Marking and Feedback

The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.

Introduction

We believe that effective marking and feedback provides our children with the necessary information to improve their learning while also offering an opportunity to celebrate their efforts and achievements, and instil a sense of pride in all that they do. A responsive cycle of assessment (by the teacher and child) ensures that our children are able to identify their next steps and our teachers are able to plan subsequent learning activity effectively to support future learning. The underlying premise of our approach is to ensure that our children have ownership of their learning and the opportunity to respond to their successes and areas for development in a positive way.

Aims

This policy aims to:

- Outline our approach to marking and feedback
- Ensure a consistency of response to learning in all lessons throughout the curriculum
- Make clear our expectations for staff and children
- Support our children and teachers to give meaningful and targeted feedback at the most impactful time
- Guide parents, staff and children to understand our approach to marking and feedback
- Ensure our children have an active role in identifying their own learning needs and how to improve their work, while helping them to celebrate when they have been successful
- Integrate marking and feedback into our ongoing formative assessment process and thus inform next steps planning
- Celebrate our children's effort and achievement

Principles

Marking and Feedback

Marking and feedback is a written or verbal dialogue between teacher and pupil, or pupil and pupil. We believe marking and feedback is only purposeful if children can take from it what they need to move their learning forwards. The purpose is to enable each child, and relevant teaching staff, to recognise:

- The extent to which the child has been successful at meeting the stated learning objectives and success criteria
- The aspects of their learning that are outstanding and should be celebrated
- The next steps that will ensure positive and productive future learning opportunities
- How future planning should be adapted to best support and facilitate these next steps

Ownership

Our children have a sense of ownership of their learning, and are invested in the marking and feedback they receive from their teachers. They receive the information that they need to progress and are encouraged and supported to adopt this into subsequent learning opportunities.

Learning Objectives and Success Criteria

The purpose of the learning objective, which is displayed in each lesson, is to enable our children to understand what they are learning to do by the end of that lesson. The success criteria are the steps they need to take to achieve this. Our marking and feedback responds to the learning objective and the success criteria to show the child whether these have been achieved.

Inclusion

Marking and feedback is used to contribute to the early and accurate identification of pupils' educational needs and any requirements for specific support and intervention. When our marking procedure highlights a concern about a child's learning, we immediately engage our Educational Support team to carry out further assessment and analysis to understand whether tailored intervention might be needed to ensure the child is able to access the curriculum fully and make excellent progress.

Should any of our children have specific needs that require an adjustment to our marking and feedback approach, we work closely with the relevant teachers, our Educational Support team, the child and their parents to provide adjustments to our marking and feedback approach that enables the very best learning opportunities for all children.

Our Approach in Reception

The majority of feedback for our children within Reception is verbal; this takes the form of 'in the moment', targeted, bespoke and responsive communication that celebrates children's efforts, highlights where they have been successful and supports their understanding of next steps. As the children develop throughout the academic year, those that would benefit from different types of marking and feedback, particularly identifying next steps and targets, are then introduced to methods to allow them to take more ownership to improve their learning.

Our Approach in Years 1 to 6

Verbal Feedback

Our children receive regular, targeted verbal feedback in accordance to the learning objective and success criteria agreed during lessons. Feedback, when it takes this form, is one of the most powerful methods we can use in a classroom as it opens dialogue between a child and their teacher at the critical point of learning. It also enables a child to take ownership of their own learning, in the moment, and for them to understand their immediate successes and next steps to progress.

Colour Coding and Marking Codes

We use a simple system of colour and marking codes to visually show children where they are at with their learning. Highlighters and coloured pens are used to indicate the extent to which children have been successful with the lesson's learning objective and success criteria. The colour codes are:

- **Go for Green**: this shows that our children have achieved the Learning Objective or Success Criteria – examples of this may also be highlighted in the body of the text

- **Think Pink**: this shows that our children have not yet achieved the Learning Objective or Success Criteria - examples of this may be highlighted in the body of the text to give our children the visual cue to polish and improve their work with support when appropriate
- **Purple Power**: This is an individual target for our children to work on

We also have a system of marking codes, which enable our children to quickly understand and respond to specific areas of their learning. A Marking for Learning poster is on display in all classrooms so that staff and children can refer quickly to the colours and codes used (see Appendix 1).

