



Reach For The Stars

Effective Feedback and Marking Policy

Our Motto

Reach For The Stars

Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the United Nations Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.

Our Values

★ **Striving** **T**eamwork **A**ll Included **R**esponsibility **S**uccess ★

★ Striving

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

★ Teamwork

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ All Included

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**
-

★ Responsibility

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ Success

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements**

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

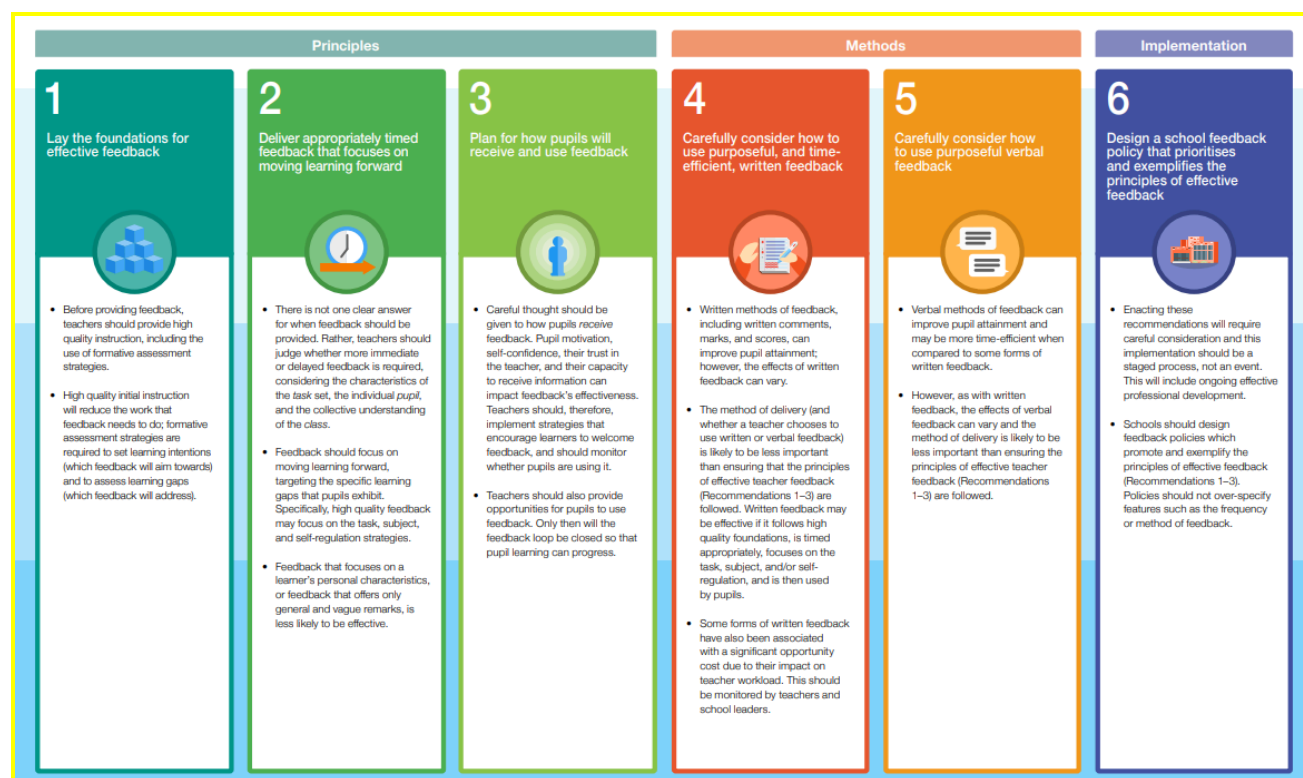
This policy supports the school in addressing Articles 3, 6, 13, 14, 28, 29 of the UN Convention on the Rights of the Child.

Philosophy

In constructing this policy the following factors have been considered:

- Why has the work been marked?
- Who is the marking for?
- How does the feedback promote learning?
- Can children understand the feedback that they have received?
- Has the feedback been acted upon?
- What are the views of staff on the way we provide feedback?
- What are the views of pupils about how feedback helps them to learn?
- Does the approach promote work-life balance for staff?

