

Oaklands School
Together Everybody Achieves More

Assessment - Feedback & Marking policy



Written by	Oaklands Marking Group
Role	Various Roles
Date written	September 2021
To be reviewed	September 2023

**PART OF THE LEARNING
POLICIES**

Assessment - Feedback & Marking Policy

Reviewed September 2021

To be reviewed September 2023

1. Introduction

1.1. With assessment, there are three key questions which we ask ourselves:

- What have we taught? (*Coverage*)
- What have they understood? (*ongoing assessment for learning*)
- What can the children apply? (*Independent Summative assessments*)

1.2. High quality, consistent and timely feedback enhances children's learning by engaging children as active participants in their learning and by providing personalised help and guidance. The nature of feedback given to children will have a direct bearing on learning attitudes and future achievement. Through our feedback and marking we aim to raise self-esteem and achievement in all areas of the curriculum.

1.3. We want to keep all assessment Live and in the moment - keep it simple, keep it direct and keep them engaged.

1.4. Like all assessment, it has three main purposes:

- Students to act upon to make progress
- to inform planning and teaching
- to value the children's work

2. Aims and objectives

2.1. **The aims of this policy are underpinning our values:**

- **Ambition** - *To inform planning for future lessons so that it provides a level of challenge and high expectations.*
- **Self-confidence**- *Boost self-esteem and aspirations through praise and encouragement.*
- **Perseverance**- *To identify what the next steps will be*
- **Independent** - *Facilitate and develop self-assessment, enabling them to reflect upon their successes and identify their difficulties and accept guidance.*
- **Respect**- *Demonstrate that their work is valued and encourage them to do the same.*
- **Enquiry**- *Give a clear picture of how far they have come in their learning and Provide a basis for both formative and summative assessment for tracking attainment and progress.*

3. Rationale

3.1. *"The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work."* [Workload Review Group marking report, March 2016](#)

3.2. In writing this policy, the school have used various documents and research to inform our practice, including the DfE Toolkits on making Workload Manageable, EEF toolkits, 'Eliminating Unnecessary Workload around Marking', 'What Makes Great Teaching', 'Mark. Plan. Teach' by Ross Morrison McGill and the work of Dylan William and Shirley Clarke.

4. Key Principles

4.1. If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (*next steps*), it is essential that:

- The learning needs of individual children are understood
 - work and feedback is appropriate to the child’s age, ability and emotional maturity.
 - Feedback and marking acknowledges effort and achievement as well as indicating points for development.
- 4.2. Assessment and feedback during the every lesson should show:
- All pieces of work will contain the date and the learning objective.
 - The teacher will share, or develop with the children the success criteria (*expected outcomes*) which may be supported for specific children
 - Timely feedback is essential, oral feedback should always take place during the lesson.
- 4.3. Research has shown that immediate feedback is the most effective and is therefore more likely to be ORAL rather than WRITTEN. ¹

5. Giving Feedback

- 5.1. As stated, Feedback is one of the most powerful and effective methods to ensure progress. However, work load must be considered to ensure that time is used wisely.
- 5.2. We encourage “live feedback” where in the lessons, staff are feedbacking back to the children to that adaptations can take place. Any time you are working with a child is an opportunity to use verbal feedback and record this as such with the key word.
- 5.3. The follow table shows the guide for the week:

Every piece	All work is to be acknowledged through green highlighting the LO.		
Where needed	<p>In class discussions and Verbal feedback with child:</p> <p>The key word written of what the feedback was recorded, e.g. <i>Adjectives. Opening sentence. Tenses.</i> So that...</p> <p>Plan next session accordingly and the child has a reminder of what was discussed.</p>	<p>Through in-class assessments: Pink and Green highlighting of the work to show the ‘what went well/ even better’</p> <p>So that...</p> <p>Plan next session accordingly and the child can see their success and next steps.</p>	<p>Large misconceptions or errors:</p> <p><i>Pink pen comments</i> to help unpick the misconception.</p> <p>So that...</p> <p>Misconceptions are unpicked and we can plan <u>intervention</u> or practice in addition to the next lesson.</p>
As much as possible	Self-assess against the Steps to Success with 3 WWW & 1 EBI <i>comment</i>	Peer assess against the steps to success using 3 WWW & 1 EBI <i>comment</i>	

