



**Marking and Feedback Policy**  
***Oliver Goldsmith Primary***  
***"Inspiring a love of learning."***

***Date Ratified: May 2022***

***Date to Review: May 2026***



## **1. INTRODUCTION**

- 1.1. At Oliver Goldsmith Primary School, we believe it is essential that there is a consistent approach for responding to and giving pupils feedback on their work. We use a common set of approaches, with teachers using their professional judgement to apply the most useful approach to a piece of work.
- 1.2. Feedback comes in a variety of forms- of which written/marking comments in books/folders is only one approach.
- 1.3. We believe that feedback should identify positives in pupils' work as well as the misconceptions and the next steps for learning in order to support all pupils to make
- 1.4. progress across the curriculum.

## **2. AIMS**

We believe feedback should:

- 2.1. Be meaningful and motivational for children to move their learning forwards.
- 2.2. Be manageable for teachers.
- 2.3. Be as immediate as possible.
- 2.4. Involve all adults working with children in the classroom.
- 2.5. Involve children in the process and make it accessible for them to engage with.
- 2.6. Be used as a tool to support pupil progress.
- 2.7. Focus on success and improvement needs against the shared WALT & Toolkit.
- 2.8. Provide constructive feedback to every child and give clear strategies for improvement.
- 2.9. Help pupils close the gap between current and desired outcomes.
- 2.10. Enable children to become reflective learners and support independence.
- 2.11. Give recognition and appropriate praise for achievement/effort linked to whole school reward systems
- 2.12. Inform future planning.



### 3. FOUR DIFFERENT APPROACHES TO FEEDBACK AT OGPS

| Strategy  | Explanation of Strategy  |
|---|--|
| Summative or Surface Feedback                       | <ul style="list-style-type: none"><li>• Consists of ticks and/or crosses and is associated with closed tasks or exercises such as maths, spelling or grammar tasks.</li><li>• Where possible, children should self-mark, pair-mark, mark as a class/group.</li><li>• Using a visualizer, a piece of work from a child could be used to model the marking process and teach particular points at the same time.</li><li>• Children could use their class toolkits (directly linked to the WALT) to evaluate what success criteria they have included and what their next steps are to further improve their work.</li><li>• May also refer to work simply acknowledged by the teacher or other adult such as initials, tick at end, short comment such as 'well done' etc.</li><li>• Might happen in lesson or between lessons.</li></ul>   |
| Verbal Feedback in Lessons                          | <ul style="list-style-type: none"><li>• Teachers' feedback to children should focus firstly on points directly linked to the WALT/toolkit and then, on other issues appropriate to their work such as GPaS or presentation.</li><li>• Teachers will add VF to books to indicate verbal feedback and children will use purple pen/pencil to show how they are editing/responding.</li></ul>   |
| Deep Marking and PINK BOX Marking (Closing the Gap) | <ul style="list-style-type: none"><li>• Focused comments should help the child in "closing the gap" between what they have achieved and what they could have achieved (e.g. "What else could you say about the prince?", "Say something about the prince's personality").</li><li>• <b>Reminder prompt</b> (e.g. "What else could you say here?").</li><li>• <b>Scaffolded prompt</b> (e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face").</li><li>• <b>Example prompt</b> (e.g. "Choose one of these punctuation devices for this sentence, The dog couldn't believe his eyes ! ? . ").</li><li>• Pink box marking is another example of deep marking but does not cover the full piece of work completed by the child. It focuses on a key area/paragraph(s).</li><li>• This is when feedback focuses on a key area of the children's work rather than over the whole length of the work. A pink box is drawn around the key paragraph/area and then deep marking/close the gap comments are made related to that section only.</li></ul> |
| Paired/Peer Marking and feedback                    | <ul style="list-style-type: none"><li>• Children have time to provide feedback to each other in pairs.</li><li>• Children are trained to do this through teacher modelling.</li><li>• Encourage dialogue between children rather than taking turns to be the "teacher": they should discuss each other's work together (e.g. "I think this bit really shows how that character feels, what do you think?", "You did/included X and X really well. In order to make your work even better, you could now include X."</li><li>• Improvements will be made to the piece of work, <u>by the author</u> in purple pen/pencil.</li><li>• Authors can acknowledge who peer assessed their work e.g PA by X.</li></ul>   |



