



# Oakfield Community Primary & Nursery School

## Marking, Feedback & Assessment Policy

2023-2025



## **Rationale**

At Oakfield Community Primary and Nursery School, we recognise that marking, feedback & assessment are essential components of planning to ensure optimal progress and strong academic development. Providing high-quality feedback to pupils is integral to effective teaching and we ensure a consistent approach throughout the school.

Providing feedback is well-evidenced and has a high impact on learning outcomes.

Effective feedback focuses on the task, subject and self-regulation strategies, providing specific information on how to improve.

We are acutely aware of the latest research regarding feedback and this policy is written considering Rosenshine's Principles of Instruction, particularly reviewing, *questioning*, *modelling* and *practice*. This policy also considers the summary of recommendations outlined by the Education Endowment Foundation (EEF) in their report on ['Teacher Feedback to improve pupil learning'](#).

Effective feedback should focus on moving learning forward: targeting the task & subject alongside self-regulation strategies. We are also mindful of the need for a variety of feedback – *Oral, Written, Peer-Assessed, Self-Assessed* - and incorporate all within our policy.

At Oakfield, we understand the difference between marking and feedback and adapt accordingly:

Marking highlights the level of correctness of a piece of work. The focus may be accuracy of work, spelling, punctuation, grammar but regardless, marking means highlighting errors. Additionally, we may attribute the level of error or success to a mark scheme and give the student a numerical indicator or mark following the process.

Feedback, on the other hand, advises and guides pupils on how they can overcome misconceptions and make the next steps in their learning. Feedback is an on-going process in which learners should be given time and opportunity to respond and adapt their thoughts and work to sequentially improve. Unlike marking, feedback gives specific points for improvement.

At the forefront of our policy is the importance of meaningful, manageable and motivating feedback, and has been written with an understanding of the Governments [2014 Workload Challenge survey](#) and the [2016 report of the Independent Teacher Workload Review Group](#).

Our marking, feedback & assessment policy focuses on the three key areas as outlined in the [EEF's Guidance: Teacher Feedback to Improve Pupil Learning](#): Principles, Methods & Implementation. Teachers Feedback to Improve Pupil Learning.

## **Principles**

At Oakfield, we recognise that before any feedback can be given, it is imperative that teachers need to provide high-quality instruction, including the use of a variety of formative assessment strategies throughout their day-to-day teaching. High quality initial instruction will reduce the work that feedback needs to do. Formative assessment strategies are required to set learning intentions (where teachers will aim their feedback), and to assess learning gaps (which teachers will address with their feedback). Although not an exhaustive list, some examples of formative assessment used at Oakfield include:

- Low/Zero stakes quizzing.
- Questioning
- Think/Pair/Share activities
- [Metacognitive Talk](#)

We recognise that there is no one clear answer for the most effective timing of feedback and discretion is given to the teacher.

Immediate verbal feedback makes learning more meaningful . In this way, results are more efficient, because the mistakes and false beliefs can be corrected quickly, right in the moment. Live marking, during lessons provides immediate feedback. Feedback can be effective during, immediately after and some time after learning.

After the lesson, teachers will check and reflect on pupils responses and this whole class or individual feedback will enable the teacher to decide on the appropriate next steps:

- Review previous learning
- Use more time to provide explanations
- Provide more examples and modelling
- Re-teach when necessary
- Consolidate learning
- Build on prior knowledge

Our policy ensures that regardless of timing, any feedback given must consolidate learning and move learning forward, ensuring independent practice. It is also important that feedback is given when things are correct- not just when they are incorrect.

Based on the research of Carol Dweck, we promote a Growth Mindset culture at Oakfield and encourage pupils to welcome feedback, teaching them strategies on how they can learn and move their own learning forward. To achieve this aim, feedback and marking must be precise, specific, and accurate.