The Education Endowment Foundation 2021 have outlined the principles, methods and implementation of effective feedback:



Why is feedback so important in our school?

At Osmani we believe that it is important to give children effective, consistent and regular feedback in order to:

- Celebrate children's successes
- Motivate children to become more reflective learners through self and peer assessment
- Assess where children have been successful
- Adapt planning and teaching accordingly to meet the needs of all children
- Provide next steps so that children can make improvements in their learning
- Support children with metacognition and self-regulation strategies

Feedback should only be given if it is useful to the children or the teacher (Hattie and Clarke 2019).

Laying the foundations of effective feedback

It is essential that the purpose of the learning is clear to children and that tasks are well explained and modelled to the children before independent learning takes place. 'High quality instruction will reduce the work that feedback needs to do.' (EEF 2021) If children do not understand the task and the component parts such as the necessary subject knowledge and subject specific domains, they will not be able to successfully complete the task. Feedback is an essential form of formative assessment and should link to the intended outcome of the lesson.

(See the Teaching and Learning Policy and AFL Handbook for further guidance.)

When we give feedback

We believe the most effective form of feedback is verbal feedback given at the point of learning as it is highly effective (Hattie 2012). Feedback provides teachers with an important source of formative assessment on what children know and what they need to learn next. Children should be able to make improvements there and then rather than wait until the next lesson. They can spend the time that they would on marking after school on adapting and refining lessons and resources to improve learning outcomes for all pupils.

All class teachers, TAs and LSAs must give verbal feedback in their lessons and record this using the relevant marking codes. *(Appendix 1)*

All children's books that have not been marked at the point of learning must be acknowledged after each lesson. They should be given a next step which will be responded to at the beginning of the next lesson.

Both Teachers and TAs are expected to mark all of the books either in the lesson or after school so that any misconceptions can be identified then addressed. The Teacher will direct the TA as to how many and which books will need to be marked at this time.

Types of Feedback

Effective feedback during lessons

Feedback at the point of learning involves giving effective verbal feedback that:

- Is purposeful
- Is related to the learning intention and success criteria during the lesson
- Identifies where children need to improve using a green highlighter and where they have been successful using a red tick
- Gives specific improvement suggestions about the child's work, e.g. *"Add an adjective to this sentence."* or *"Use a dictionary to check this spelling."*
- Provides adult intervention by modelling additional examples in the child's book
- Encourages the child to reflect on how they can make improvements to their work
- Develops children's questioning skills so that they are inquisitive about their learning
- Improves communication between pupils and adults
- Identifies where this support has been given using the relevant marking code (*see examples in Appendix 1*)
- May also focus on metacognition and self-regulation strategies.

Effective feedback during the lesson can also be delivered through:

- peer and self-assessment by the children
- mid lesson review
- end of lesson review

There is the same expectation for marking in all subjects. During each lesson:

- At least two groups should be marked at point of learning by teachers
- At least two groups marked at point of learning by TAs
- LSAs should mark the work of children that they are working with which could be individuals or a group

If a child has received feedback at the point of learning, they will not require a next step. Work can be ticked at the end with a red pen to show that it has been fully completed and correct. The codes TM/TPM/TNM should also be used to assess how well the children have achieved the learning intention.

Involving children in the process of giving feedback

Self marking is a form of self-assessment that provides children with immediate feedback so that they can correct their work, ask for help and make improvements while the learning is still fresh. Marking their own work gives children time to reflect on their learning against any targets set and success criteria used. This includes children marking their DCs, SPaG or work completed during a Maths lesson.

Feedback can also be given by peers and helps to develop their skills in working collaboratively and taking on board constructive criticism. Children must be taught how to give this feedback appropriately by providing language structures and models. During peer assessment activities, it is important that the

child receiving the feedback records this in their book. This helps the child to remember in subsequent lessons.

When children are marking, recording feedback or responding to feedback they should use a green pen. They will also use a green pen when editing their work which highlights the importance of the process involved.