#### 4. Organisation

- 4.1. Teachers use green pen to provide feedback to children. Supply/Cover teachers will provide their initials to children's work- thus, differentiating between class teacher and other teacher(s).
- 4.2. Teachers may double tick (in green pen) particular words/phrases/sentences/answers to indicate good features of pupils' work-related to the WALT and toolkit.
- 4.3. Teachers use marking codes (using a green pen and noted in the margin or at the end of a piece of work) to indicate areas of improvement to pupils and to indicate if verbal feedback was provided/ support was given or pupils were involved in outside learning (refer to Appendix A).
- 4.4. Children use purple pens (purple pencils for EYFS and any pupils who struggle with pencil grip/fine motor control) for self and peer feedback.
- 4.5. Children also use purple pen to respond to Teacher/Adult feedback and to make improvements to their work.
- 4.6. We use feedback codes, particularly in writing, to save time and make feedback more accessible to children (See appendix A for more details).
- 4.7. All pupil work needs to be acknowledged by the teacher (including where children have self or peer-marked- so teachers can check that work has been marked correctly). This can be completed in the form of a tick, initials, use of marking codes or short comment.
- 4.8. It is up to teachers to use their professional judgement to decide which of the four approaches (see page 3) would be the most effective form of feedback to apply.
- 4.9. Time **MUST** be given for children to respond to feedback within and across lessons.
- 4.10 Teachers are able to personalise feedback through use of stickers, stamps, house points, and positive comments to support self-confidence and self-esteem of pupils.

#### 4.10. In English...

- 4.10.1 Longer lengths of writing and extended writing (including end of unit writing) must be deep marked (or pink box marked) as well as pieces of writing which reveal pupil misconceptions e.g where pupils have not met the success criteria for a particular piece of work.
- 4.10.2 Purple Writing Books are used for pupils to showcase their independent writing as part of half-termly assessments (linked to the genre of writing taught in class) and therefore are not deep marked but will be acknowledged with a tick, VF or a short comment.

#### 4.11 In Mathematics...

- 4.10.1 All work should be marked and teacher acknowledged- this can include pupils' self or peer marking, followed by a tick or initials by a teacher.
- 4.10.2 Feedback should focus on misconceptions.
- 4.10.3 Feedback should be used to plan next steps for learning.



#### 4.11 In Foundation Subjects...

- 4.11.1 All work should be marked and teacher acknowledged- this can include pupils' self or peer marking, followed by a tick or initials by a teacher.
- 4.11.2 Extended/longer pieces of writing need to be deep-marked or given verbal feedback.

### 5 IMPLEMENTATION

- 5.10 SLT will ensure that teachers and pupils have the correct resources to apply this policy.
- 5.11 Teachers will ensure that pupils have the correct equipment to support their presentation and application of feedback approaches.

### 6 MONITORING AND EVALUATION

- 6.10 The Leadership Team and Wider Leadership Team will monitor the quality of marking and feedback on a regular basis, across the curriculum, through book scrutiny and pupil voice interviews/pupil conferencing.

***6.11 Pupil progress over time is the key determiner as to whether feedback has ultimately been effective – not the quantity of marking completed by the teacher.***

### 7 REVIEW

- 7.10 Date of policy May 2022
- 7.11 Date to be reviewed May 2026



## Appendix A

### MARKING CODES:

| Code    | What this means...   |
|---------|--|
|         | Finger space missing   |
| CL      | Capital letter missing   |
| SP      | Spelling error   |
| P       | Full stop/appropriate punctuation mark missing   |
| G       | Grammar error that needs correcting.   |
| T       | Error in tense that needs correcting.  |
| R       | Repetition of words/openers/sentences.<br>Use alternative synonyms, sentence openers<br>etc to aid cohesion. |
| ^       | Letter or word missing   |
| //      | Start a new paragraph e.g for change of<br>subject/topic, setting, use of dialogue.                          |
| _____?? | What does this mean/unclear  |
| VF      | Verbal feedback given  |
| W/S     | With support-Teacher/ LSA help   |
| OL      | This child was involved in outside learning at<br>this point   |
| Green   | Teacher marking/comment  |
| Purple  | Corrected/Improved work.   |