



Oakfield Community Primary & Nursery School

Marking, Feedback & Assessment Policy

2026-2028



Rationale

- High-quality feedback matters most when it secures foundational skills pupils need to access the whole curriculum.
- In our context (52% FSM, high SEND and speech/language need) gaps in phonics, vocabulary, handwriting and number fluency are common and limit progress across subjects.
- Therefore feedback and marking will prioritise correcting and consolidating foundational errors first, then move to curriculum-specific next steps.
- This aligns with Rosenshine (modelling, questioning, practice) and the EEF feedback guidance (timing, focus on task/subject/self-regulation, workload-aware).

Priorities

1. Reading & Language: phonics accuracy, decoding, vocabulary use and oral language (including sentence structure).
2. Writing mechanics: letter formation, handwriting fluency, spelling of high-frequency words and punctuation needed for clear meaning.
3. Number fluency: number facts, place value, calculation methods and accuracy.

Rationale: Securing these enables independent learning across the curriculum and reduces demand on corrective feedback later.

Principles

- Feedback must be timely, specific and actionable, and must close the gap on a single, clearly defined learning aim — usually a foundational skill for Oakfield pupils.
- Prioritise live verbal feedback and immediate corrective practice in lessons for foundational errors. Use written feedback only when it adds value that cannot be achieved verbally.
- Limit written marking to one or two high-impact corrective actions per piece of work (linked to the school priority list). Avoid marking every error.
- Ensure pupils are given protected time to act on feedback in the lesson or within 24–48 hours (closing the feedback loop).
- All feedback should support independence: show pupils how to self-check (scaffolds/model answers, checklists, exemplar sentences/calculation steps).

Expectations for classroom practice

1. Daily quick checks for foundational skills:
 - ✓ Start or end of each lesson include a 5-minute targeted activity (mini-quiz, dictation, number fact practice) addressing phonics/handwriting/number facts for identified pupils.
2. Live marking and fix-it time:
 - ✓ Teachers and TAs circulate, give immediate corrective feedback or allow pupils to independently 'fix it'. Pupils correct in pen/pencil.
3. Use of exemplars and modelling:
 - ✓ Share a short model (sentence, calculation method) on the board; pupils immediately imitate and then receive rapid feedback.

4. Whole-class error correction:

- ✓ Focus on common foundational errors. Use a 5-minute slot/ 5 a day to practise corrected form the same day.

Marking highlighting

- Focus on 'Pink for Think'- highlighting the foundational skills most relevant to the pupil/year group.
- Spelling: High-frequency words and key vocabulary taught that week.
Phonetically regular errors where immediate re-teach will help.
Highlight either whole word spelling or incorrect grapheme.
- Presentation: use the existing presentation expectations; low-level slips are a coaching issue, not a marking one.

Feedback routines by subject

- Early Years / KS1 reading & phonics: daily rapid checks; immediate oral correction; record progress in phonic trackers, not long written comments in books. Use WellComm/SEND tools where relevant.
- Writing (KS1–2): model sentence structure, spot 1-2 foundational errors (spelling common words, punctuation), Use visible exemplars using a visualiser.
- Maths: live feedback on method and calculation; pupils correct errors in the lesson with teacher/TA support. Record misconceptions to inform next teaching.
- Foundation subjects: feedback focuses on retrieval of key vocabulary and any foundational reading/writing/number issues that block understanding.

SEND, speech & language, EAL

- For pupils in resource bases and those with EHC plans, feedback must be highly scaffolded and multi-modal (short written note + supported oral practice + visual prompt).
- Use WellComm, Phonics Screening Checks and B-Squared evidence to set immediate feedback targets (e.g. articulation of target vocabulary) and record progress in SEND provision maps rather than lengthy marking.
- TAs deliver deliberate practice sessions focused on repeated opportunities to practise foundational skills (5–10 minute bursts, 3–4 times weekly).

Monitoring & accountability

- SLT/ Subject leaders will conduct focused book every 2 weeks from as targeted pupil group.
 - ✓ Is there evidence of live feedback in the lesson?
 - ✓ Are teacher's highlighting foundational skills appropriately ?
 - ✓ Do the pupil act on the feedback?
 - ✓ Is there follow-up practice recorded (mini-quiz, correction, re-draft)?
- SLT will sample foundation-skills practice (phonics checks, handwriting progress, times tables fluency, reading fluency) during Pupil Development Meetings and use data from Insight only where it informs immediate classroom actions.
- Reduce frequency of holistic, heavy book scrutiny. Emphasise short, focused conversations with teachers using evidence from the 4-question checklist above.

