



OLD BUCKENHAM HALL

A leading co-educational preparatory school for children aged 2-13 years

Marking and Feedback Policy

OBHP46

Policy owner: Deputy Head Academic
Date last reviewed: August 2022
Next review due: August 2024

Marking and Feedback Policy

‘Feedback is one of the most powerful influences on learning and achievement’

Old Buckenham Hall School is committed to providing effective, relevant and timely feedback to pupils both orally and in writing. The aim of this policy is to ensure a consistent approach to marking across the school, from Pre-Prep to Year 8.

The following principles should underpin all marking and feedback:

- It must be manageable.
- It must be at the child’s level of comprehension.
- It should be given promptly and regularly.
- It should offer clear strategies for improvement, focusing on one or two areas at a time which link to the learning objectives.
- Children should be encouraged to engage in their own learning and attainment.

The marking of children’s work is fundamental in the process of teaching and learning and is an invaluable part of the assessment process. Marking demonstrates a respect for the work produced; gives feedback and indicates positively and sensitively, ways in which each individual child can improve.

By empowering children to be actively involved in understanding how they are making progress, it helps to ensure focused and, for some pupils, accelerate learning.

Aims of the Policy

- To show that a child's work is valued and to motivate them to produce their best.
- To raise the children’s self-esteem through praise and encouragement.
- To define the next steps for learning through the identification of misconceptions and the setting of targets for subsequent pieces of work.
- To demonstrate children’s strengths and through constructive steps, explaining how each individual can ensure progress.
- To create an ethos where mistakes are acceptable and can be used as a valuable learning tool for the future.
- To create challenging, but achievable targets.
- To provide a basis for summative and formative assessment.
- To provide a basis to astutely inform future planning.
- To enable the children to become reflective learners.

Marking and Feedback process

Teachers are engaged in on-going assessment throughout the lessons and will intervene whenever the children need support or consolidation, either as individuals or as a group.

Well-constructed feedback tasks prompt effective response from children so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet may be easily

Policy owner: Deputy Head Academic
Date last reviewed: August 2022
Next review due: August 2024

executed and brief in nature, enabling children to move forward and be aware of how they are improving.

It is natural that not every subject can follow the same procedures. This document provides a set of expectations to help aid consistency in expectations.

Specific guidelines for marking

- All marking should be completed in green pen.
- Where appropriate, key topic or high frequency spellings are to be highlighted for 3x correction underneath the task. Indicate a maximum of five words, and always take into account the age and sensitivities of the child.
- Work should be marked neatly and clearly, without impacting on the presentation of the child's work.
- It is at the teacher's discretion regarding the format of the feedback; this will be dependent on their understanding of the child's individual learning needs.
- For developmental marking, offer a piece of positive feedback and a target for next time.
- Stampers may be used to highlight key areas within the work, but with the awareness that specific individual feedback will promote greater academic outcomes.
- Where appropriate, work can be marked as 'verbal feedback given' or 'marked in class together' and when possible, a short summary of this to be recorded in teacher's records.
- Children are to be given a set period of time to read and respond to their marking. They should acknowledge they have read the comments by initialling them and through the completion of any follow up work or questions.
- When models of peer or self-assessment are used to mark the work, this must be overseen and commented on accordingly.
- All work, including Prep, should be marked in accordance with the guidance in this policy.
- Use of 'Well Done' stickers or such like is acceptable though this should not replace written comments.
- In the Prep School, House Points are awarded to recognise achievement, effort and completion of tasks to a high standard, related to the individual's achievement. In the Pre-Prep stickers are awarded to recognise children's achievements.

This policy will be monitored through regular Book Analyses. It will be monitored for whole school consistency and evaluated for impact on children's learning outcomes.

Remote Teaching

Online teaching was introduced at OBH as a result of the Covid-19 pandemic. Should the school return to this way of working for a period of time, the following guidance should be adhered to.

It is very important that work completed during online teaching is marked so that the children receive feedback. Work done on a pupil's class notebook page can be marked on the page and the teacher's comments highlighted in green. Additionally, where work is completed as a Teams Assignment, a comment may be left in the space for assignment feedback, although this will be lost if the assignment

Policy owner: Deputy Head Academic
Date last reviewed: August 2022
Next review due: August 2024

is deleted or a new team is set up at the start of an academic year. Class notebook pages can be moved from one year to the next; teachers requiring any advice regarding this should consult the Director of Teaching and Learning.

The Headmaster and the Deputy Head Academic will have access to all TEAMS in order to monitor the effectiveness of this policy.

Policy owner: Deputy Head Academic
Date last reviewed: August 2022
Next review due: August 2024