



ODST
Oxford Diocesan
Schools Trust

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



School Vision Statement

We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values, to be the best that we can be.

Title of Policy	Marking and Feedback Policy
Date Adopted by the Governing Body	January 2022
Review Date	January 2024
Signed by the Chair of Governors	

Aims of the policy

- To provide clarity on the purpose of feedback
- To describe how children will receive feedback on their learning
- To provide guidance on what makes feedback effective
- To support effective practice which reduces teacher workload

Principles that guide the school's approach to marking and feedback

This Policy is underpinned by our Growth Mindset culture and the belief that we learn from our mistakes. Our staff have high expectations of all pupils and promote the Growth Mindset belief that we can all be successful through hard work and practice. *(see Appendix 1 for Growth Mindset Feedback Tool)*

The Sutton Trust report 'Pupil Premium Toolkit' listed effective feedback as the highest impact action (adding eight months of learning per year) – against the lowest cost. They define feedback as being information which produces improvement in learning

In this policy we will use the term "feedback" to refer to any written or verbal feedback given to children about their learning. The aim of providing feedback is that it encourages children to reflect on their learning and consider where they have been successful and where they can make improvements.

Research suggests feedback should be:

- specific, accurate and clear (e.g. "It was good because you..." rather than just "correct");
- compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y")
- encourage and support further effort and be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell students when they are wrong
- be supported with effective professional development for teachers

(Education Endowment Foundation-Teaching and Learning Toolkit)

Therefore, feedback, whether teacher to child, child to teacher or child to child, needs to be based on clear understandings about the learning objective of the task and related success criteria. Feedback needs to be planned and purposeful. Staff need to be aware that written feedback can be a barrier to effective feedback and use this only when appropriate and with consideration of the audience. Children need to be taught and reminded what marking and feedback symbols mean. These should be displayed as appropriate.

Children need to be trained how to undertake self and peer assessment in order to engage effectively in this process and staff need to use time efficiently when deciding which type of feedback is needed in different situations. Feedback needs to reflect the effort a child has made and not just the performance. Children should be taught that challenge is exciting and an opportunity for further learning. Therefore, we seek to develop a learning orientation not a performance driven orientation. The class culture needs to be all about personal effort and supporting each other. This allows for keeping esteem high by pointing out individual progress, effort, teamwork and resilience.

We are aiming for children to be intrinsically motivated and therefore the authentic and effective use of praise as feedback is important. Effective and constructive feedback is age appropriate and becomes a dialogue between the adults and the children.

What does effective feedback look like?

- Relates to the learning intention and responds to individual learning needs
- Involves the children
- Is accessible to all children and personalised for individuals, depending on their need
- Is planned and allows time for responding to feedback given
- Supports formative assessment and informs future planning
- Recognises effort
- Is a dialogue between adults and children
- Offers a focus on moving learning forward

- Teaches children metacognition and self-regulation approaches in able to help them think about their own learning more explicitly
- Supports developing a Growth Mindset

General Guidelines

- Written feedback and responses (including editing and corrections) will be done using a coloured pen, pencils or highlighters so it is clear. Purple Polishing pens are to be used for self-editing and self-correcting.
- Children are taught how to use Green for success and Pink for Think for areas that could be improved and staff must use these colours when marking children's work.
- Children are encouraged to reread and self-correct their work as part of good working practice.
- Children will need to be clear about the learning intention and success criteria using language such as Learning Objective, Learning Intention and Success Criteria. It is most effective if children have helped generate the success criteria.
- The learning objective must be evident and linked to the work. This could be written by child, be on a sticker or sheet generated by the teacher and stuck in the book. The learning objectives or success criteria can be highlighted pink or green to quickly identify what has been completed successfully.
- Children are taught to put a dotted line underneath words which they think may be spelt incorrectly so as not to interrupt the flow of writing. Children must be taught to become independent in checking the accuracy of their spellings using an age appropriate dictionary or vocabulary display.
- When identifying spellings for correction the words selected and the number of words selected should be appropriate for the child's stage of development. (2-3 high frequency words, words which use a spelling pattern that children are expected to know and words from the relevant list of expected words should be the focus for spelling corrections.) If a child is spelling a common word incorrectly throughout a piece of work the word should be corrected on each occasion. Strategies should be used to support the learning of common words which are spelt incorrectly, for example using Look, Say, Cover, Write Check or adding these words to their spelling journal for learning.
- As part of regular feedback staff will identify for children where they have been successful and what they can do to improve.
- Children will be given time to look at feedback and make responses.
- Written feedback should only be used when appropriate and should be done either during the session or as soon after as possible. Children must then be given time to read and respond to the written feedback.
- Live marking is immediate and can involve narration while marking.
- Children will be taught how to self and peer assess work so this becomes a meaningful part of Assessment For Learning. They will be taught how to use traffic lights and Faces to indicate their own understanding of how well they or a partner have achieved against the learning intentions. If appropriate children will be expected to make written responses to feedback.
- Children should be given scaffolds to support self-marking or self-assessment i.e. marking ladders, success criteria. If marking is modelled halfway through a task, children can edit before finishing.