Marking After the Lesson

The rest of the children's books should be checked after the lesson to ensure that all children have made progress. Teachers are given additional adult support after school which should be used to mark any books that have not been marked during the lesson. Teachers also have time to complete any marking during assembly times or during music sessions which are run by specialist teachers.

Where children have peer or self-assessed, the teacher, TA or LSA must check and acknowledge the children's assessments by putting a red tick at the end of the work.

The next day's plan will then be adjusted accordingly by the class teacher in light of any misconceptions that have been identified or to stretch children's learning further.

How adults note down the feedback in the children's books

All adults use a red pen when marking, not pencils or felt tips.

WE DO NOT WRITE IN THE MARGINS.

The specific learning intentions and success criteria for each lesson are used as the basis for noting down the feedback on the children's work.

Any comments written in the children's books should be purposeful to either the child or teacher. They should provide guidance for the pupil as well as being a means of communication between the teacher and TA or LSA.

See Appendix 1 for further information on **Feedback Codes**.

Next Steps in Learning

If a child has received verbal feedback at the point of learning, and corrections have been successfully made, they will not require a next step. When a next step is given, it should be a learning target based on the learning intention and success criteria of the lesson. If the next step involves an improvement to the child's work, the area for development should be highlighted in green. This will help the child know which specific area to focus on. The next step symbol must be used and a short comment written to indicate what the focus will be.

Below are some suggestions about the next steps that could be given:

Correcting a specific part of the success criteria

Change to past tense/1st person

Change/add in an adjective

Scaffold prompt question

Question -*Can you describe how this person is a good friend?*

Directive –*Describe something that happened that showed they were a good friend.*

Unfinished sentence – *He showed me he was a good friend when he.....*

A concrete example prompt

“Choose one of these for your story” *He is a good friend because he never says unkind things.*

My friend is a friend because she is always kind to me.

This can act as a stimulus for the child and they may choose to use their own words or phrases.

Moving learning on

If a child has met the learning intention, they will need to move onto the next

Now can you...

An explanation of learning

This can be used to extend a child’s understanding by reflection on the processes or strategies that they have used during a lesson. This is particularly important for children working at greater depth in their learning.

Fix It Time

When children have been given a next step, they should be given ‘Fix it Time’ to respond. They must also be given time to check that all of their next steps have been completed correctly. Once a next step has been completed, and any misconceptions addressed, a red tick will be used at the end of the work to show that it has been checked by an adult. For some next steps, children will require longer to respond. This will be down to the teacher’s professional judgement.

Given Feedback During Remote Learning

It is still important that children receive high-quality feedback about their learning when they are learning remotely as they would do if they were in school. Feedback given to the children should be linked to the key skills and knowledge which are taught in that Year group as well as the context and knowledge of the lesson.

In order for this to happen:

Last Review Date: Summer 2026

Next Review Date: Summer 2027

- Each child will be issued with a blank Google Document to record their learning each day.
- Work should be marked daily once the Google Document has been handed in to the teacher.
- Children can send in pictures of their learning to the school email account and these can be shared on the school website.
- Teachers can still use the marking codes that would be used in school - TNM, TPM, TNM. They can also highlight in green something that needs to be improved and the older children can respond to this in green by changing the font colour.
- Google documents allows teachers to give comments at specific parts of a child's work.
- Children can still self assess their work as they would do in school.
- Teachers can post general feedback in the 'Stream' noticeboard.
- During Google Meet sessions, teachers will be providing feedback to the children at the point of learning as they would do in the classroom.

Please refer to the Remote Teaching and Learning Policy for further information.

Presentation

It is important that all adults model good presentation and handwriting to the children in every piece of work. If work is not presented in the expected way, children will be asked to re-do the work so that it is of the expected standard. All adults should model using Nelson cursive handwriting. (*See the Presentation Policy for further details.*)

Early Years

Wow books in Nursery and Reception are marked using the following codes from this policy:

- Next Steps
- Mission Accomplished stampers
- Self-Assessment using speech bubble cutouts with the children's comments inside and the use of success criteria checklists in Reception

There are also a number of feedback and marking strategies which are particular to the Early Years setting:

- Parental Engagement stamper when parents have contributed to the Wow book
- Long and short observation records
- Recording the area of learning and date next to pieces of work
- Adults writing children's comments about their learning and other observations about the learning.

