



Ox Close Federation

Marking and Feedback

Aims

Effective marking and timely feedback are integral to good teaching and learning processes.

Ox Close Federation is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development, giving children opportunities to respond, moving their learning on and evaluating how well the learning task has been understood. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

Research shows that feedback is an important factor in pupil learning.

At Ox Close Federation, we aim to:

- Show we value the children's work and motivate them to produce high quality work.
- Raise children's self-esteem and through praise for what they do well and encourage them to raise their aspirations.
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to move their learning forward.
- Use formative assessment to inform teacher planning, organise interventions and ensure all children make progress.
- Create a dialogue which will aid progression.
- Provide instant feedback that can be acted upon within a lesson.
- Ensure that teachers have a manageable workload.
- Use whole class feedback to rapidly move learning on in an efficient way.

Effective marking should:

- Be manageable for staff and not cause unnecessary workload.
- Involve all adults working with children in the classroom.
- Be positive, motivating and constructive for children.
- Relate to the learning objective/success criteria of the work set.
- Be verbal where possible.
- Be frequent and regular.
- Allow specific time for the children to reflect and respond to marking.
- Give clear scaffolds/strategies for improvement.
- Provide information for the teacher on the success of the teaching.
- Inform future planning/interventions.
- Positively impact the child's progress.

Early Years Foundation Stage

Staff in Early Years gather evidence in a variety of different ways and continually provide the children with verbal feedback and stickers to highlight achievements and strengths.



In Nursery and Reception, evidence is collected via SeeSaw and the staff will make a short descriptive comment to articulate what learning has taken place. Parents have continual access to this learning platform meaning that the learning journey is shared.

When Reception children are using Phonics and Maths books, staff acknowledge their achievement using stampers, short positive phrases and through the use of smiley faces. Verbal feedback continues to be used with the children as well.

Key Stage One and Two Marking and Feedback

General Marking Information:

- Marking should be completed daily.
- Green pen should be used by all staff.
- Teacher's handwriting must be clear, legible and model the high expectations expected by the children.
- Children in Years 2 to 6 should be given time to respond to the feedback provided – this should be completed using the purple polishing pen.
- All work will identify the level of support provided – this will be written at the top of the piece of work on the right hand side. I = Independent. T = Teacher/teaching assistant assisted.

Verbal Feedback

Where possible, instant verbal feedback (individual or whole class) is the most effective way of moving children's learning on. A record in the book of verbal feedback is not necessary as the improvements made based on this feedback will be visible through the purple pen improvements in pupil books.

Unless otherwise stated verbal feedback will be used to share successes and improvements with children. A simple tick and VF will be used to acknowledge that the work has been seen and that feedback given.

Live marking within lessons is encouraged in order that children can act on feedback there and then – this will be completed in black pen.

Individual intervention is rapid often happening during the same day or in the next lesson with teacher/TA support.

Written Feedback

When used, written marking must be done in green pen to enable the children to identify it easily. Written feedback is often used on more extended pieces of writing including drafts.

Maths Marking Symbols:



Correct answers



Wrong answers



Learning Challenge highlighted in green if children have fully met.

Staff will correct and allow children time to practice:

- Number Formation
- Specific questions that they need to correct – no more than 3.

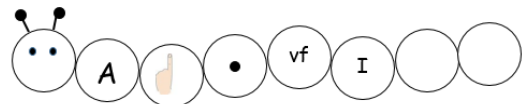
Points to Note:

- It is not expected that all of these symbols would be used on a daily basis.
- Children are allowed to mark their own work in purple pen – teacher to highlight Learning Challenge and tick work to acknowledge this.
- There is an expectation that teachers correct misconceptions during the lesson and support children by scaffolding answers – this would be completed in black pen.
- If children take part in interventions after lessons, this is to be completed on [blue paper](#) and stuck into their Maths books.

English Marking Symbols

Key Stage One:

The KS1 caterpillar is to be used for every piece of writing and differentiated according to genre.



Caterpillar Key:



Add mouth to indicate effort

A

Capital Letter



Full stop



Finger space

Adj

Adjective

Adv

Adverb

N

Noun



Conjunctions

I

Independent work.



LC highlighted in green if children have fully met objective.