Workload protections

- There is no evidence that supports written marking impacting on learning. Our focus is to encourage alternatives to written marking: whole-class feedback, verbal feedback, live modelling, peer moderation with clear checking criteria.
- Book looks should evidence that by highlighting common errors and providing high quality feedback addressing misconceptions, pupils do not repeatedly make the same errors over and over again and learn with automaticity.
- Staff meetings will be allocated to moderate books and ensure consistency between year groups and across the whole school.

Communication with parents

- Keep messages simple and practical: "This week we are practising x (e.g. short vowel patterns). Please practise 5 minutes of these words each evening." Use termly parent leaflets that show the three foundational priorities and simple home activities, aligned to EEF parent guidance.

Sources

- EEF: Teacher Feedback to Improve Pupil Learning (summary recommendations).
- Rosenshine, B.: Principles of Instruction (modelling, questioning, guided practice).
- Oakfield school context and current policy (as provided).
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>
- [2014 Workload Challenge survey](#)
- [2016 report of the Independent Teacher Workload Review Group](#)



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MARKING INTENT	IMPLEMENTATION	IMPACT
✓ Prioritise live verbal feedback and immediate corrective practice; use written feedback only when it adds value. ✓ Limit written marking to one high-impact next step per extended piece of work. ✓ Give pupils protected time to act on feedback in the lesson or within 24–48 hours. ✓ Teach pupils to self-check using exemplars, checklists and model answers. Presentation & marking approach ✓ Apply school presentation expectations consistently; routine slips are coached in class, not exhaustively marked. Correct / highlight only: ✓ high-frequency words and key vocabulary taught that week, and phonetically regular errors where immediate re-teach will help. ✓ Record live feedback and pupil corrections succinctly in classroom records; do not over-annotate books.	✓ Reading & language: phonics accuracy, decoding, vocabulary and oral language. ✓ Writing mechanics: letter formation, handwriting fluency, high-frequency word spelling, punctuation for meaning. ✓ Number fluency: number facts, place value, calculation accuracy. Daily classroom routines ✓ 3–5 minute starter/plenary: targeted mini-quiz, dictation or number-fact practice for identified pupils. ✓ Live marking & fix-it time: adults circulate, give immediate correction and briefly note it in records; pupils correct in agreed response colour. ✓ One prioritised written next step on extended pieces (targeting a foundational skill); pupil re-draft box used for corrections. ✓ Short, modelled exemplars on the board; pupils immediately imitate and receive rapid feedback. Monitoring SLT/ subject leaders: focused book look; ✓ Evidence of live feedback in the lesson? ✓ Is any written next step focused on a foundational skill when required?	✓ Faster gains in foundational skills for targeted pupils. ✓ Prioritising phonics, handwriting and number fluency means more deliberate practice and immediate correction where it matters most. This reduces entrenched errors that block curriculum access. ✓ Useful, usable feedback in lessons Emphasis on live verbal feedback and same-day “fix-it” closes the feedback loop quickly so pupils act on guidance when it’s most effective. ✓ Improved writing quality over time Regular transcription practice (dictation, 2-minute samples) plus targeted next steps reduces mechanical errors and frees cognitive load for composition. ✓ Reduced teacher workload and higher fidelity implementation Limiting written marking to one high-impact next step and promoting whole-class/live feedback reduces marking time and increases consistency across classes. ✓ Better support for SEND / S&L / EAL