See the Early Years policy for further details

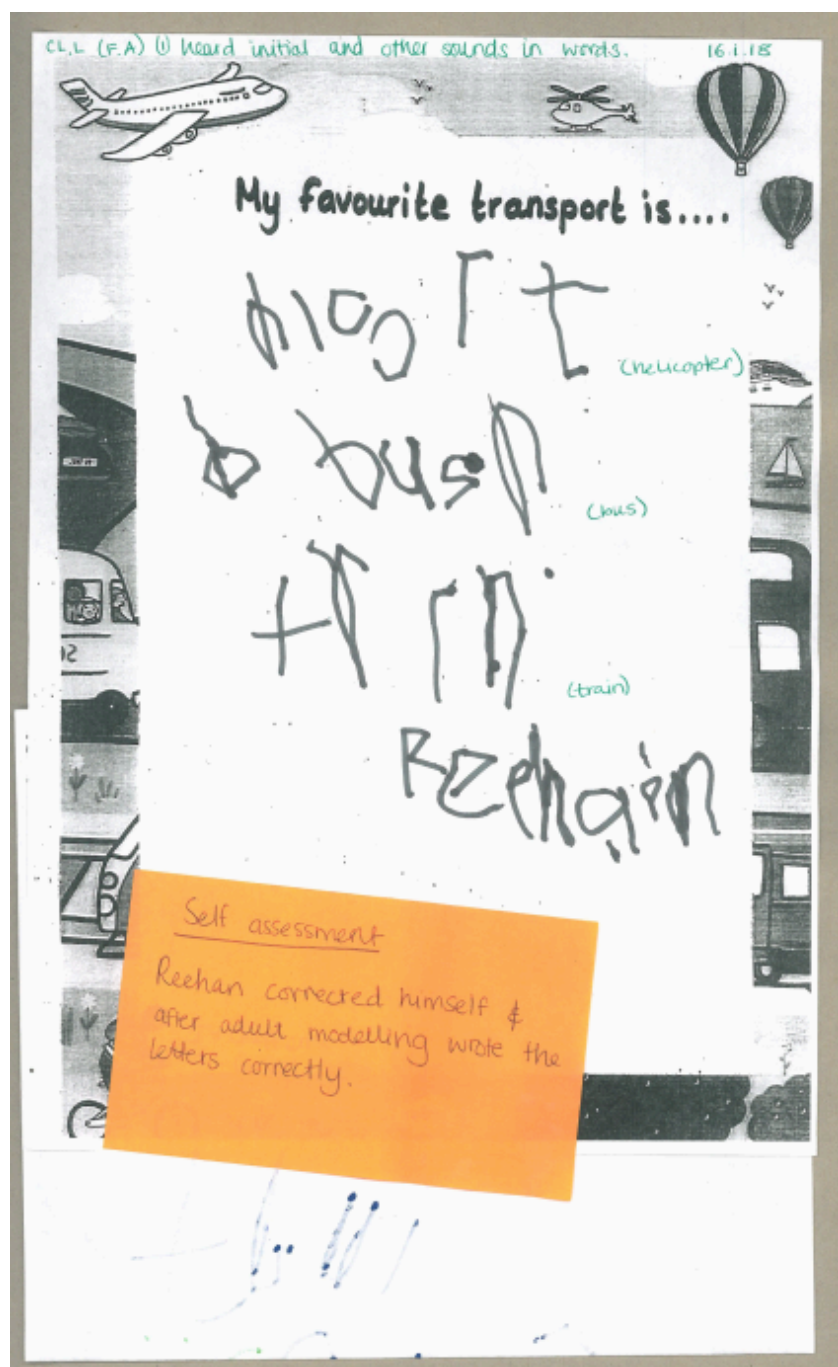
Appendix 1

Feedback and Editing Codes	
Code	What it means
Green for Growth	Work highlighted in green means that you need to improve this part. Look at the next step to help you.
✓	This shows that you have been successful and met the learning intention.
//	A new paragraph needed here.
^	Something is missing from this sentence.
C	A capital letter is needed here.
TM	Target Met. You achieved the Learning Intention and have understood this.
TPM	Target Partially Met. You needed help to complete all of the Learning Intention. You may need an adult to help you understand this more or you need to make improvements to your work.
TNM	Target Not Met. You need more help from an adult and more practise with the Learning Intention.
SP	Look in a dictionary to find the correct spelling. Write it 3 times underneath your work.
TI	Teacher Intervention. Your teacher or TA showed you how to do this in your book.
	The Next Steps you need to take to improve or extend your learning.
I	You worked independently (by yourself)
PA	Peer-assessment. You worked with a partner to collaboratively improve your work using the SC.
