



Charlton-on-Otmoor CE Primary School
Fencott Road
Charlton-on-Otmoor
Kidlington
Oxon OX5 2UT

Headteacher:
Mrs Nadia Gosling

Phone: 01865 331239
Email: parents@charltonono.co.uk

Marking and Feedback Policy

'Aspire and Grow Together'

Last reviewed 9th March 2022

Our Intent

We believe that children should have their work marked in such a way that it is likely to improve their learning and self-esteem whilst providing opportunities for self-assessment. Marking should provide constructive feedback to every child, focussing on success and improvement against learning outcomes. It should help children to become reflective learners and to close the gap between current and desired performance. At Charlton-on-Otmoor Church of England Primary School, we will take a professional approach to the task of marking work and giving feedback.

Marking and feedback should:

- Relate to learning outcomes focussed on during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their work, thought and effort.
- Ensure children make progress by understanding how to improve their work.
- Be accessible to all children.
- Be applied consistently across the school.
- Measure progress against targets, school or national expectations.
- Provide a tool for teacher assessment – diagnostic, formative or summative.
- Help the teacher to evaluate teaching and inform future planning.
- Be manageable, motivational and meaningful for teachers.

Implementation

Marking within the Early Years Foundation Stage:

In the Foundation Stage marking and feedback strategies will include;

- Verbal praise for achievements in independent time and adult directed activities
- Oral dialogues with children in their play
- Informing children of their next steps and giving them opportunities to work on them
- Celebrating work in front of the whole class and displaying it on our 'Work to be proud of' display
- Bookmark stickers for hard work
- Annotating work to demonstrate whether it was completed independently (I) or with adult support (AS) and what areas of learning and characteristics of effective learning have been demonstrated

-In writing books, staff stick in personalised stickers with children's learning intentions and targets on which are annotated as to whether they have been achieved or not and what their next steps are
- Photos and short written observations of significant achievements via Tapestry app

"In the summer term, as part of our transition protocol to Year 1 we will use marking stamps, to indicate feedback pictorially for the children. For example, finger spaces needed, capital letters or full stops."

Key Stage One

In KS1, most feedback will be given verbally and during the lesson to help address any misconceptions as soon as possible. Where verbal feedback has taken place, a stamper will indicate this.

Written work in books will have a learning intention stuck in. This will be ticked to indicate an adult has checked it. An 'I' will show that work was completed independently and a 'T' will show that work was completed with a teacher.

In English, stampers will be used to indicate different writing targets. These will be ticked if this objective has been achieved in the piece of work. An 'N' next to a stamper will show this is a next step target for the child.

Topic work will be ticked by teachers, but an in depth written comment will be given at the end of each topic to acknowledge the progress during that unit of work.

What is our approach to marking spellings in KS1?

Key Stage Two:

English

In KS2, teachers mark pieces of English, found in blue books, with '**2 stars and a wish**': two positive comments marked against the learning intention of that lesson and one point for improvement. Children will be given time, if appropriate, to respond to their wish in the following lesson. We expect children to respond to their comments in books and to make any corrections which have been requested by the class teacher.

What is our approach to marking spellings in KS2?

Reading

In the Year 3 and 4 class, the teacher will use the reading planning model to make comments against children's initials regarding their contribution and work during the small group guided reading session. Every child will have at least one guided reading session with their class teacher each week. Work will be recorded into the pink guided reading books, which will be marked by the class teacher using the '**2 stars and a wish**' model.

In the Year 5 and 6 class, guided reading is taught in whole class sessions. Work, which is recorded in the pink guided reading books, will be marked by the class teacher using the '**2 stars and a wish**' model. Children will be given time at the start of lessons to respond to wishes.

Reading records will be checked by the class teacher every Monday morning and acknowledged using the reading stamp.

Maths

The same model of '2 stars and a wish' is followed in Maths, although teachers may only give one star if appropriate. Children will be given time to respond to feedback at the beginning of lessons.

Topic Work

Teachers will 'light mark' pieces of work completed throughout the topic, indicating whether the child has achieved the learning intention of that lesson. If a child has achieved the learning intention, the teacher will tick the work and write LI next to this. Where the child has not achieved the learning intention, this will be recorded as LI - however if a child's work is above the expected standard this will be acknowledged by the teacher writing LI+.

Frequency of Marking

- a. Marking should take place soon after the work has been completed and handed back as soon as possible;
- b. Marking can take place during the lesson – providing immediate feedback;
- c. Wednesday's HT assembly is additional PPA time to provide teachers time to mark topic books in KS1 and KS2.
- d. All work in English books, reading journals, maths and topic books must be marked.

**During days where we have a staff meeting or an after school event such as parents evening, teachers may decide to get children to peer mark, or for this lesson to be more practical to support teachers with their workload. There is no expectation for teachers to stay for the assemblies on Monday, Thursday and Friday. This time can be used to ensure that work is all marked, for planning purposes, making resources or carrying out interventions. Having assemblies four days per week will provide teachers with an additional two hours to support them in delivering quality first teaching.*

Reward Systems

Rewards must be used for good effort, not only excellent work. We use a range of rewards:

- Personalised praise comments
- Stickers – identifying progress against learning outcomes
- Sharing work with the Headteacher
- Displaying work on the website and in the newsletter
- Sharing work in the Celebration Assembly

Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for particular children.

Impact

The successful implementation of the marking and feedback policy will result in:

- An improvement in children's achievement and attainment across the school
- Pupils being focused on the learning in hand
- Engagement across all lessons and phases

- Motivated and resilient learners
- Children taking pride in their work
- A consistent approach to marking which is followed and understood by all teachers

Monitoring and review

The Headteacher will monitor the quality and impact of marking as part of the school's continuing self-evaluation programme. This will include the implementation of the principles outlined in this policy by all staff. Judgements will be made as to the impact of the marking on pupil progress and attainment using monitoring procedures. These procedures will include gathering samples of children's work and observing the policy being implemented in the classroom.

We shall update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy annually, or earlier if necessary.

Approved by:	Nadia Gosling	Date: April 2023
Last reviewed on:	April 2023	
Next review due by:	April 2024	