

# Marking, Feedback and Assessment at Oakfield Primary Academy

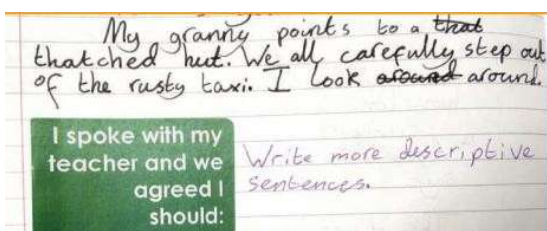
At Oakfield Primary Academy, feedback is our key driver to pupil progress whether it is verbal or written. Our aim is to help children bridge a gap or develop a deeper understanding – it should move them from their current situation, to a new improved one.



At Oakfield Primary Academy, we believe in marking LESS but BETTER.  
We provide feedback in a variety of ways:

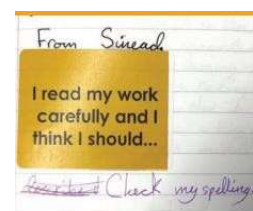
1. **Live Marking** – marking the books in the lesson and providing face to face feedback, to the pupil, in the moment. Children are supported in understanding how they can close the gap between their current performance and the performance they are targeted to achieve. Since the marking is completed within the lesson, pupils' responses are immediate and effective. Therefore, time can be spent after school preparing resources in response to the pupils' needs and next steps.
2. **Distance Marking** – extended pieces of writing, either first drafts or finished pieces, are marked in depth away from the pupil. This allows for teachers to deeply assess a variety of skills taught across the week in order to understand how to move the learning forward.
3. **Peer and Self-Assessment** – work that involves simple checking, such as fluency questions in maths, can be marked by the pupils themselves. Pupils are taught to self and peer assess work accurately and honestly. Pupils are given clear, concrete examples and success criterias to help them evaluate work. Pupils use editing pens to make improvements to their work.
4. **Verbal Feedback/Conferencing** – Every child has face to face meetings with their teacher. During these sessions, the adult provides detailed feedback to the pupil on a piece of work and they agree next steps. This is done most effectively when they receive verbal feedback as soon as they have done the work or at least on the same day. Where common misconceptions occur, whole class feedback is given in the next lesson. Children are able to verbalise their learning in a meaningful way using appropriate **subject-specific vocabulary**. Children can confidently answer the following **key questions**:

What have I learnt? Why have I learnt it? How do I know I have achieved well?



Responses to verbal feedback

For some pieces of work, children will be asked to record their responses to given feedback.



Evidence of self-assessment

## Marking Codes

**L.O.** highlighted in **pink** for achieved  
**L.O.** highlighted in **green** for not achieved  
Teachers will mark work using a **red pen**.

✓ - correct

- (red dot) – incorrect

**T** – when a **teacher** has supported the learning

**AT** – when an **associate teacher** has supported the learning

Where an entire piece of work has been supported, this should be indicated next to the LO.

### Across the curriculum:

**sp** – spelling error (use sparingly and less towards the end of the year when children can self-correct)

**gr** – grammar needs editing

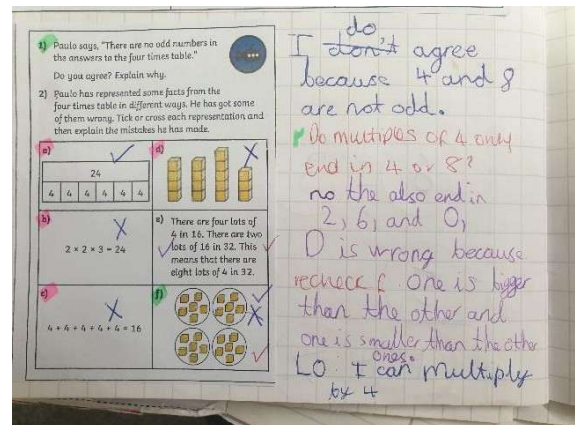
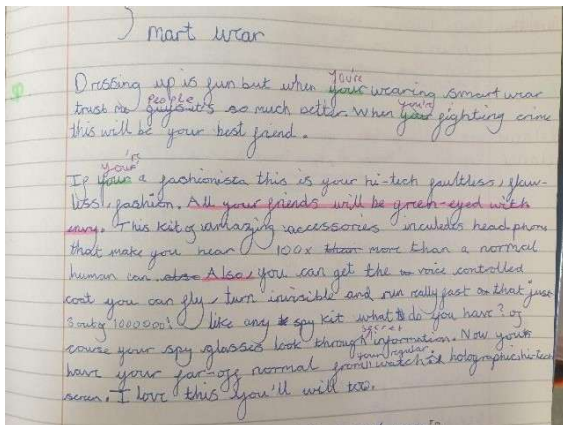
**p** – punctuation needs editing

