



Oakfield Community Primary & Nursery School

Marking, Feedback & Assessment Policy

2025-2027



Rationale

At Oakfield Community Primary and Nursery School, we recognise that marking, feedback & assessment are essential components of planning to ensure optimal progress and strong academic development. Providing high-quality feedback to pupils is integral to effective teaching and we ensure a consistent approach throughout the school.

Providing feedback is well-evidenced and has a high impact on learning outcomes.

Effective feedback focuses on the task, subject and self-regulation strategies, providing specific information on how to improve.

We are acutely aware of the latest research regarding feedback and this policy is written considering Rosenshine's Principles of Instruction, particularly reviewing, *questioning*, *modelling* and *practice*. This policy also considers the summary of recommendations outlined by the Education Endowment Foundation (EEF) in their report on ['Teacher Feedback to improve pupil learning'](#).

Effective feedback should focus on moving learning forward: targeting the task & subject alongside self-regulation strategies. We are also mindful of the need for a variety of feedback – *Oral, Written, Peer-Assessed, Self-Assessed* - and incorporate all within our policy.

At Oakfield, we understand the difference between marking and feedback and adapt accordingly:

- Marking highlights the level of correctness of a piece of work and the retrieval of previous learning taught. The focus may be on the accuracy of knowledge, spelling, punctuation or grammar. Pink marking highlights errors for the pupil to retrieve and recall prior knowledge and then correct. If after retrieval and verbal prompting, the pupil is still unsure, then the adult can intervene and specifically correct the error. Green highlighting or specific verbal praise recognise and celebrate pupil achievement and their understanding of learning that has taken place and applied in their written work.
- Feedback guides pupils on how they can overcome misconceptions and make the next steps in their learning. Feedback is an on-going live process in which learners are given time and opportunity to respond and adapt their thoughts and work to sequentially improve. Together marking and feedback work in tandem to improve outcomes for all learners.

At the forefront of our policy is the importance of meaningful, manageable and motivating feedback, and has been written with an understanding of the Governments [2014 Workload Challenge survey](#) and the [2016 report of the Independent Teacher Workload Review Group](#).

Our marking, feedback & assessment policy focuses on the three key areas as outlined in the [EEF's Guidance: Teacher Feedback to Improve Pupil Learning](#): Principles, Methods & Implementation. Teachers Feedback to Improve Pupil Learning.

Principles

At Oakfield, we recognise that before any feedback can be given, it is imperative that teachers need to provide high-quality instruction, including the use of a variety of formative assessment strategies throughout their day-to-day teaching. High quality initial instruction will reduce the work that feedback needs to do. Formative assessment strategies are required to set learning intentions (where teachers will aim their feedback), and to assess learning gaps (which teachers will address with their feedback). Although not an exhaustive list, some examples of formative assessment used at Oakfield include:

- White board work
- Low/Zero stakes quizzing.
- Questioning
- Think/Pair/Share activities
- [Metacognitive Talk](#)

We recognise that there is no one clear answer for the most effective timing of feedback and discretion is given to the teacher.

Immediate verbal feedback makes learning more meaningful. In this way, results are more efficient, because the mistakes and false beliefs can be corrected quickly, right in the moment. Live marking, during lessons provides immediate feedback. Feedback can be effective during, immediately after and some time after learning.

After the lesson, teachers will check and reflect on pupils responses and this whole class or individual feedback will enable the teacher to decide on the appropriate next steps:

- Review previous learning and address any misconceptions
- Use more time to provide explanations
- Provide more examples and modelling
- Re-teach when necessary
- Consolidate learning
- Build on prior knowledge

Our policy ensures that regardless of timing, any feedback given must consolidate learning and move learning forward, ensuring independent practice. It is also important that feedback is given when things are correct- not just when they are incorrect.

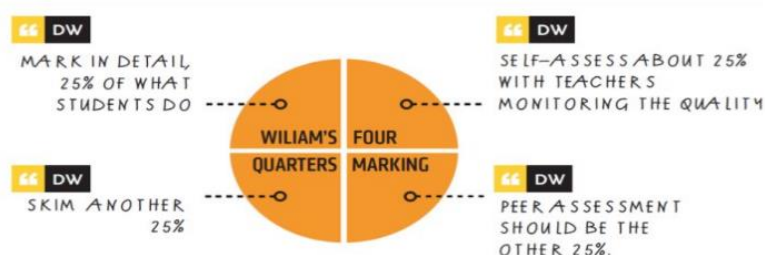
Based on the research of Carol Dweck, we promote a Growth Mindset culture at Oakfield and encourage pupils to welcome feedback, celebrate mistakes and teach them strategies on how they can learn and move their own learning forward. To achieve this aim, feedback and marking must be precise, specific, and accurate.