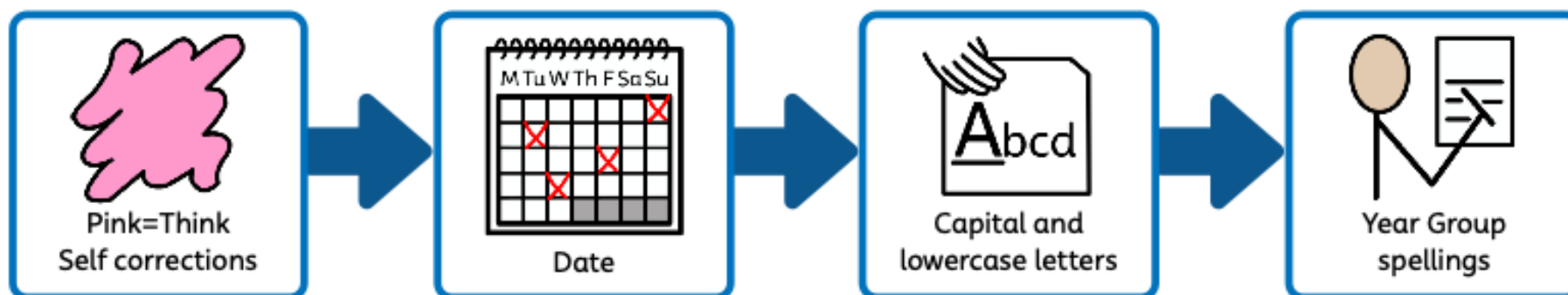
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	√ Did the pupil act on the feedback within 48 hours? √ Is there follow-up practice recorded (mini-quiz, correction, re-draft).	Multi-modal, scaffolded feedback and short TA practice bursts better match these pupils' needs and produce faster small-step progress.
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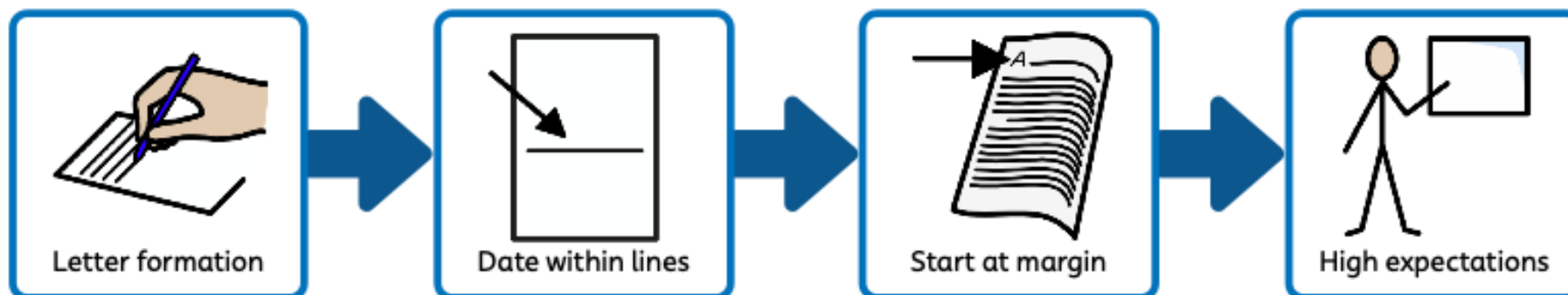
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Strong Foundations- Marking



Presentations



A Family of Learning. A Family for ALL.



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ASSESSMENT INTENT	IMPLEMENTATION	IMPACT
✓ To identify and close gaps in the core building blocks pupils need to access the wider curriculum: phonics/reading accuracy, oral language and speech, handwriting/transcription, number facts and calculation fluency. ✓ To ensure assessment is diagnostic and formative: it should tell teachers what to teach next (component knowledge), not simply produce end-of-unit scores. ✓ To prioritise equitable progress for our context (52% FSM; high SEND and S&L need) so assessment drives small-step, high-frequency practice that accelerates access to year-group content. ✓ To provide reliable short- and medium-term evidence about how well foundational programmes (Little Wandle, Mastering Number fluency, Letter join, Assertive Mentoring, SEND provision) are working.	Formative ✓ Reception baseline: phonics and early language baseline in first 2 weeks (WellComm + Little Wandle baseline + teacher baseline writing sample). ✓ Year 2–6 termly snapshots: NFER Maths, Reading, SPAG, FFT Reading online ✓ Little Wandle PSC every 6 weeks used to triangulate expectations ✓ Assertive Mentoring Number and SPAG checks every 2 weeks ✓ Handwriting baseline <u>Summative</u> ✓ Daily / weekly low-stakes retrieval and checks ✓ Daily retrieval: 3–5 minute starters focusing on phonics practice, handwriting joins, SPAG, number facts (taken from A.M tracker) ✓ Weekly checks: 5-item phonics checks (Years 1–3), Times-tables/number fact checks (Years 2–6) recorded in class trackers, identified gps for interventions. <u>Targeted diagnostic and SEND checks</u> ✓ WellComm / Chatty Toolbox : use on entry for identified S&L pupils; re-assess at planned intervals to set precise speech & vocabulary targets recorded in	Short-term ✓ Visible reduction for the same error in books; evidence of same-day corrections and re-drafts. ✓ Weekly tracker data shows increasing % passes for phonics mini-checks and A.M scores increasing over time. ✓ Impact of TAs/ teachers working with targeted pupils. Medium-term ✓ Termly NFER reading shows cohort and disadvantaged groups making accelerated progress ✓ Handwriting fluency: defined improvement in books evidenced during book looks, ✓ Phonics: increased pass rates on Little Wandle checkpoints and closure of gaps for pupils below age-related expectations. Long-term ✓ Improved attainment and progress in reading, writing and maths for disadvantaged and SEND cohorts. ✓ Clear audit trail: baseline → weekly checks → intervention → termly progress (NFER/FFT) with provision-map evidence for SEND pupils.



