

***Oldswinford
Church of England
Primary School***



***Marking and Feedback
Policy***

Approved by : September 2022

Review: September 2025

SECTION ONE

Context

Oldswinford Church of England Primary School (OCEPS) is a voluntary controlled primary school within the diocese of Worcester. We are a much larger than average primary school averaging 420 pupils on roll. Children from Reception to Year 6 are taught in two classes in each year group. OCEPS is a popular school which is consistently over-subscribed.

“The pupils are polite, courteous, confident, articulate and keen to do their best. Children feel safe in school, and have great confidence in their teachers and other adults in school to help with any problems they have.” Ofsted January 2018.

Vision, Values & Ethos

We fully embrace our distinctive church school ethos and wholeheartedly promote the whole child and the fullness of life, as set out in our ethos, vision and values:

‘Believe, achieve and shine brighter together’

At Oldswinford Church of England Primary School we believe that there is a light which shines within each of us – a light that has been given to us by God, which we should use to help us achieve great things.

We believe it is our job to help that light to shine in all that we do and all that we try to do.

Believe

‘Everything is possible for one who believes’

Mark 9:23

As a Church of England school we offer all children an invitation into the Christian faith, a chance for them to develop spiritually as well as intellectually, socially and morally. We want children to believe in their own abilities, to persevere when things are tough and we encourage them to aim high and follow their dreams.

We want them to have the confidence to stand up to injustices and to make wise choices.

Achieve

‘Whatever you do, work at it with all your heart’ Colossians 3:23

We have high aspirations for all our learners and believe that every child should have the chance to reach their potential. We recognise that achievements come in many guises and we look to celebrate each child’s individual talents. We want to ensure our children are prepared for the next steps in their learning journey and they have all the skills they need to flourish and be happy.

Shine brighter together

‘Let your light shine for others, so they may see your good works’

Matthew 5:16

We believe that we all belong to one big family and each of us has a special part to play. We understand the need for our children to be responsible citizens especially when caring about our world and the people around us. As individuals we are unique and special but together, with God, we can be exceptional.

Our vision and 7 key Christian values of love, respect, trust, courage, forgiveness, generosity and joy enable us to ‘believe, achieve and shine brighter together’.

Rationale:

At Oldswinford Primary School we embrace the principles of assessment for learning and believe that appropriate use of assessment in the classroom plays a vital role in raising pupils' achievement. A4L is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). Effective feedback can make a positive contribution to pupil achievement, self confidence, pride and ownership.

A key element of assessment for learning is the effective use of marking and feedback strategies.

'Failure is merely feedback that there is something blocking the path of the emergence and expansion of the greatest version of yourself.'

Mother Teresa

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

While inspectors will consider how written and oral feedback is used to promote learning, Ofsted **does not** expect to see any written record of oral feedback provided to pupils by teachers.

At Oldswinford Primary School we believe that sharing learning objectives and success criteria should provide the focus for feedback from teachers. We understand that learners need information and guidance in order to plan next steps in their learning.

'We all need people who will give us feedback. That's how we will improve.'

Bill Gates

Purpose of the policy:

At Oldswinford we believe that feedback is an integral part of the assessment process and is the key to enabling children to recognise their own achievements and to understand what they need to do next to make progress. The purpose of this policy is to ensure consistency across school, as a guide for staff so they know what is expected and so we can facilitate learning at every opportunity.

Aims of the Policy:

We believe that feedback should be adapted to meet the needs of the individual and the learning taking place.

Where appropriate it should:

- ✓ provide positive feedback about task and effort
- ✓ promote high expectations
- ✓ be constructive to show pupils how to improve their work
- ✓ celebrate success
- ✓ indicate where the pupil is having difficulty and discuss it with them
- ✓ inform future planning
- ✓ inform pupils, teachers, teaching assistants, parents and others

At Oldswinford CE Primary School effective feedback will:

- be linked to the learning objective
- be given regularly
- provide evidence of attainment and achievement
- be meaningful and should, wherever possible, lead to pupils being able to feel satisfaction and a sense of achievement with their work
- direct the pupil by identifying areas of strength and weakness and help them to work towards future targets
- take into account the pupil's potential and ability

- motivate the learner

Equality, Diversity & Inclusion:

We believe:

- that the broad principles in this policy should be applied equally to all pupils, regardless of ability, gender, race or culture, including those with special educational needs;
- that there are certain non-negotiable standards of behaviour, tolerance and acceptance, for example; politeness, respect, kindness and thoughtfulness, that we expect all our children, adults, visitors and parents to adopt.
- That vulnerable children are entitled to particular consideration to ensure that they do not become targets for bullying or unkind comments, and that staff should take additional care to reinforce the development of their self-esteem;
- Every member of the school population is treated with respect;
- All children are individuals and as such, support may need to be varied.

Roles and Responsibilities

The role of class teachers, HLTAs and teaching assistants:

- to ensure that the objectives set are realistic and achievable by the pupil
- any feedback should be given in a positive and constructive way
- if objectives are not reached, will be followed up at a future time.
- Where appropriate, pupils are provided with the opportunity to address any misconceptions
- Have high expectations of spelling, punctuation, grammar and neat handwriting. They are reinforced through modelling and highlighting (see section 2)
- where a misconception or error has been highlighted, pupils will have the time to respond e.g. correct spellings, add missing punctuation
- best efforts are also recognised on an individual basis

The role of children:

- To respond to any misconceptions identified within marking.

The role of SLT

- To monitor the consistent use of this policy across the school;
- To be responsible for standards across school using this marking policy to raise standards of pupils and expectations of teachers.

Policy Review

This policy will be reviewed by the Head Teacher, SLT and other staff as appropriate, every 3 years, or as instructed by the DfE.

Appendices will be added and updated, as appropriate, to reflect current practice.

SECTION 2 – Day to day expectations of marking and feedback

In all subjects:

- Written marking should be kept to a minimum but where it is needed it should be done in red pen.
- During written work, pink and green highlighters should be used to identify misconceptions/errors (pink to think) and to celebrate achievements (green). Where possible this can be done within lessons.
- Where short answers have been given they should be ticked or dotted depending whether they are right or wrong.
- When pink highlighting or a dot has been used then children must edit and correct in green pen (or pencil in year 1)
- When a child has performed above expectations/shown excellent learning behaviours then an additional comment/sticker etc can be used to recognise this.
- Any editing should also be completed in green pen (or pencil in year 1).
- When highlighting in pink, discretion should be used as to how much should be highlighted. Focus on our everyday toolkit and expected spellings. How many, will change according to the age and ability of the child and length of work.

English:

- Success criteria should be created as a class in the form of a menu and should be displayed on the working wall alongside the everyday toolkit.
- 'Warm up' and 'Star Write' tasks should be marked using our whole class feedback sheet and kept in a folder.

Maths:

- Pink and green highlighters are also used in maths. Correct answers are highlighted in green and errors in pink. Children should be given time to edit their answers.
- Where there are lots of errors focus feedback will need to take place to support learning.

Other subjects:

- Age/topic specific spelling and punctuation errors should also be addressed using pink and green highlighting. Handwriting errors should also be picked up in these subjects. Children must have time to address pink highlighting. This can be done within lessons.

EYFS, Year 1, SEND

- Additional observation comments may be written by staff to show a record of learning. These will be used for assessment of learning and to help formulate next steps. They will be seen both online and within learning journeys.