



Offenham CE First School Marking & Feedback Policy

Marking and feedback is an essential part of planning, teaching, learning and assessment. It should respond to children's work through constructive comments that acknowledge child's achievements as well as encourage positive attitudes and learning behaviours leading to improved standards. Effective feedback given to our children through marking and reviewing work will provide constructive steps for every child to ensure progress. It will focus on success and improvement, against learning outcomes and success criteria.

AIMS

The aim of this policy is to ensure a clear understanding of the purpose, procedures and processes of effective feedback and marking to children regarding their work in order to maximize progress and support children in becoming effective learners.

Effective feedback and marking aims to:

- Inform the child what they have done well and what they need to do to improve i.e. their next steps
- Support children's confidence and self-esteem in learning and contribute to accelerated learning.
- Support teachers' assessment knowledge of each child as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach children to respond to feedback, self-assess and evaluate their own learning.

FORMS OF MARKING AND FEEDBACK

At Offenham CofE First School we recognise that a variety of marking strategies should be used on a daily basis to support the learning of our children.

1. Verbal Feedback

We recognise the importance of children receiving regular oral feedback. Lessons should include opportunities for 'mini plenaries' to feedback to whole class or to individuals as the teacher uses 'active marking' techniques. Adults talk to children about how they have met the learning objective and their success criteria. Through discussion, teachers will correct any misunderstandings and extend learning by giving next step advice. Children of all ages need verbal feedback but this is particularly important in the Early Years, Year One and some SEN children.

2. Acknowledgment Marking

All work is to have an acknowledgement mark. This acknowledges / recognises attainment and/or progress, success, completion of their work.

3. Self-assessment and peer marking

At times children will be given the opportunity to mark the work of another class member. They will do this against the success criteria set out for the lesson. Children will be encouraged to write a constructive comment as to how the work could be improved. Self-assessment will take place at the end of some lessons to enable children to show how they feel they have met the learning outcome.

4. Impact marking

Marking in which feedback is given on attainment and success, when this is given, a response from children is required to strengthen the learning and teaching process in order to accelerate and deepen learning. It is to be carried out by the teacher or other adult and should be of the highest quality.

MARKING PROCEDURES & NON-NEGOTIABLES

- All marking is to be carried out in green pen representing 'good' and pink for 'think' comments
- All marking is to be done in a clear, legible hand in line with the school handwriting style.
- The marking code is to be followed in all cases (see Appendix 1)
- The marking code should be accessible / visible to all children in their learning environment.
- All children's work is to be acknowledged by teacher / other class adult.
- In English & Maths at least 3 pieces of work per child per week should be impact marked in depth.
- All L.O. are to be highlighted appropriately on every piece of child's work. Next to the LO is to be written a coded letter to inform of who has worked with the child / how much they have been supported. These codes are displayed in classrooms.

In impact marking:

When identifying specific successes, the respective work in the child's book will be identified with a green tick (in Maths) or a green highlight (in English), these successes will be taken from Learning Objectives / Success Criteria for each piece of work. When identifying an area for improvement the work will be identified using a pink highlighter and the corresponding comment be written in pink for the child to respond to. There will be a maximum of two pink for think comments / identifications for each piece of work. Feedback comments must be constructed to require a response by pupils, at an appropriate level of challenge and such tasks must be completed by the pupils. Feedback must always indicate a next step or an improvement for learning. After the child has responded to their feedback

comments this should be acknowledged with a tick / initials of adult. When writing is impact marked, attention should be given to spelling, grammar and punctuation in line with the child's stage of development.

MARKING IN EYFS

Marking and feedback in the Early Years Foundation Stage will be in response to observation of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion. Appropriate methods for marking and feedback in EYFS are:

- Regular praise and encouragement
- Annotation of photographic evidence
- Written observations
- Simple images as reminders or rewards (smiley face, sticker etc)
- School reward system to celebrate their achievements – house points
- Adults talking to children individually about their achievements and how to develop their skills further

MONITORING AND EVALUATION

Subject coordinators have the responsibility to monitor the marking / feedback in their subject and feedback to teachers when appropriate. Within staff meetings / internal moderation the marking code will be discussed to ensure it is consistent across the school. Opportunities for work to be marked with other teachers will be provided as necessary to develop consistency of expectations and standards.

Policy updated by Gemma Aucock in September 2024
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