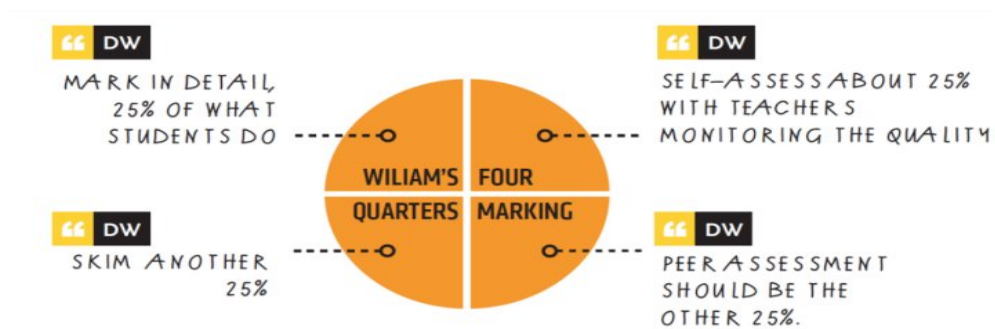
## Written Marking Codes

Marking Codes	
✓	Correct
.	Error
c	Correction (to be completed by child)
SP or _	Spelling Error corrected or underline missing sound/letter
	'Think' retrieval of prior learning.
	Evidence Objective Achieved
Pencil/Pen	Pupil Self-Corrects
Learning Outcomes Maths	
	Date/LO – Underlined from Y2 ( left hand side) 2-square margin ruled line Numbers in squares Fold page for calculations (when appropriate).
S	Student/Supply Marking Code (Top right)
I	Independent Working (When not usual practice)
TS	Teaching Support
VF	Individual Verbal Feedback Given
Teacher will mark in black and comments will provide feedback to move learn forward or refer to effort. All comments will be written neatly.	

\*Pupils will use blue pen ( from Y2 ) when they can present using cursive handwriting and use guidelines appropriately.

All work must be presented to the highest standard and teachers will strive to ensure children take a pride in their work. If this slips, then a pupil may be required to complete a piece of work again.

We adopt a variety of written and oral forms of feedback, see codes above. To accompany our marking codes, we follow Dylan William's Four Quarters Marking concept across all subjects.



Written feedback is most effective when it follows high-quality foundations, is timed appropriately, focusses on the task and is ultimately used by pupils.

Verbal methods of feedback are continuous.

The feedback we give to children centres around three important principles:

1. Providing Clarity – most mistakes are made because pupils are unclear on precisely what they should be doing. Providing feedback that points out misconceptions and provides clarification is an essential first step, which we must address.
2. Requesting an increase in pupil effort – Trying harder is usually of huge benefit. Getting pupils to understand what they should be doing is hard enough but motivating them to actually do it is the master skill which we develop within our family.
3. Providing Challenge – There's certainly some merit in overlearning concepts and practising to the point that errors are eliminated, but feedback may not be necessary to achieve this. But once a goal has been met or exceeded, pupils need to aim for something more challenging. No challenge means no mistakes and no mistakes means that feedback is unlikely to be useful.

Teachers also use these three questions when considering the level and style of marking/feedback that is being given:

1. Where is the pupil going with their work? (*What are their goals?*)
2. How is the pupil doing? (*How well are they achieving?*)
3. Where does the pupil need to go next? (*Do mistakes need clarifying? Does more challenge need to be provided?*)

## **Marking & Feedback Protocol**

- Feedback should be during, immediately after or some time after learning;
- Follow our marking codes;
- Strike a balance between Williams's Four-Quarters marking;
- Involve all adults in the classroom – although the class teacher will have an overview of all the books for every child;
- Provide children with opportunities to correct, edit or refine their work.
- Be specific, clear and precise, focusing on how to improve;
- Involve whole class, group and individual feedback

- Support the child's learning and not overwhelm or demoralise them with too many corrections. For this reason, not all spelling, punctuation and grammar errors are marked in every piece of work but may be noted as a future teaching point;
- Celebrate mistakes and misconceptions, using the Mistakes board;
- Celebrate the positives, strengths, achievements;

## **Implementation**

Following the implementation of our new marking guidance (See appendix 1), regular monitoring takes place in the form of discussions, book-looks and scrutiny. Subject-Leaders are accountable for their own domains and SLT and Key Stage Leads regularly provide feedback and support. We are aware that the implementation of something as important as Marking and Feedback must be treated as a staged process, not a single event, and this is considered when planning professional development throughout the year.

