



Oxley Park Academy **Marking and Feedback Policy**

Rationale

Imagine what a difference it would make if all children knew what they were good at and what they needed to do to improve...

At Oxley Park Academy we believe that every child matters and we work hard to give them a balanced education, where they learn skills for life. Within a firm but caring environment we hope to guide children towards becoming responsible, happy and fulfilled members of the community. We aim to raise standards, and in so doing, every child should maximise their learning and achievement. As teachers we need to show children that we support them in their learning and provide them with the appropriate input and guidance. This is achieved through effective marking and feedback on a daily basis.

Aims

Marking should provide constructive feedback to every child, focusing on success and improvement needs against essential objectives. It should enable children to become reflective learners and help them to close the gap between current and desired performance.

Marking and feedback should:

- Be manageable for teachers
- Relate to the essential objectives shared with the children
- Give children recognition and praise for success and valuing their efforts
- Give clear prompts for improvement
- Allow children time to amend their work and learn from mistakes made
- Allow specific time for children to reflect on the teacher's comments and respond to improvement (next step) prompts or extension questions
- Inform future planning and individual/group target setting
- Follow a consistent approach across the school while taking into account age and ability
- Give children the opportunity to reflect upon their own work and learning needs within the class, so involving them in effective self-assessment

If we are encouraging children to develop as independent learners, with an awareness of their own strengths and areas for development, it is important that:

- They are aware of the essential objective of each lesson and of the success criteria against which their work will be marked.
- The learning needs of individual children are addressed and work is matched (differentiated) and marked appropriately.
- Work is marked in a way that acknowledges and highlights teaching points and achievements
- Children are involved in regular feedback within a well-planned reflective plenary, with a focus on the essential objective.

Guidance on achieving the aims

To be meaningful and constructive, feedback to pupils should be based around shared objectives and success criteria.

Essential objectives and success criteria will be shared with pupils in each lesson in appropriate 'child friendly' language.

They can be shared in the following ways, as appropriate to age:

- Written on the board or displayed electronically using the headings: EO: and Remember to:
- Children may help to generate the Essential objective and Success criteria – with the teacher having the ultimate say in correctly generated questions and success criteria
- The children will have regular reminders throughout the lesson as to the Essential Objective and Success Criteria. The Success Criteria often make up the learning steps to achieving the Essential Objective.

To meet the learning needs of individual pupils, feedback is given that indicates next step comments and gives suggestions for improvements.

In depth marking will be completed as appropriate. For example if children are completing a piece of writing, in-depth marking may be appropriate so that children are able to edit and improve.

- After highlighting successes (pink) a next step should be given to the child. This may take the form of a closing the gap comment, which will indicate how the child could move a piece of work on:

1. A reminder prompt:

Most suitable for more able children, this simply reminds the child of what could be improved.

Say more about how you feel about this character.

2. A scaffolded prompt:

Most suitable for children who need more structure than a simple reminder, this prompt provides more support.

Can you describe how this person is a 'good friend'?

Describe something that happened which showed you they were a good friend.

He showed me he was a good friend when.....

3. An example prompt:

Extremely successful with all children, but especially with average/below average children, this prompt gives the child a choice of actual words or phrases.

Choose one of these:

He is a good friend because he never says unkind things to me,
He is a good friend to me because he shares his toys with me.

4. A question:

Could be used to extend children's thinking about their learning or remind them about previous learning. In this case, a question mark is used rather than the footsteps.

? What qualities do you look for in a friend?

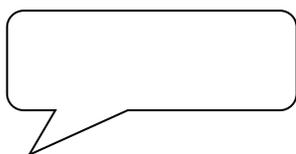
Children will be given opportunities to address/answer next steps and questions.

To be consistent, all staff will adhere to the agreed marking and feedback prompts and policy.

- If TAs work with a group they need to indicate stamp as an indicator that the children worked with support. (This work should still be marked by teachers).
- Any other staff that cover classes (including trainee teachers) will also mark taught work and use the prompts, as above.

Symbols/prompts to be used across the school when marking

- Written marking comments need to be consistently given using **pink and green** (contrasting the children's pencil)
- **Pink pen/highlighters** used to identify successes
- **Green pen/highlighter** used to identify an area that could be improved often mentioned in next step comment
- **Speech bubble** – to indicate when oral feedback has been given



This speech bubble may contain further symbols as an indication what has been discussed between the pupil and adult.

V= Vocabulary

C=Connectives

O=Openers

P=Punctuation

Spelling errors: indicated by a straight line underneath the incorrectly spelt word e.g. thay
(Spelling errors will not **all** necessarily be corrected.)

- In the younger years incorrect spellings will be underlined with the correct spelling written in the margin. Children will be expected to practise writing the correct word in the margin or at the end of the piece of work.
- Older children will be encouraged to find the correct spelling of words using a dictionary or word displays.

- If it is clear that a child has made an error through their grapheme choice on the THRASS chart, this will be the part of the word underlined e.g. strayt
- Task specific words (soluble) should be corrected along with key vocabulary related to a genre of writing (forest/spooky)
- Common errors may also be underlined, corrected and encouraged to be written correctly, especially Hot Words.

- **Grammar errors:** indicated by a wiggly line underneath the incorrect writing

◇ Incorrect use of word when mixing up past, present and future tense
e.g Yesterday I buyed a present for my friend.

◇ Confusion between 1st and 3rd person will also be marked with a wiggly line

- **Paragraphs:** indicated by the symbol //

◇ With older children, it is necessary to mark work to a certain level of intensity and so indicate how they could improve their work including through the accurate use of paragraphs.

- **Punctuation errors:** indicated by a circle

◇ If punctuation is missing put it in

◇ If punctuation is used, but is incorrect circle it, cross it out and correct it

- Further symbols to use when marking children's work



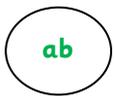
Independent work



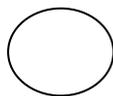
Work completed with TA support



Teacher led



Handwriting (not joined)



Handwriting (joined)

EO ✓ Essential Objective achieved



Write on the line



Write next to the margin



Capital letter

T ✓ Target achieved

or  Finger space

Sp Spelling

Magpied or given idea/word

*✓✓ Good bits

To encourage children to develop as independent learners, they need to be given opportunities to be reflective e.g. in a plenary session.

Focus on a reflective plenary

An effective plenary focuses the children back on the Essential objective and assesses the progress they have made with the work for that lesson/unit of work. The following are guidance questions to feedback to others within the class.

- What do you think you have learned/found out?
- How do you feel about your work today? Did you achieve something new today?
- Do you think that we are able to answer the learning question that we discussed at the beginning of the lesson? Can you show me an example?
- What went well/not so well?
- What are you particularly pleased about? Why?
- Would you need to do anything differently next time?
- Can you tell us what you have found out?
- Can you describe your method/how it works/what you did?
- Did you use/learn any new vocabulary today?
- What are the key things you think you need to remember?
- What could you aim to improve next time?

Children will also be given the opportunities when appropriate to peer mark and also self-assess against the essential objectives and success criteria. This will be done using a traffic light system (RAG)

Monitoring of Effective Marking

- Senior leaders and curriculum teams will scrutinise work to monitor progress and policy compliance
- Evaluation and feedback meetings involving all staff take place regularly
- Scrutiny of marking and cross-phase moderation takes place regularly so that teachers are involved in the monitoring and can examine the quality of their own marking alongside that of colleagues.

Spring 2015