Written Marking Codes and Highlighting

Marking Codes & Highlighting	
✓	Correct
.	Error
whent	Spelling Errors highlight missing sound/letter
	'Think' - pupils to self-correct errors
	Evidence Objective/small target achieved
Pencil/Pen	Pupil Self-Corrects
Presentation	
Maths	Short Date – Underlined from Y2 (left hand side) Roman Numerals Date- Y4-6 2-square margin ruled line Numbers in squares
English/Foundation Subjects	Long date from Y3 L/O- Underlined from Y2 (left hand side) Blue pen (from Y2) when they can present using cursive handwriting and use guidelines appropriately.
Codes that may be used	
C	Corrected by child independently
S	Student/Supply Marking Code (Top right)
I	Independent Working (When not usual practice)
TS	Teaching Support
VF	Individual Verbal Feedback Given

All work must be presented to the highest standard and teachers will strive to ensure children take a pride in their work. If this slips, then a pupil may be required to complete a piece of work again.

We adopt a variety of written and oral forms of feedback, see codes above. To accompany our marking codes, we follow Dylan William's Four Quarters Marking concept across all subjects.



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Written feedback is most effective when it follows high-quality foundations, is timed appropriately, focusses on the task and is ultimately used by pupils.

Verbal methods of feedback are continuous.

The feedback we give to children centres around three important principles:

1. Providing Clarity – most mistakes are made because pupils are unclear on precisely what they should be doing. Providing feedback or highlighting pink, points out misconceptions and provides clarification of an essential first step, which must be addressed by the pupil.
2. Requesting an increase in pupil effort – Trying harder is usually of huge benefit. Getting pupils to understand what they should be doing is hard enough but motivating them to actually do it is the master skill which we develop within our family. Pink highlights are designed to make the pupil 'think', they should reinforce and support retrieval of prior learning.
3. Providing Challenge – There's certainly some merit in overlearning concepts and practising to the point that errors are eliminated, but feedback may not be necessary to achieve this. Green highlights evidence meeting an objective and further challenge can be provided during the lesson or in subsequent lessons.

Teachers use three questions when considering the level and style of marking/feedback that is given or planned for in subsequent lessons:

1. Does the pupil/class understand the main aspects of teaching?
2. Can the pupil/class remember prior learning to scaffold and support new learning?
3. Where does the pupil/class need to go next? (*Do mistakes need clarifying? Does more challenge need to be provided?*)

Marking & Feedback Protocol

- Most of the Marking & Feedback should be 'live' during the lesson. When this is not the case it should be immediately or sometime after learning;
- Pupils respond to marking and feedback, provided with opportunities to correct, edit or refine their work;
- Pupils self-correct any 'pink' highlights which are to make them 'think' about their improvements. Pink corrections are specific, clear and precise.
- Green highlights celebrate the positives, achievements and/or objective achieved;

- Strike a balance between Williams's Four-Quarters marking;
- Involve all adults in the classroom – although the class teacher will have an overview of all the books for every child;
- Involve whole class, group and individual feedback, celebrating mistakes and misconceptions, using the Mistakes board;
- Support the child's learning and not overwhelm or demoralise them with too many corrections. For this reason, not all spelling, punctuation and grammar errors are marked in every piece of work but may be noted as a future teaching point;
- Written comments, stickers or smiley faces celebrate personal achievements;
- Non-verbal recognitions of good work and effort are encouraged;

Implementation

Following the implementation of our new marking guidance (See appendix 1), regular monitoring takes place in the form of discussions, book-looks and scrutiny. Subject-Leaders are accountable for their own domains and SLT and Key Stage Leads regularly provide feedback and support. We are aware that the implementation of something as important as Marking and Feedback must be treated as a staged process, not a single event, and this is considered when planning professional development throughout the year.

Summative Assessment

At Oakfield, as well as the formative assessment strategies outlined above in line with our marking and feedback philosophy, we use regular summative assessment to track achievement and attainment. All of our assessment data is input into Insight Tracking which allows us to monitor the achievement of all children during their time with us.

We hold termly 'Pupil Development' meetings with SLT to analyse and discuss factors that have supported pupils' achievements and identify barriers preventing optimum achievement. These meetings are scheduled to coincide with our assessment cycle.

Our second meeting is with parents to evaluate SMART targets and discuss next steps. We use the EEF ['Working with parents to support children's learning guidance report'](#), recommendations to support parental engagement in children's learning, providing practical strategies to support learning at home.

In the Early Years Foundation Stage, we meet our statutory obligations as set out by the Department for Education through the delivery of the [Reception Baseline Assessment](#), complying with all the necessary, statutory guidance surrounding the [EYFS Profile](#) at the end of Reception year.