Spelling

Our marking and feedback approach identifies spelling mistakes as a 'sp'. The next action of the teacher or child is dependent on the context. Examples of next steps are:

- The child will use a dictionary or other tool to correct the spelling and practise it
- The child will correct the spelling after teacher input, which may involve a discussion of phonics or spelling patterns

Written Comments

Written comments must have purpose and a child must have opportunity to respond to these. Any comments used are celebratory and/or meaningful, enabling the child to make progress in their learning.

Polishing Pens

Our children use red polishing pens to improve their work as they write and learn. This enables them to continuously seek to up-level their work while ensuring that our teachers are able to clearly see where this has happened.

Understanding the Level of Support

To enable our teachers to track resources used in the lesson, a simple coding system has been put in place:

- A - adult support needed
- I - child worked independently
- R - resources used

The above annotations also use the relevant colour (green/pink) to indicate whether the Learning Objective has been achieved by any of these means.

Individual Targets

When a teacher identifies a particular area for an individual child to improve, which is unrelated to the learning objective of the lesson, this becomes an ongoing individualised target for that child and is recorded in books or on target bookmarks. Teachers and children will then record progress against these.

Peer and Self-Assessment

Our children peer and self-assess work. They use green and pink highlighters or pens to do this and will verbally feedback to each other or their teacher to gain deeper ownership of learning in the classroom.

Our Approach in Other Subjects

During Music, Computing, Games, PE and MFL lessons - or other lessons where no written work has taken place - our children receive focused and targeted verbal feedback, which will consist of the elements needed to enable them to take positive next steps in learning.

Expectations

Our approach to marking and feedback is a positive and constructive one, from the point of view of the teacher and the child. It is formative and enables our teachers to respond to each child depending on their needs. It is also age and context appropriate so that it always positively contributes to the process of learning for a child.

Given the above, staff must mark and feedback frequently and in a way that looks always to support the next steps of each child. Work that is marked after the next lesson has not had impact on the learning process as it should. As such, the Assistant Head Academic has overarching responsibility, through the monitoring and evaluation process, to ensure that all marking and feedback meets the stated aims of this policy, and will respond as is appropriate if concerns are raised.

Training

Staff meetings, INSET and continued professional development sessions are used to ensure that staff have a good understanding of how and why we mark and feedback to our children. If a particular need for training is identified within a specific area of the curriculum, staff training is targeted to address this. This may be delivered by the Assistant Head Academic, Subject Leads or the Head of Educational Support, along with other appropriate members of staff.

Monitoring and Evaluation

The Assistant Head Academic will monitor the effectiveness of marking and feedback throughout the school by means of:

- Ongoing consultation with staff and children
- Book looks in lesson observations
- Book scrutinies
- Planning reviews
- Pupil progress meetings

Linked Policies

This policy is linked to:

- Curriculum Policy
- EAL Policy
- Educational Support Policy
- English Policy
- EYFS Policy
- Maths Policy
- Subject specific policies
- Teaching and Learning Policy

Reviewer	Sumitha Hill
Post of Reviewer	Assistant Head Academic
Review Date	Lent 2022
Reviewed and filed with both Schools	Lent 2022
Next Review (max 3 years)	Lent 2024

Appendix 1

Marking for Learning

Understanding how we mark and feedback on your work

Laxton
Junior School
OUNDLE

Highlighting

Go for Green

This shows that you have achieved the Learning Objective or Success Criteria in your work

Think Pink

This shows that you haven't yet achieved the Learning Objective or Success Criteria in your work but we will work together

Purple Power

This is an individual target for you to work on

Marking Codes

T

This is your individual target (purple)

VF

Verbal feedback was given in the lesson

SP

Please correct these spellings

//

A new paragraph is needed

There is punctuation missing

^

There is a word missing

Self-Assessment
Use your Red Polishing Pen to improve your own work

Peer Assessment
Add your initials if you have assessed someone else's work

www.laxtonjunior.org.uk