SA	Self-assessment. You assessed and improved your own work using the SC.
OA	Any other adult.
ST	Supply teacher.
TA	You were supported by a Teaching Assistant

Appendix 2

Examples of feedback that moves children's learning on and enables teachers to assess whether the child has met the target. *For further examples please see T-drive, Assessment, Work Scrutiny Evidence.*

Early Years - Self-assessment



Year 1 - Peer Assessment



Example of
peer assesment.

Children had a go at writing a sentence independently during literacy. Each TP had to read each other's sentence and PA. They commented on each other's sentence and suggested a way to make it even better.



Ibrahim - " You don't have any finger space in your sentence, you only have one".

Year 2 - Providing a challenging next step

3 3
3 3
 $3 \div 3 = 1$
 $\frac{1}{3}$ of 33 is 11 ✓
 $11 + 11 = 22$
 $33 - \frac{2}{3}$ of 33 is 22 ✓

3 6
 $3 \div 3 = 1$
 $\frac{1}{3}$ of 36 is 12 ✓
 $12 + 12 = 24$
 $\frac{2}{3}$ of 36 is 24 ✓

TM 1

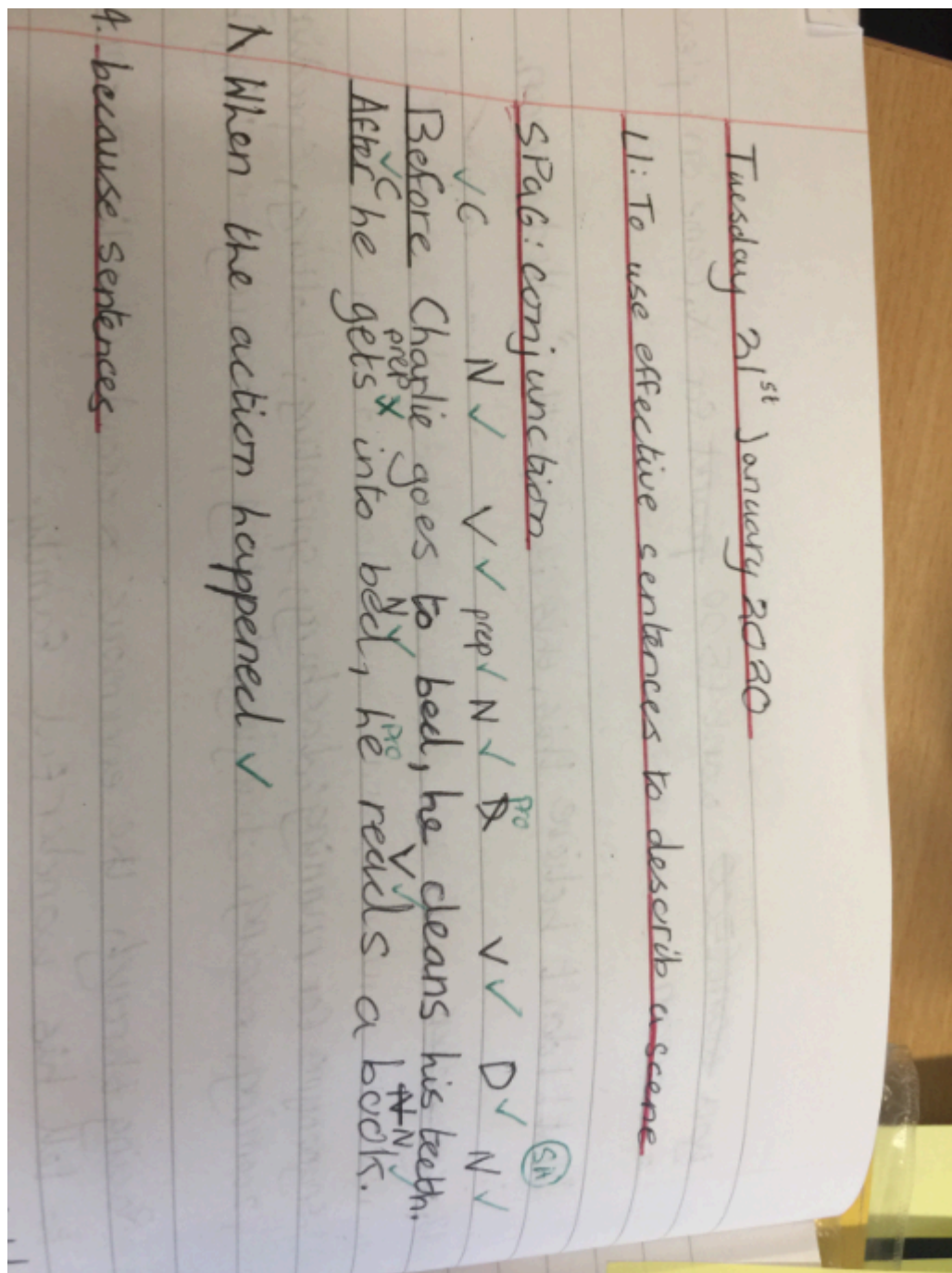
TTT ✓
Tick the shapes that are showing $\frac{1}{2}$
or $\frac{2}{4}$ are shaded. Explain how you
know.