¹ (QCA: www.qca.org.uk). Shirley Clarke, (Enriching Feedback in the Primary Classroom)

6. "Live" Oral Feedback

6.1. Research shows that oral feedback:

- is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. The quality of thinking can be higher if the feedback is oral.
- is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect of teacher comments will be seen in a child's response in moving onto the next learning step.
- may be in the form of learning / reading conference or review.
- May be with individuals, groups or the whole class during or at the end of a lesson.
- Children may self mark work during an oral feedback session.

4.2 When verbal feedback has been given, some indication of the nature of feedback needs to be recorded on children's work and so we record the Key Word of the feedback in either pink or green in the child's book so that they have a record or prompt to work on when you are not there. . E.g. *Adjectives. Sentence starters. Paragraphs.*

7. "Live" Written Feedback

7.1. Written feedback will be used where it is appropriate to the age, ability and emotional maturity of the child.

7.2. There are various forms of written feedback staff will use:

Highlighting Feedback

7.3. Each day, children learning should be assessed and highlighting used to quickly show positives and next steps.

7.4. The following structure should again be used:

- Step 1- Showing Success (*What went well*)
 - o Use a **green highlighter** pen to highlight success.
 - o Highlight examples in the child's work to show where objective has been achieved.
- Step 2- Indicating Improvement (*Even better if*)
 - o Use **pink highlighter** pen to highlight an area for development in the child's work

Closing the gap feedback (*where there have been large misconceptions and errors*)

7.5. Depending on the stage of the child, children receive developmental marking to move their learning on where the errors need unpicking or clarifying.

7.6. This should be done with the children, either in the lesson or after in an appropriate time.

7.7. The following structure should again be used:

- Step 1- Showing Success
 - o Use a **green highlighter** pen to highlight success so that the child can see what there are successes.
 - o Highlight examples in the child's work to show where objective has been achieved.
- Step 2- Indicating Improvement
 - o Use **pink highlighter** pen to highlight an area for development in the child's work
- Step 3- Giving an improvement task or activity
 - o Then use pink/red pen to write a 'Closing the gap' task or activity.
 - o The following types of tasks are used:
Reminder (most challenging)

Why do you think this?
Think of a better word for ...

Scaffolded

How does the character feel? Do you think he is sad?

Fill in the missing words – He was _____ because _____

Examples / multiple choice (Least challenging and most supportive)

Try one of these words instead of happy ...

Continue this sentence

- Step 4- making the improvement
 - o During Purposeful Practice or at the start of a lesson, the children have the opportunity after marking to engage with the feedback and respond to it, for example, re-read their writing; read your comment and/or reflect on highlighting or answer your question / make an improvement using **purple polishing pen**.
 - o This needs to be before the learning continues or they will not be able to change the misconception and therefore take the next step in their learning.

Self and Peer Assessment

- 7.8. Children use the success criteria to give themselves or each other feedback based on 3 stars and a wish approach.
- 7.9. Green and red pencils will be used when pupils are completing peer or self-assessment.
- 7.10. Children are able to use the Red, Orange and Green pencil crayons to highlight parts or all of their work to show how they have understood it. At the end of the lesson, the children will place their learning into one of the three trays to show their understanding. The teacher then uses this information when planning for the next session.

8. Secretarial marking

- 8.1. Secretarial skills such as incorrect use of capital letters are referred to in the margin. To encourage independence, the words are not correct (*depending on the ability of the child*) and the following codes are used.
 - **S** Incorrect spelling
 - **P** Incorrect or missing punctuation
 - **G** Incorrect grammar
- 8.2. Again, with the child's stage, the error may be underlined too so that the child is aware of which word.
- 8.3. The correction of spelling in subjects other than literacy will be at teacher's discretion as to the usefulness of this and the impact on the child's self-esteem.