Key Stage Two:



LC highlighted in green if children have fully met objective.



Polishing Pen alterations required here.

sp

Spelling errors – no more than 3.

A

Capital Letter errors

.?!

Punctuation errors – adapt symbol appropriately

Extended Writing in KS2

For extended pieces of writing, a differentiated success criteria grid should be used so that work can be teacher assessed.

When marking extended writing class teachers should:

Identify Successes	<ul style="list-style-type: none">• Children's successes or 'best bits' are highlighted can be identified further with stamps or stickers.• Identify one example not all.• Link the marking to the learning objective and success criteria and refer to these.• Show evidence where verbal feedback has been given.
Identify Improvements	<ul style="list-style-type: none">• Use of margin marking codes for small edits to spelling, vocab, punctuation and grammar.• Link improvements to the objective, success criteria or child's Targets.• Areas for development have a pink highlighter mark with a corresponding written prompt.• A focused comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.• Clearly scaffold improvements at a level appropriate to the Child.• Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be identified.
Moving the learning forward	<ul style="list-style-type: none">• Provide regular time for children to act on feedback.• Purple pens are used for children to make their improvements, so the improvements can be clearly seen.• Improvements should be acknowledged.• Use peer and self- assessment where appropriate.

Science and the Wider Curriculum

Where children are completing work in books, the following marking guidance applies:



LO highlighted in green if children have fully met objective.



Areas for improvement – identify subject specific misconceptions and allow children time to improve their work using purple polishing pens.

Challenges will be available to the children to extend and challenge thinking- these will be identified by a **blue border**. Children can complete these at the end of a lesson or they can be used as a follow up task at the beginning of the next lesson.

Art Sketch Books

These books are not marked by the staff in the same way as other wider curriculum books. This is because creativity in Art is a fragile process and the content of a sketchbook isn't right or wrong and therefore difficult to measure. Instead, pupils are encouraged to use their sketchbooks as a place to: take in ideas (magpie), test out (practice, experiment, explore), and reflect (evaluate) in order to take ownership of their sketchbook. Throughout this process, pupils are encouraged to make simple annotations making notes to record their ideas. Feedback on work is mainly verbal via one-to-one, small group or whole class discussion. When staff feel they would like to leave a written comment, then this is made on a post-it note and placed on the page within the sketchbook

Online Evidence Collection – SeeSaw

Where children do not complete work in books, evidence is collected via SeeSaw and the staff will make a short descriptive comment to articulate what learning has taken place. Parents have continual access to this learning platform meaning that the learning journey is shared.



HLTA and TA Marking

When covering classes, feedback to children will still be provided both verbally and through written feedback.

This will take the following format:

- Use of stamper.
- In lesson intervention if appropriate – black pen.
- Brief praise comment if appropriate.
- Liaison with class teacher regarding assessment of the children's understanding of the lesson.

Presentation

Maths

- Children are to write in pencil.
- Learning Challenge – this will be stuck in for children in Y1 to Y4 and will be handwritten for children in Y5 and Y6 apart from those children identified as requiring it on a sheet to stick in.
- One digit or one operation sign per square.
- Decimal point has a square of its own.
- When children are completing worksheets, the appropriate border should be applied:
 - Fluency – Red
 - Reasoning and Problem Solving – Green
 - Dive Deeper - Blue
- Key Stage 1 Word Problems – children to be provided with a sheet which has space under or to the side of each problem for the working out.

- Key Stage 2 Word problems – need to be either written out by the child or a small sheet stuck in – staff must ensure that children have adequate room to write.

English and Wider Curriculum

- Children are to initially write in pencil and will progress to pen when staff feel this is appropriate and children are writing neatly.
- Learning Challenge – this will be stuck in for children in Y1 to Y4 and will be handwritten for children in Y5 and Y6 apart from those children identified as requiring it on a sheet to stick in.
- Children are to write using our school handwriting scheme – Letter Join.

Monitoring and Evaluation

A review of samples of work is carried out on a regular basis to monitor the implementation of this policy. The findings of reviews are shared with staff.

The performance indicators will be:

- Improvement in children's achievement and attainment.
- Consistency in teachers' marking across phases.
- Participation of children in the process.