 ✓  ✓

(TI)

Year 4

An example of self marking during lessons.



Use of TI during lessons and self assessment.

Thursday 23rd November 2019

LI TO use dialogue

SpAG: Past tense

Present - Past

$\frac{6}{7} + \frac{7}{7} = \frac{13}{7}$

bring - ~~brang~~ brought (1) ✓ (1) ✓

creep - crept (1) ✓ ✓

can - can (1) x could ✓

trick - tricked (R) ✓ ✓ ✓

hear - heard (1) ✓ ✓ ✓

wear - wore (1) ✓ ✓ ✓

spin - spun (1) ✓ ✓ ✓

he thought of an idea

While Anansi spun a web down to the village, he thought of an idea to help ~~to~~ them.

~~idea to trick all of the animals.~~

When Anansi heard the conversation, he rushed into the rain forest. He spun a ~~web~~ glowing, water proof web, under water hard.

into Mmoatia's stone cave, Anansi knocked on the door. Agyam

Mmoatia happily open the door and boomed "who is this!"

the kindest

It is me Anansi, the ~~cleverest~~ of spiders, ^{it is} ~~stuttered~~ and lied Anansi

"I have come to get our possessions back" bravely Anansi shouted

"You won't be able to get my ~~time~~" boomed Mmoatia

Year 6

An example of the updated marking policy using TI during a lesson.

Q2. Here is part of a train timetable.

Edinburgh	-	09:35	-	-	13:35	-	-
Glasgow	09:15	-	11:15	13:15	-	13:45	15:15
Strling	09:57	-	11:57	13:57	-	14:29	15:57
Perth	10:34	10:51	12:34	14:34	14:50	15:15	16:35
Inverness	-	13:10	-	-	17:05	-	-

a) How long does the first train from Edinburgh take to travel to Inverness? 3:35 ✓ *3 hours & 35 minutes* ✓

b) Ellen is at Glasgow station at 1.30pm.
She wants to travel to Perth. She catches the next train.
At what time will she arrive in Perth? 1:30 3:15 pm ✓

1.

2.

Q3. Here is part of the morning bus timetable from Winton to Yansley.