- Children and staff should give time to reflecting on learning, discussing feedback and assessment as part of the learning process.
- Feedback is not always captured in individual books but may be part of a display (e.g. working walls), within floor books or attached to photographs of children learning.
- All work in books must show evidence of some marking and feedback, including homework.

Explanations of Symbols

L.O	Learning Objective
😊green ●	Fully understood/achieved (self-assessment)
😐amber ●	Partly understood/achieved (self-assessment)
😞red ●	Had difficulty understanding/applying the learning (self-assessment)
I	Work completed independently
S	Supported in completing the work by the person initialling this symbol
SP in margin	Identifies incorrect spellings for correction – number should indicate how many in that line of text (KS2) or words underlined or highlighted pink (R,KS1)
VF	Verbal Feedback has been given
Next Steps	Challenges/targets to move learning forward
	Forgotten finger space
//NP	New Paragraph
*	Editing note
^	Insert
()	Take out and modify
MW	Missing Word – written in the margin indicates that there is a word missing in that line
WW	Wrong Word - written in the margin indicates that there is a wrong word in that line
E(1, 2 etc)	Refers to Jane Considine feedback in English

Specific Guidelines for schemes of work

Our school phonics and early literacy programme, **Read, Write, Inc**, incorporates marking and feedback specific to the programme. (Appendix 2)

Jane Considine, **The Write Stuff**, has specific marking and feedback guidelines which children are introduced to once they come off the Read, Write, Inc programme.

When they are making progress

- Hey that’s a tough problem/task/concept that you’ve been working on for a while. What strategies are you using?
- I can see a difference in this work compared to____. You have really grown (in these areas).
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for a while and you didn’t quit!
- Your hard work is clearly evident in your process/project/essay/assignment.

When they succeed with strong effort

- I am so proud of the effort you put forth to/in/with_____.
- I am very proud of you for not giving up, and look what you have to show for it!
- Congratulations – you really used great strategies for studying, managing your time (behavior, etc.).
- I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
- All that hard work and effort paid off!
- The next time you have a challenge like this, what will you do?
- What choices did you make that you think contributed to your success?
- It’s exciting to see the difference in your work now when I compare it to your earlier work.
- I can see you really enjoyed learning_____.

When they succeed easily without effort

- It’s great that you have that down. Now we need to find something a bit more challenging so you can grow.
- It looks like your skills weren’t really challenged by this assignment. Sorry for wasting your time!
- I don’t want you to be bored because you’re not challenging yourself.
- We need to raise the bar for you now.
- You’re ready for something more difficult.
- What skill would you like to work on next?
- What topic would you like to learn more about next?

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Appendix 2

Guidance for marking writing in Read Write inc. Phonic lessons

Why do we mark children's work?

- We mark children's writing to show them that we care about their efforts and the progress they make.
- Marking helps them understand how and why their writing is successful and how it can be improved.
- Marking is vital in assessing the effectiveness of our teaching - what children have understood and what we need to teach them next.
- Marking prompts a dialogue between the teacher and the child and, therefore, further opportunities for assessment.

Questions about your marking

- Are you and the children clear about the purpose of every activity? Do you reflect the purpose in your marking?
- Do you provide time and guidance for teaching assistants to mark work thoroughly – if not, do you organise for writing to be marked by the class teacher?
- Do you give verbal feedback to different children during each session – particularly to children who are at an early stage of reading?
- Do you make time in the lesson for confident writers to respond to your marking?

Assess children's writing progress

- Ask reading teachers to keep an assessment notebook to jot down common errors and steps to inform future teaching.
- For Yellow, Blue and Grey Storybooks – consider writing a prompt for children to respond to in the next lesson. E.g. 'Why do you think Barker is a good pet?'
- Use the 'Assessment Grid – Writing', online. Ask teachers to select one recent Write About every half-term (six to eight weeks) and complete the writing grid.

Specific guidance for marking Read Write Inc. activities

Spell test

Marking: Children mark their own work with guidance from the reading teacher.

1. The teacher writes the word on the board.
2. The children:
 - tick each sound spelt correctly and correct errors.

Hold a sentence

Marking: Children mark their own work with guidance from the reading teacher.

1. The teacher displays the sentence on the board.
2. The children:
 - tick correct and insert missing punctuation
 - tick words spelt correctly and correct words with sounds spelt incorrectly (write out the whole word above)
 - insert a missing word with an upturned V.

Proofread

Marking: Children mark their own work with guidance from the reading teacher.

1. The teacher displays the edited sentence on the board.
2. The children:
 - tick each corrected error and correct any missed edit.

Build a Sentence and Write about...

Marking: Teachers assess and mark children's writing after the lesson. The teacher:

- Ticks interesting vocabulary
- Draw a line under any misspelt words that they expect children to spell correctly
- Use ^ to indicate that a word needs inserting
- In Red to Orange Get Writing! Books, correct misspelt adventurous words by writing the correct spelling lightly in pencil above them
- Write a positive comment about the children's ideas and use of vocabulary and/or the sentence structure
- Ask children to write their favourite words in the Words to keep section at the end of the Write About section (Yellow to Grey Get Writing! Books)