



**Policy Approval Date: September 2020 (originated April 2014)**

***Approved by the Full Governing Body please see minutes September 2020***

**Review Date: September 2021**

### Aims

We believe that marking should provide constructive written or oral feedback to every child, focusing on success and improvement needs against learning objectives, enabling children to become reflective learners and helping them close the gap between current and desired practice.

### Principles

We believe that the marking of children's learning enables us to:

- Identify and share with children what they have successfully completed
- Help children to know what they need to improve
- Identify next steps with learning
- Check whether the child has understood the task
- Check whether the child has completed the task
- Assess the child's progress in relation to their age related targets and beyond
- Inform Hfl tracking and assessment
- Note individual needs
- Plan for future learning

In addition it is essential that marking and feedback should:

- Enhance learning and development
- Be age related and needs appropriate for children
- Be manageable for teachers
- Relate to learning objectives and curricular targets, which need to be shared with the children
- Involve all staff working in the classroom
- Give children the opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement, be positive
- Give clear strategies for improvement
- Allow time for children to read, reflect and respond to marking during timetabled response time
- Respond to individual learning needs
- Inform future planning and individual target setting
- Be accessible for children
- Ultimately be seen by children as positive in improving their learning
- Encourage and teach children to self and peer evaluate wherever possible

### Feedback and marking during the Covid-19 crisis

Due to the highly contagious nature of the Covid-19 virus, while infection rates are still high, the school have adapted methods for providing feedback to pupils. Greater emphasis is to be given to verbal feedback in order to minimise staff's handling of books. When books are marked, staff will follow risk assessments in place including procedures such as handwashing between books. Where possible, post-it notes or verbal feedback will be used. Older year groups and those whose writing ability is sufficient, may record feedback given to them or write self assessment comments to reflect feedback from staff as well as the opinion of the pupils themselves. Books may sometimes be left 72 hours before they are marked and the same before given back to the children if it is felt that detailed marking is needed.

Throughout this time, the above aims and principles of this Policy will all still apply.



### Oughton Primary and Nursery School Marking and Feedback Policy

All work produced by children must be marked regularly, giving feedback for learning in order for next steps to be highlighted. The focus should be on quality marking.

The following strategies will be used across the curriculum although not necessarily all used in every lesson.

<b>Symbol</b>	<b>Explanation</b>
Pink highlighting – 'tickled pink'	Highlighted parts show successes in the work where it meets the learning objective particularly well
Green highlighting – 'Green for growth'	Highlighted parts show an area that could be developed. This highlights the next steps in the child's learning.
Two stars and a wish stamp	Used to show two successful points about the work (two stars) and one area for development (a wish).
Well done, your next step is... stamp	Used to show the next steps for the child's learning.
Teacher's Response to work - Green pen comments	Teachers' comments in the margins and underneath work praising good aspects and explaining areas to develop. Questions or additional tasks will be asked. Marking to focus on the learning objective and may also cover handwriting and presentation.
Children's Response to marking – Red pen (Year 1 to Year 6) 'Respond in Red'	Children will be asked to respond to marking through comments and / or completing corrections or additional questions. This will be completed in red pen to highlight the response. Children will be given time within lessons to 'respond in red.'
Self-Assessment – Children's responding to work – Black pen	Children will self-assess their work using a black pen to write a reflective comment or draw smiley / straight / sad face to indicate their opinion.
Peer Response to work – Purple pen (Year 2 to Year 6). 'Purple for Peer'	Other children will be asked to respond and / or assess work, known as Peer Assessment. This will be completed in a purple pen and will be initialled by the child completing this.

Sp (written in margin)  Correct version may be written if the word is more challenging (in the margin or at KS1 at the bottom of the work)	Focused spellings – key spellings identified on a piece of work shown by a wavy line. If it is a word that the child should be able to spell, they should correct it themselves (using word cards/dictionaries as needed). If the word is more difficult, the teacher identifies the correct version in the margin. Child to then write the corrected word.
Verbal Feedback stamp / VF signature of staff and date.	Focused verbal feedback has been given to the child and the next steps have been discussed.
Marking Ladders	Marking Ladders will be used at times to focus on key objectives. Children and adults will assess the work using the Marking Ladders.
Rewards e.g. stamps, stickers, housepoints	Stamps, stickers and housepoints are given as incentives to promote learning further. Other praise and verbal feedback as appropriate is given.
Adult assisted stamp	This means that the child had adult support and input to complete the piece of work. This could be 1:1 or as part of a group.
Independent work stamp	This means that the child has completed the work on their own with no support.

### Self-assessment and responding to marking

Children may at times use black pen to write comments, evaluating their work and how they felt about the lesson and their learning. Self assessment is varied depending on age/level of ability.

Teacher's marking should often include a question or task for the child to complete to consolidate their understanding or push them further. Children should be given 'Read and Respond' time to respond to these comments, responding in **red pen**. KS1 children / SEN children may initial to show when they have read a teacher's comments.

## Oral Feedback

We believe that day to day strategies of questioning, observing, discussing, checking on children's understanding and analysing their responses are all aspects of our feedback to pupils. Oral feedback is given to children on their work where possible. This is usually when the children are working during a lesson and sometimes oral feedback is given at the beginning of a lesson.

## Layout and presentation – see Presentation Policy (below) displayed in books

All books must be named – computer generated sticker. EYFS – names will be handwritten.

All work must be dated – day, month and year. KS2 to write the short date for maths and long date for all other work. KS 1 and Foundation will have the date on stickers.

The Learning Objective should usually be on the work, either as a sticker or written by the child or an adult however individual needs (SEN) should be considered. When children write the objective it needs to be in a shortened form.

Dates and titles must be underlined.

Work should be ruled off in pencil after the last piece of work. Work should carry on within the same page (not starting a new page each day). Pages should not be missed in books.

Work must be neat and well presented. High expectations for presentation must be shown by both staff and children.



## Oughton Primary and Nursery School Presentation Policy

- Always use pencil for drawing and underlining
- Once you have a pen licence, you must use pen for all written work
- You must only use the blue school handwriting pens
- The date is written on the top line and underlined using a ruler (short date for maths, long date for all other subjects), miss a line then write the title/LO and underline it
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. Don't leave a blank page
- You must always write against the margin
- Handwriting should be neat and always joined up
- Leave one line between paragraphs
- You must not graffiti or doodle anywhere in your books
- If you make a mistake, put one neat line through it and start again, do not over write
- All sheets should be trimmed down and stuck in straight so that they do not stick out of the book



## Maths

- Always use pencil for all work in your maths books
- Use the short date in maths
- You must draw a 3 square margin in your maths books and put the question number in the margin
- Write one digit in each square. All digits must be clear
- Leave one row of squares between each calculation