// - new paragraph needed

### 'Self' and 'Peer' marking and feedback:

**Purple Pen** – children use this when they: edit their own work; self-assess; and act upon feedback

**Black Pen** – assessed by a peer



### **As a result of our marking and feedback, our pupils are:**

- confident in their skills and knowledge
- resilient to process and act upon feedback
- challenged to dig deeper and therefore 'Know more, Remember more and Do more'
- capable of producing work that evidences their progress

# Assessment

**Formative** - this is carried out within a high challenge/low threat learning environment using the feedback strategies detailed on page 1.

**Summative** – this sums up what a pupil has achieved at the end of a period of time relative to the learning objectives and national curriculum expectations. This may take the form of: Pixl assessments, an observation, a learning conversation or a set independent task. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stake holders.

- We submit three data drops across the academic year:

<u>Data Drop 1</u>	<u>Date Drop 2</u>	<u>Data Drop 3</u>
10 <sup>th</sup> Dec	30 <sup>th</sup> March	10 <sup>th</sup> July
Year group specific assessment weeks as per the termly assessment schedule.		

- We secure our judgements by hosting internal and external moderations throughout the year. Time is also allocated on a weekly basis to moderate work across the year group, identify gaps, celebrate achievements and ensure consistent and accurate assessment.
- We discuss progress at least three times a year in pupil progress meetings led by the senior leadership team.
- We assess and evaluate our termly targets on our provision maps and set new SMART targets three times a year.

We share progress with the parents and carers in the following ways:

- consultation evenings
- summary assessment report in term 2
- in depth assessment report in term 6
- open communication between teacher and parent or carer where families are actively encouraged to engage in learning conversations

## **Well-Being**

*This policy has been formed taking into consideration the great deal of research into the most effective feedback. We will be measuring the well-being of each child, 3 times a year, through the Leuven Scale. If required, children will be further assessed using ELSA assessments and Boxall Profile.*

# Feedback and Assessment in the Early Years

*Q: Do we assess and give feedback in EYFS?*

*A: Of course – continuously! It just looks a little different...*

In the Early Years Foundation Stage (EYFS), assessment, marking and feedback are continuous, purposeful and embedded within daily practice. Our provision offers a balance of adult-led learning experiences and child-initiated free play. Practitioners plan structured learning opportunities alongside carefully designed environments that enable children to explore, investigate and follow their own interests. Through both approaches, adults respond to children's needs, extend learning and provide meaningful feedback.

Each time practitioners interact with a child, they are observing, assessing, planning for and responding to that individual. This reflects the traditional cycle of observation, assessment and planning. Adults know the children well and have a secure understanding of child development, ensuring learning is enhanced and extended at an appropriate level for each unique child.

In the EYFS, children learn in the 'here and now'. Adults therefore remain attentive to moments of curiosity, effort, challenge or interest, using these opportunities to support progress and wellbeing. Practitioners observe children carefully during free play and adult-led activities, join play when appropriate and engage in high-quality interactions to move learning forward. When children are deeply engaged, adults notice when support is needed, help overcome obstacles and introduce new directions and possibilities so learning remains meaningful and enjoyable.

High-quality verbal feedback is central to practice. Adults provide immediate, supportive feedback through modelling, questioning, explanation and encouragement. Feedback focuses on effort, process and progress, helping children recognise what they have achieved and building confidence and resilience.

Our EYFS adults 'teach' and give feedback through:

- Modelling skills and language
- Showing, explaining and demonstrating
- Aiding thinking and explaining ideas
- Developing sustained shared thinking
- Encouraging questioning and curiosity
- Recalling past learning and making links
- Setting challenges to extend learning
- Providing resources to move learning forward
- Encouraging early peer and self-assessment

Through these approaches, children are supported to persevere when faced with challenges, develop problem-solving skills and make secure progress across all areas of learning.

Parents and carers are valued partners in the feedback process. Regular communication, learning updates and discussions ensure families understand their child's progress and how learning can be supported at home.

Consistent, responsive feedback and observation-led assessment ensure teaching is closely matched to individual needs, supporting strong outcomes for all children.