



Overdale Junior School
Feedback and Marking Policy

To be used in conjunction with the Teaching and Learning and Assessment for Learning Policy

August 2018

This policy is in line with the Government's 2014 Workload Survey, 2016 Teacher Workload Review Group which states "... marking should be driven by professional judgement and be '...meaningful, manageable and motivating.'"

We recognise that the teaching team consists of teachers, teaching assistants (TAs), and any other specialist teachers employed by the school including, in some cases supply teachers.

1. The purpose of the policy

The purpose of this policy is to ensure all the teaching team has a clear understanding of the high expectation in terms of feedback and marking. It also aims to make all feedback and marking meaningful, manageable and motivating.

It offers:

- inclusive whole school approach
- gives guidance to support the learner
- sets expectation of frequency and presentation
- explicit about monitoring and moderation

All members of staff are expected to be familiar with and apply the policy.

2. A whole school consistent approach

It is important that the teaching team provide consistent, specific and developmental feedback to children enabling progress and mastery of knowledge, skills and behaviour within the school's curriculum. Marking and feedback can steer pupils to become reflective learners and it is integral to the learning to learn philosophy.

There is a whole school expectation that this will include written and verbal feedback which focuses on the learning objective, success criteria skills or task plan.

Expectation

- teacher-pupil dialogue around feedback and marking
- an understanding of the different approaches to feedback and marking, in line with current research and recommendations
- marking and feedback is suitable to the task given
- agreed standard codes
- professional dialogue and share of best practice

3. Guidance to marking and feedback

Meaningful

- develop the pupil's mindset to encourage growth
- relate to specific skills, knowledge and/or behaviour (targets, pupil conferencing)
- involve dialogue between the learner and teacher
- accelerate progress
- responds to individual learning needs

Manageable

- distinguish between an error and mistake
- drive learning forward by addressing misconceptions
- allow specific time for children to read, reflect and respond to marking
- develop skills of self and peer assessment
- reasonable balance of learner- teacher in terms of time taken and effort

Motivating

- opportunities to have ownership of personal development
- accelerating learning and progress
- recognition and praise for achievement and clear strategies for improvement
- meeting personalised learning targets as agreed through conferencing
- addressing workload (work-life) balance

4. The methodology of marking and feedback

This is current methodology for marking and feedback. It encompasses evidence based research from the Education Endowment Foundation (2016) and Department of Education Guidelines (2014)

Nearly all marking and feedback should be developmental and any comment should intervene to support, consolidate, accelerate or challenge the child's learning. An exception would be where the teacher marks to **acknowledge the pupils task or attitude to learning** where it has been exceptional or OJS values have been met.

4.1 Formative feedback**Verbal/ oral**

Verbal feedback is **an essential formative type of assessment** and gives immediate comment or response to the learner throughout the lesson. It encourages a dialogue and can refocus the learning.

Meaningful

- instant feedback
- redirects learning
- addresses error or misconception

Manageable

- part of the lesson
- VF stamps
- rapid response

Motivating

- focuses on successes
- highlights a gap or areas of development
- allows and encourages a learner- teacher dialogue

4.2 Written feedback

When using written feedback teachers should recognise the individual needs of the pupil; taking into account age appropriateness of written feedback along with the purpose of feedback.

In some cases, children will self or peer mark and use guided mark schemes to support their assessment. *Appendix 1 Maths and English Marking Sheet/ Example*

Meaningful

- identify multiply success criteria areas
- identifies next steps
- breaks down stage learning objectives
- marking codes support moderation and assessment

Manageable

- longer-term
- identifies next teaching steps – one to one/ group/ whole class
- beneficial for formative assessment
- using pre-printed post-it notes or labels
- two highlighters orange and blue

Motivating

- quicker and simpler
- **developmental** focusing on success and improvement; inclusive of Overdale Values
- **acknowledges success** along with challenging mindsets

4.3 Marking codes/ symbols

Non – negotiable

LOM = learning objective met or orange dot by LO 
 LOMN=learning objective not met or blue dot by LO 
 I = completed independently
 CWG = completed with guidance
 GW= group work
 Mark in **green pen**

Use if applicable

sp. = spelling error
 ^ = omitted word
 TP = task planner
 SA/PA = self or peer assessed
 Supply = stamp
 S = scribe ET = extra time allocated

4.3 Self and peer assessment

There are many different methods for peer and self-assessment however to ensure our pupils are reflective learners and have a real understanding of both their strengths and areas for development it is essential they are initially taught then mentored and coached in developing their communication and feedback skills.

It is a **requirement** that pupils will be taught how to self and peer assess in explicit teaching sessions along with given opportunities to reflect on their own learning using tools such as the learning pit, pit stops and exit interviews.

