Marking & Feedback Policy

Vision Statement

Our Ospringe School family's Christian Ethos of Nurture-Grow-Succeed is underpinned by Jesus' Parable of the Mustard Seed. We nurture a joyful, family-centred community where all feel rooted, valued and inspired. Through play and exploration, we foster curiosity, confidence and a lifelong love of learning. Our strong, effective curriculum embraces the richness of Faversham and the wider world. We empower our children to become stewards of creation and be vocal advocates for themselves and others. We create a safe, warm, inclusive nest in our nurturing branches, where children grow in kindness, resilience and wonder ready to flourish as compassionate individuals.





Our Christian Values

Compassion
Forgiveness
Equality
Honesty
Perseverance
Courage

Policy Review		
Last Review	Approved by GB	Next Review Due
September 2026	September 2026	September 2027

Research and Principles

One of the most effective teaching tools is feedback which is bespoke and given as close to the point of learning as possible. 'Just in time and just for me'. *John Hattie (renowned academic and author of Visible Learning.)*

With this in mind, our Marking and Feedback Policy at Ospringe CE Primary School is based on the principles that:

- The sole focus of feedback should be to further children's learning;
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson.
- The 'next step' is usually targeted in the next lesson
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and dependent on children's ability to draw upon previous learning and concepts. Therefore, teachers should provide regular opportunities for children to practise skills and consolidate learning.
- Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.
- Feedback should be ongoing and flexible. Based on observation and formative assessment during lesson time, teachers should adapt the lesson accordingly. They will develop the skills to be able to scan, identify opportunities and barriers to learning, providing instant feedback and opportunities for progression.
- Marking is most effective in the presence of the child.
- Teachers should praise the process, not the outcome. Children should be offered feedback on their effort and process of learning, rather than commenting solely on 'correct answers'.
- Marking and feedback should be manageable for teaching staff to ensure a healthy workload is maintained.

Who is Involved?

All staff, including Teachers, Teaching Assistants, supply teachers, and trainee teachers are required to follow this policy. The Senior Leadership Team and Subject Leaders will monitor implementation of the policy.

General Guidance for Marking by Teachers

Marking and feedback by teachers should not require 'lengthy comments' but take some of the following forms, as appropriate to the work:

- written feedback should be completed using a green pen so that marking is easily located
- all learning should be acknowledged, however written feedback is not always required

- the use of a green highlighter to promote positive aspects, and pink highlighter to draw attention to errors/slips, or areas for development within a piece of work
- praise to be given for children's efforts and application of learning processes
- time should be allocated for conferencing with pupils.

Non-negotiables

Every Teacher and Teaching Assistant involved in marking will identify where letters and numbers have been incorrectly formed or sized. The correct formation will be taught explicitly through 1:1 input, group work or as a whole class, until all letters and numbers are correctly formed.

For children who consistently make errors in letter and number formation, personal visual reminders will be provided, which display the focus letters and numbers with arrows showing the correct formation. These visual prompts will act as a reminder to the child and, therefore, will not need to be commented on in marking. Visual prompts may be put in books at the top of each piece of learning/on tables/in organisers or tool kits.

Marking Policy Approaches for Maths

Research (Black et al, 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built- in to lesson design. In primary mathematics they require:

- well- structured classroom activities (involving conceptual and procedural variation and intelligent practice);
- regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding;
- interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

<u>Marking for Power Maths</u>

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

- For slips, it is enough for teachers to indicate these and encourage pupils to correct them. These slips may also be identified by the pupil themselves or their peers through guided self and peer marking.
- Where errors demonstrate lack of understanding, the teacher may instead address this through same-day intervention or, where the misconceptions are evident in multiple children's work, addressed in the next lesson.
- Pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue work on.

Marking Policy Approaches for English

In English a marking/editing symbol chart will be used for written work. The following marking editing charts will be followed in all lessons:

KS1 Editing Codes

A	Missing capital letter
.	Missing full stop
a	Am I writing on the line?
|	Did I use a finger space?

KS2 Editing Codes

A	Missing capital letter		Change this to lower case
○	Missing or incorrect punctuation	//	New paragraph
----	I am not sure I have spelled this correctly	^	Missing word or phrase.
∿∿	Does this bit make sense?	*	This bit needs to go somewhere else. (Show where with an arrow)
T	Target for me to complete	R	For me to respond to

Marking for Talk4Writing

- When children have completed a Hot Write, their writing should be acknowledged. Often, verbal feedback by a staff member is sufficient. It may also be appropriate to use the marking codes or simply highlight in green against Cold Write targets.
- Once children have completed their Hot Write task, teachers should revisit the cold write and green highlight and date if a target has been met. An orange highlight will signify that there is some evidence of the target being met but not yet secure and a pink highlight against a target means that it has not yet been met and will need to be addressed.
- Writing conferencing will need to take place (this may be a discussion during the lesson or at an alternative time).

Marking for Drawing Club and Curious Quest

- In Early Years, marking in Drawing Club is by verbal feedback.
- In Year 1, as Drawing Club moves into Curious Quest, the focus is on sentence structure, using the KS1 editing codes.

Marking for Reading

- Verbal feedback will be used for focus groups in guided reading
- Guided Reading / RWI reading will be evidenced in Reading Records from Years R-3 and in Guided Reading books in Years 4-6 or reading journals.
- Verbal feedback will be sufficient in Guided Reading but written feedback will be used for all other groups.
- Reading records (years R to 3) must be checked weekly and all reading to an adult must be noted in reading records.

Marking Approaches for Other Curriculum Areas

- All learning will be acknowledged and any misconceptions built in to subsequent lessons.
- Where possible, feedback will be provided in group conferencing scenarios, whereby children have the opportunity to discuss their learning with peers.

Additional Notes
Teachers' handwriting needs to be legible as a model for the child.

Not every incorrect spelling needs to be corrected by the teacher, but persistent errors or non-negotiable high frequency spellings should be commented on, and incorporated into the planning.

Children should be encouraged to use dictionaries and phonic knowledge to self/peer correct their spellings.

Guidance for Peer/Self-Assessment

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with AfL strategies, within most lessons' children should have opportunities to assess their progress (or that of others) against agreed criteria. Teachers appreciate the need for clear modelling and training of children in how to peer and self-assess meaningfully, and that time is planned into lessons to make improvements.

Some successful peer/self-assessment strategies include:

-2 stars and a wish
-Smiley face system
-Thumbs up / thumbs down
-Checklists for writing/maths steps to success (with visual prompts for KS1 pupils, or KS2 who need them)

Alternative Ways of Sharing/Celebrating a Child's Success

- Openings of lessons
- Mini-plenaries
- Plenaries and use of visualiser
- Key Stage and Celebration Worship
- WAGOLL (What a good one looks like) on working walls.
- Achievement Awards (Writer or reader of the week/Most improved writer or reader/Pupil of the Week).
- Display

Moderation

It is expected that cross- year group and cross- collaboration moderation will occur regularly throughout the academic year across a range of subjects.

Monitoring

Marking and feedback will be monitored by senior management through taking in samples of books and through lesson observations.

Remember <u>marking</u> is all about improvement and impact or it is time wasted!