
- To encourage, motivate, support and promote positive attitudes to learning and promote high standards To support pupil confidence and promote accelerated learning.
- Inform pupils what they have done well and what they need to do to improve.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Processes

- Adults’ well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments.
- Verbal feedback will be given during 1:1 learning conference with a pupil or on a group basis.
- Light marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils’ work will happen during the lesson.
- Live Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning this may also be given as verbal feedback.
- Self-assessment and peer assessment of the attainment and success of a piece of work may also be appropriate on key lessons.

Agreed Marking Guidelines for all at Oakthorpe Primary School

- All work will be acknowledged by adults but not all work will be marked in detail, this will be shown by adults responding to the Learning Intention.
- In the moment verbal feedback will be given whilst adults are circulating in the ‘you do’ part of the lesson.

- Written feedback will be constructive and focused and limited to extended pieces of written work.
- Will be linked to assessment for learning and linked to clear shared learning objectives.
- Will be consistent across the school.
- Encourage dialogue between adults and child and child and child.
- Ideally, marking will be undertaken during the lesson or as soon after the work is completed.
- Marking and feedback will depend upon the type of work, objectives set and be age appropriate.
- Where appropriate and possible, pupils will be involved in the process.
- Children will respond to marking and self/peer mark, edit and will use a pink pen.
- Responding to marking is a skill and children will be taught how to reflect and respond.
- All written marking to be carried out in green pen.
- When Live Marking, this is to be shown with green (positive answers) and orange (corrections need to be made) highlighters.
- All marking is to be done in clear legible hand aligned to the school handwriting script.
- The marking code is to be followed in all cases.
- The marking code should be accessible to all pupils in the learning environment.
- In the Foundation Stage, developmental marking process is (maybe) exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.

Marking Code

I, WS, GG	At times, it may be appropriate to mark how the work was completed: Independently, With Support, Guided Group
VF	Verbal Feedback
✓	Correct
sp	Spelling
.	Full stop in English Incorrect in Maths
g/p	Grammar or punctuation error
//	Paragraph KS2
Aa	Capital letter
FS	Finger space KS1
?	Lack of clarity