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	provision maps. √ B-squared / provision map evidence for resource base pupils and EHC plan targets — short-cycle assessment for immediate steps. √ Little Wandle: systematic phonics assessment at recommended checkpoints; use data to form small-group phonics teaching and same-day interventions.	√ Evidence that assessment informs teaching (book-look checklist: live feedback, focused next step, pupil action).
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/ SEND	On Entry Assessment against Strong Foundations trackers Staff Meeting with all EYFS Staff on each child's barriers and priorities from RBA assessments. Fortnightly learning walks with a focus on adult interactions. SENCo environment audit for accessibility.	Phonics observations following first data review. SENCo reviews IEPs. Explicit Handwriting/fine and Gross motor lesson observations and practice opportunities within provision. Work scrutiny Progress reviews from every child's starting point and attainment reviews against vision ambitions.	SENCo reviews IEPs. Explicit Maths lesson observations and practice opportunities within provision. Learning walk focused on 'foundational skills.' Learning walks focused on 'catch up' sessions.	Phonics observations following data review. SENCo reviews IEPs. Work scrutiny Progress reviews and attainment reviews against vision ambitions.	Visits to Nurseries and associated planning SENCo reviews IEPs. Learning walks focused on vocabulary Learning walks focused on 'catch up' sessions.	Transition Month – summary of cohort – Strong Foundations Trackers shared with Y1 staff. Create Provision Map of intervention/catch up required for September Y1. Phonics observations following data review. Work scrutiny SENCo reviews IEPs. Progress reviews and attainment reviews against vision ambitions.
School-Based Assessments Wider School Year 6 Multiplication	Handwriting baseline (All) Spelling Tests weekly (All) Two-weekly Maths/SPAG Assertive Mentoring Tests 1-6 (Y2-5) SLCN Assessments (where applicable) FFT Reading online (KS2) Little Wandle Phonics (Y1-4) 15 Question Arithmetic Weekly Mock SATS 2024 (Read/GPS/Arithmetic) Y3 – 2,5,10,3,4,8 check Y4-6 – All tables check	Spelling Tests weekly (All) Two-weekly Maths/SPAG Assertive Mentoring Tests 1-6 (Y2-5) SLCN Assessments (where applicable) FFT Reading online (KS2) Little Wandle Phonics (Y1-4) NFER Full Set (Y2-Y5) 15 Question Arithmetic Weekly Mock SATS Full Set 2025 Y3 – 2,5,10,3,4,8 check Y4-6 – All tables check	Spelling Tests weekly (All) Two-weekly Maths/SPAG Assertive Mentoring Tests 7-10 (Y2-5) SLCN Assessments (where applicable) FFT Reading online (KS2) Little Wandle Phonics (Y1-4) 15 Question Arithmetic Weekly Mock SATS Full Set 2026 Y3 – 2,5,10,3,4,8 check Y4-6 – All tables check	Spelling Tests weekly (All) Two-weekly Maths/SPAG Assertive Mentoring Tests 7-10 (Y2-5) SLCN Assessments (where applicable) FFT Reading online (KS2) Little Wandle Phonics (Y1-4) NFER Full Set (Y2-Y5) 15 Question Arithmetic Weekly Y3 – 2,5,10,3,4,8 check Y4-6 – All tables check	Spelling Tests weekly (All) Two-weekly Maths/SPAG Assertive Mentoring Tests 11-15 (Y1-5) SLCN Assessments (where applicable) FFT Reading online (KS2) Little Wandle Phonics (Y1-4) 15 Question Arithmetic Weekly Y3 – 2,5,10,3,4,8 check Y4-6 – All tables check	Spelling Tests weekly (All) Two-weekly Maths/SPAG Assertive Mentoring Tests 11-15 (Y1-5) SLCN Assessments (where applicable) FFT Reading online (KS2) Little Wandle Phonics (Y1-4) NFER Full Set (Y1-Y5) Y3 – 2,5,10,3,4,8 check Y4-6 – All tables check
Statutory Assessments	Reception Baseline Assessment				KS2 SATS Week (W/c 10/05/26)	EYFSP GLD Data Y4 MTC (7th-18th June) Y1 +Y2 PSC (w/c 14/06/26)



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Headteacher: Mrs J Makin Signed: *J Makin* Date: 01.09.26

Chair of Governors: Mr I Green Signed: *I Green* Date: 01.09.26

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
July 2026	Redraft on whole policy	Gvs: Autumn 1