## **Summative Assessment**

At Oakfield, as well as the formative assessment strategies outlined above in line with our marking and feedback philosophy, we use regular summative assessment to track progress and attainment. All of our assessment data is input into Insight Tracking which allows us to monitor the progress of all children during their time with us.

We hold termly progress meetings. One with SLT to analyse and discuss factors that have supported pupils' progress and identify barriers preventing progress. These meetings are scheduled to coincide with our assessment cycle.

Our second meeting is with parents to evaluate SMART targets and discuss next steps. We use the EEF ['Working with parents to support children's learning guidance report'](#), recommendations to support parental engagement in children's learning, providing practical strategies to support learning at home.

**In the Early Years Foundation Stage**, we meet our statutory obligations as set out by the Department for Education through the delivery of the [Reception Baseline Assessment](#), complying with all the necessary, statutory guidance surrounding the [EYFS Profile](#) at the end of Reception year.

We assess pupils using [Birth to 5 Matters](#), supporting our practitioners to implement the Statutory Framework for the Early Years Foundation Stage (EYFS) in a pedagogically sound, principled and evidence-based way. Alongside teacher judgements, we track and monitor the progress of our Reception and Nursery children.

WellComm is a complete speech and language toolkit, from screening to intervention, which we use to identify any delayed language skills from the earliest opportunity on entry

to school life. This allows us to track, monitor and provide immediate interventions, ensuring to address any unidentified difficulties with language skills.

**In Key Stage 1**, we meet our statutory obligations as set out by the Department for Education through the delivery of the [Phonics Screening Check](#) in Year 1, and the [End of Key Stage 1 Assessments](#) in Year 2.

**In Key Stage 2**, we meet our statutory obligations as set out by the Department for Education through the delivery of the [Multiplication Check](#) in Year 4 and the [End of Key Stage 2 Assessments](#) in Year 6.

### **NFER Tests**

In conjunction with statutory assessments, from Year 1 (Spring Term) through to Year 6 (Spring Term), we use termly NFER Tests in Reading, Maths and SPaG to assess progress and attainment. The data from all our assessments is input into Insight Tracking and is used as a basis for discussion at our regular Pupil Progress Meetings. Teacher Judgements are used to assess writing.

Teachers analyse their test data, identifying children who are 'Below', 'Just Below', 'On Track' or 'Exceeding' and plan interventions and support accordingly.

NFER Assessments are conducted in Autumn 1 (October), Spring 1 (January) and Summer 1 (May).

### **Benchmarking**

We use the PM Benchmark Reading Assessment Resources, which have been specifically designed to explicitly assess pupils' instructional and independent reading levels using unseen, meaningful texts. By providing accurately levelled assessments, we are able to rigorously assess fluency and retelling strategies, whilst determining comprehension ability within and beyond the text.

### **SEND Pupils**

We are an inclusive school which endeavours to remove barriers to learning and participation, providing an education that is appropriate to all pupils' needs. We promote high standards and the fulfilment of potential for all pupils. Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. Our robust and stringent assessment schedule helps to identify pupils with SEND at the earliest opportunity. For these children, we use B-Squared to track and monitor progress.

This Marking, Feedback & Assessment policy will be reviewed every two years.

# OAKFIELD COMMUNITY PRIMARY AND NURSERY SCHOOL

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Headteacher: Mrs J Makin    Signed: *J Makin*    Date: 3.12.22

Chair of Governors: Mr E Burke    Signed: *Mr E Burke*    Date: 3.12.22

## **Policy Schedule**

<b><u>Date:</u></b>	<b><u>Details:</u></b>	<b><u>Shared:</u></b>
January 2023	Policy Created	Staff:- January 2023 Govs:- February 2023
July 2023	Marking Codes Updated Clarity added around presentation expectations.	Staff:- September 2023 Govs:- N/A