We assess pupils using [Birth to 5 Matters](#), supporting our practitioners to implement the Statutory Framework for the Early Years Foundation Stage (EYFS) in a pedagogically sound, principled and evidence-based way. Alongside teacher judgements, we track and monitor the achievement of our Reception and Nursery children.

WellComm is a complete speech and language toolkit, from screening to intervention, which we use to identify any delayed language skills from the earliest opportunity on entry to school life. This allows us to track, monitor and provide immediate interventions, ensuring to address any unidentified difficulties with language skills.

In Key Stage 1, we meet our statutory obligations as set out by the Department for Education through the delivery of the [Phonics Screening Check](#) in Year 1, and the [End of Key Stage 1 Assessments](#) in Year 2.

In Key Stage 2, we meet our statutory obligations as set out by the Department for Education through the delivery of the [Multiplication Check](#) in Year 4 and the [End of Key Stage 2 Assessments](#) in Year 6.

NFER Tests

In conjunction with statutory assessments, from Year 1 (Spring Term) through to Year 6 (Spring Term), we use termly NFER Tests in Reading, Maths and SPaG to identify attainment. The data from all our assessments is input into Insight Tracking and is used as a basis for discussion at our regular Pupil Development Meetings. Teacher Judgements are used to assess writing.

Teachers analyse their test data, identifying children who are 'Below', 'Just Below', 'On Track' or 'Exceeding' and plan support accordingly.

NFER Assessments are conducted in Autumn 2, Spring 2 and Summer 2.

Teacher Judgements

At Oakfield we recognise that the people who know best the abilities and capabilities of children is often the class teacher. Teacher Judgements are used for writing for all across school but we also ask our teachers to consider their own judgements alongside standardised scores from assessments at the end of the year.

Benchmarking

We use the PM Benchmark Reading Assessment Resources, which have been specifically designed to explicitly assess pupils' instructional and independent reading levels using unseen, meaningful texts. By providing accurately levelled assessments, we are able to rigorously assess fluency and retelling strategies, whilst determining comprehension ability within and beyond the text.

SEND Pupils

We are a recognised centre of excellence school for inclusion and we endeavour to remove barriers to learning and participation, providing an education that is appropriate to all pupils' needs. We promote high standards and the fulfilment of potential for all pupils. Pupils with Special Educational Needs and Disability (SEND) have the greatest need for

excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. Our robust and stringent assessment schedule helps to identify pupils with additional needs at the earliest opportunity. For these children, we use B-Squared.

Assessment Principles

Assessment and data tracking at Oakfield is based wholly around the key belief that, for children to achieve their full potential they:

- Need to be in school
- Need to be in class
- Need to be focussed
- Need to be engaged in their learning

We only collect data which is useful for extending learning, including identifying key areas of support for children. When looking at data collection, we ask ourselves three key questions:

- What data are we collecting?
- Why are we collecting it?
- What are we going to do with it?

Data collection and analysis can impact heavily on teacher workload. Focussing on the above key questions, and utilising time effectively for high-quality Pupil Development meetings, helps to regulate this workload and remove any unnecessary tasks. Data that we collect should solely be done with a view of moving learning forward. We acknowledge comments from Ofsted's Chief Inspector, who stated:

"We do not expect to see 6 week tracking of pupil progress and vast elaborate spreadsheets ... I want school leaders to discuss with our inspectors what they expect pupils to know by certain points in their life, and how they know they know it. And crucially, what the school does when it finds out they don't! These conversations are much more constructive than inventing byzantine number systems." (Amanda Spielman, HMI Chief Inspector, 2018.)

At Oakfield, we also acknowledge that, although ensuring children's progression during their time with us is crucial, there is no one single effective tool for measuring or predicting progress. Progress at any level is non-linear and therefore would need to be measured differently for every child in our school. Rather than focussing on 'progress', we will look at every child's achievements within their own context, ensuring all are celebrated and barriers identified so appropriate support can be put in place.

This Marking, Feedback & Assessment policy will be reviewed every two years.

OAKFIELD COMMUNITY PRIMARY AND NURSERY SCHOOL

Headteacher: Mrs J Makin Signed:  Date: 16.10.25

Chair of Governors: Mr I Green Signed:  Date: 16.10.25

Policy Schedule

<u>Date:</u>	<u>Details:</u>	<u>Shared:</u>
January 2023	Policy Created	Staff:- January 2023 Gvs:- February 2023
July 2023	Marking Codes Updated Clarity added around presentation expectations.	Staff:- September 2023 Gvs:- N/A
Nov 2023	Assessment details added	Staff : Nov 2023
March 2024	Marking codes updated and protocol	Staff: March 2024 Gvs:march 2024
October 2025	IQM Reference Added Small tweaks to marking codes CoG Updated	Staff: Oct 2025 Gvs: Autumn 2