Winton	9:35	9:55	10:15	10:35
Ingham	9:45	10:05	10:25	10:45
Carston	10:01	10:21	10:41	11:01
Dubley	10:23	10:43	11:03	11:23
Yansley	10:55	11:15	11:35	11:55

a) How many minutes does the bus take to get from Ingham to Dubley? 38 minutes ✓

b) Megan is in Carston.
She wants to be in Yansley before 11:30.
What is the time of the latest bus she can take from Carston? 10:21 ✓

c) One morning, the 10:35 bus from Winton gets to Carston 3 minutes early.
What time does it get to Carston? 10:59 10:58 ✓ *(TPM)* ✓

Q3 T

a) Liam hires a bike.

He has to return it by 3 pm.

The time is 2:25 pm.

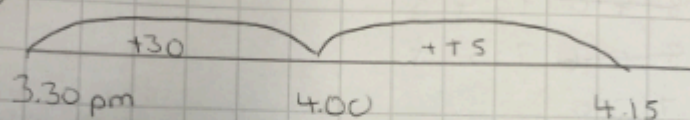
How many minutes has he got left? 35 mins ✓

b) Amy hires a bike for 45 minutes.

She takes the bike out at 3:30 pm.

At what time must she return the bike? 4:15 pm ✓

b)

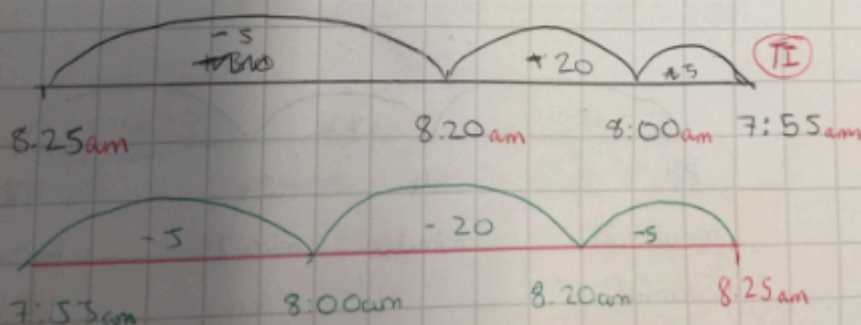


Qu4 TT

Holly takes half an hour to walk from home to school.

She arrives at school at 8:25 am.

At what time did she leave home? 7:55 am ✓



Tuesday 3rd December 2019

The next day on 6th July 1943, ^(TF)
A few days later, they decided to hide in the Annex.

Before going into hiding, they ~~put~~ tried to put on all of their

the clothes that they have and because they wanted to escape ^{secretly}.

avoid the Nazis to make them think that their going ^(TF)

somewhere to stay safe. Quickly, they ~~to~~ packed their most

valuable belongings. One of the things that ^{Anne} she packed

First was her diary. ^{Anne and her family were sent because} Anne and her family was ~~sent~~

they could not get out of the Annex, and to

sadly they got help from Otto's colleagues. Their names and

were Herman van Pels, ^{also} August van Pels and H. Fritz who stayed in the Annex to be safe

Fritz Pfeffer, ~~who also~~ helped the Frank family, was

worked as a dentist. Inside of the secret Annex, it

was packed with people and they all had to share beds.

Unfortunately, on 4th August 1944, they were ^(TFM) better

betrayed. On ~~Octo~~ 3rd September 1944, they were sent

to Auschwitz camp. A few weeks later, Anne and Margot

went to Bergen-Belsen on October 1944. Sadly, Anne

Appendix 3

Example of a peer-assessment scaffold for Writing in Year 6

Peer assessment

Assessor:

Journalist:

	Success Criteria	Y/N
1.	Is the headline effective?	
2.	Has the journalist included the 5Ws in the lead ?	
3.	Is the lead written in one sentence?	
4.	Does the body recount the main events of the incident?	
5.	Is there direct speech for the sources? Were inverted commas used? Is there punctuation used before the last inverted commas? Is there reported speech ?	
6.	Has the journalist used a range of sentence types? -ly opener Fronted adverbial Noun, who/which/where	
7.	Has the journalist written in the third person?	
8.	Has the journalist written in the past tense?	
9..	In your opinion, how has the journalist been successful? _____ _____ _____ _____ _____	
10.	In your opinion, what does the journalist need to improve? _____ _____ _____ _____ _____	