For all learners it is acknowledged that being involved in marking work, or giving feedback to a peer (based on clear success criteria) pupils can demonstrate a sophisticated level of understanding about the learning taking place in a lesson or over a series of lessons.

Examples of strategies and tools that are useful for peer and self-assessment are available on the Shared Drive folder 'Teaching and Learning' and will be revisited and added to regularly during team and whole staff meetings.

Expectation

- all Overdale Junior School teaching team to share best practice
- teachers develop children to give feedback: verbally and written
- pupils have an understanding of marking codes
- pupil can explain how and why their work is marked
- children mark or comment on their own or each other's work, this is done using a **blue pen**

4.4 Marking and feedback other than teacher

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialed and commented on where appropriate.

- **supply teacher's work:** should simply be stamped to indicate that they are not the regular class teacher. However, if they are working with the class over a long period of time this will be reviewed by the school
- student teachers: should mark work under the guidance of the class teacher and in line with the marking policy

4.5 Frequency of marking and/or feedback

It is an expectation that teaching staff will either:

1. give **developmental marking** through
 - a. written feedback
 - b. verbal feedback
 - c. facilitate peer or self- marking
2. give **acknowledgement marking** using
 - d. written statements
 - e. post it notes

4.6 Summative feedback and marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children as a class, or in groups, can also mark in this way.

5. Responding to feedback and marking

It is an expectation that pupils will be given time to read and respond to marking or feedback.

Meaningful

- part of the accelerated learning process
- active approach to learning

Manageable

- part of the teaching – learning sequence
- opportunity to respond to judgement

Motivating

- pupil voice
- ownership of work

6. Monitoring and Moderation**6.1 Monitoring**

Marking and feedback will be monitored by the SLT through scrutiny of books, learning walks, lesson observations along with pupil interviews. There will be a focus on evidence of feedback and marking policy being used consistently to accelerate progress within all cohorts.

Expectations:

- regular evidence of written developmental marking,
- verbal feedback and/or conferencing
- peer and self-assessment assessment
- response to marking
- evidence of consistent book marking code/symbols

Class teachers will be provided with individual feedback based on book scrutiny.

6.2 Moderation

Subject Leaders will organise cross-phase moderation on a regular basis, in order to provide opportunities to share good practice and parity. All teaching staff will be expected to participate in moderation where applicable with Oak Academy Trust partners and Local Authority moderation meetings along with activities as invited/directed by the SLT/ Subject Leaders.

Teacher Assessment will continue to be a focus for the Senior Leadership Team. We expect that any member of the SLT will be able to access books/ documents and/or Assertive Mentoring tracking at any time. At intervals during the school year, the SLT will conduct interviews with pupils to ascertain the impact of children having access to a variety of feedback and assessment methods and responses to feedback. During the monitoring cycle when planning, book and moderation takes place random children will be selected. This choice will be made by the SLT.

7. Review

This policy will be reviewed annually by the Head teacher or other designated person in the SLT.

8. Appendices

Appendix 1 Maths and English Marking Sheet/ Example

Marking - English

Date:		LO:	
Work to praise and share		Need further support	
Presentation notes		Basic skills errors	
Common misconceptions and next lesson notes		SEND	
		GDS	
Teaching point for next lesson			

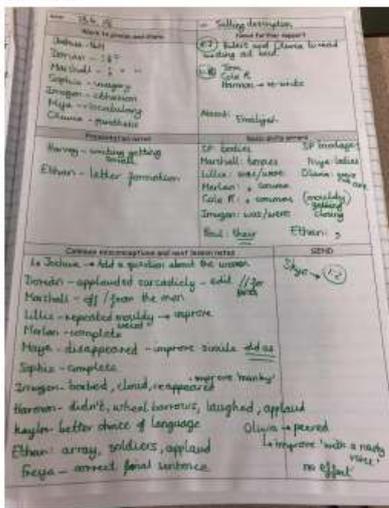
Date:		LO:	
Work to praise and share		Need further support	
Presentation notes		Basic skills errors	
		Grammar	Punctuation Spelling patterns
Common misconceptions and next lesson notes		SEND	
		GDS	
Teaching point for next lesson			

Marking at OJS 2018

Meaningful, manageable and motivating

- Pupil's work is to be marked frequently
- All pieces need to be marked using the LOM coding system
- Aim to give verbal feedback whenever you can
- Refer to and annotate the target sheets at the front of the books to focus and track progress
- Put a positive comment if you wish
- Use the marking sheet every time you mark to analyse, provide next steps to inform planning and to check pupil progress
- Keep as a record of marking – they will be seen as part of our monitoring schedule
- Monitoring visits, book scrutiny sessions and pupil progress meetings will check that marking and feedback is being given

See the example below:



Appendix 1 Maths and English Marking Sheet/ Example