9. Written Feedback codes

- 9.1. When marking work, the following codes are used:

Level of Support

SW (+ adult initial) Supported work

Errors

- S** spelling error
- P** Punctuation error
- G** Grammatical error
- ^** missing word

Verbal Feedback

// New paragraph

Key words in either **Green** or **Pink**

10. Responding to written Feedback

- 10.1. At the start of every day, in Purposeful Practice or at the start of a lesson, time is built into sessions for those children to reflect on marking comments and to respond to them by either answering a direct question, or making a correction using **purple polishing pen**.
- 10.2. Focus group sessions should include time for giving children feedback including reviewing their current individual / group targets.
- 10.3. Whenever possible feedback and marking will take place with the children *e.g. when teacher or teaching assistant are working with a focus group, this will usually take the form of verbal feedback*.
- 10.4. Rewards that reinforce feedback and marking may be used at the teacher's discretion.

11. Pink Pen tasks and comments.

- 11.1. Pink Pen tasks or comments need to be precise and prompt to be most effective.
- 11.2. To be precise they need to focus on the skill being taught in that lesson and either extend the children's thinking; increase their understanding or address a misconception.
- 11.3. To be prompt, they need to be given to the child as soon as possible, either through verbal feedback or the next day.
- 11.4. Feedback is structure as below to allow for a child's understanding from the most open to far more structured tasks.

1. Reminder

Draws the learners' attention back to the Can I? and reminds the child of what could be improved. Reminders are the least supportive type of prompt - the most basic instruction on how to improve the work/learning and the most suitable prompt for able pupils.

<i>Say more about...</i>	<i>Think of another example of an even number in the 7 times table.</i>	<i>Identify two more factors of 10.</i>
<i>Create three more similes about your dinner.</i>	<i>What would the next number be in this sequence?</i>	<i>Why is 91 not a prime number?</i>
<i>Go back and add any commas you have missed.</i>	<i>Could you show another method for solving question 3?</i>	<i>Three answers are wrong. Find them and see if you can work out why.</i>

2. Scaffold

Gives more help by focussing on specifics; extend their present understanding and improve their work. Scaffold prompts are for pupils who need more support than a simple reminder.

<i>Complete this sentence: The cat walked...</i>	<i>Complete this number sequence: 3, 6, 9,</i>	<i>How do you know that 72 is a multiple of 9?</i>
--	--	--

Punctuate this sentence:

□ come back here □□
shouted the man□

Can you order these numbers
in a different way?

Finish this number sentence:

45 < ____

Place the comma into the
sentence below.

I have 3 sides and 3 corners.
What am I?

I have 3 sides and 3 corners.
What am I?

3. Example

Make suggestions, offer information, give a range of possible answers to choose from. Example prompts are the most supportive type of prompt and are extremely successful with all pupils, but especially with average or below average pupils; they are the most explicit, instructional and illustrative statements of how to improve.

Find a better word to use
then said in your last
sentence

Draw a circle around the
shape with two right angles.

Find the multiple of 6

16 12 17

Choose one of the se adverbs
and write a sentence with
them.

Using the numbers 5 and 7,
make a multiplication
number sentence .

Complete this number
sentence:

45

+32

Quickly
Nervously

Use an empty numberline to
count from 95 to 101.

Try this problem: On
Monday 207 children and
98 adults went to the
cinema. How many went in
total?

Now try this number
sentence using larger
numbers

2475
+ 1523

12. Assessment of Learning (See Assessment of Learning policy for more detail)

- 12.1. At the end of a narrative, there will be an opportunity to assess their application. This may be a writing sticker, maths test or production of a piece of art.
- 12.2. For these, the assessment stickers are used to highlight the skills which the children can demonstrate. Any areas where they can not are then used in planning for the next narrative.
- 12.3. For writing, due to its importance, every other week, a piece of writing application (*for example in Geography or a Science Investigation*) needs to be assessed with the Writing Sticker to see that they are applying the writing skills in a range of contexts.