



## Behaviour Policy

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# Change Log

## **Date: 16/09/24 Version 2**

- Amended all references to Oakfield Primary school to Oakfield Academy.
- Restated numbers at 1 under principles.
- Amended response comments from purple pens to green pens.
- Added the use of purple pens under 'self assessment' in principles.
- Added information about marking extended writing in relation to English objectives.
- Removed chilli challenges.

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## 2 Statement of intent

2.1 We believe feedback and marking are an integral part of the teaching, learning and assessment process and view it as a positive action, giving every child the right to proper guidance on how to improve and develop in all curriculum areas. Feedback and marking at Oakfield Academy will focus on ensuring every child is valued as an individual, encouraged to achieve their own personal best and enable them to move forward in their learning. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation. The Education Endowment Foundation research shows that feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.

2.2 The aims of this policy are to:

- Identify next steps in learning.
- Identify how to improve learning.
- Inform the teacher of a child's progress and needs for future planning.
- Provide positive feedback about current work and suggest targets for improvement.
- Provide children with the opportunity to respond to comments made by the teacher.

2.3 All children are entitled to regular and comprehensive feedback on their learning.

2.4 Marking should be meaningful, manageable and motivating...

2.4.1 **Meaningful** - marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary (working within the policy) and trusted to incorporate the outcomes into subsequent planning and teaching.

2.4.2 **Manageable** - marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

- 2.4.3 **Motivating** - Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

## 3 Aims

- 3.1 Show we value the children's learning and motivate them to produce high quality work.
- 3.2 Raise children's self-esteem and through praise for what they do well and encourage them to raise their aspirations.
- 3.3 Gauge the children's understanding and identify any misconceptions.
- 3.4 To demonstrate what the children's strengths are and how they can improve their work in the future through timely and high quality feedback.
- 3.5 Create an ethos where mistakes are acceptable as long as learning allows children to remedy them.
- 3.6 Embed opportunities for the child to learn how to assess their own work critically in order to create independence in learning and responsibility for their own improvements.
- 3.7 Embed opportunities for the children to assess each other's learning, identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- 3.8 Create an ongoing conversation between child and adult which will aid progression.
- 3.9 Create challenging but achievable targets for improvement.
- 3.10 Provide a basis for summative and formative assessment.
- 3.11 Provide a basis for lesson planning.
- 3.12 Establish a consistent approach to marking against specific learning criteria so that children understand how their work is marked.

## 4 Principles

- 4.1 It should be manageable.
- 4.2 It should be positive and motivating for children.
- 4.3 It must be at the child's level of comprehension.
- 4.4 It may be given verbally.
- 4.5 It should be given promptly and regularly.
- 4.6 It should give recognition to effort and achievement noting improvements made.
- 4.7 The process should directly engage the child, either orally or through written response.
- 4.8 It should give clear strategies for improvement focussing on one or two areas at a time which link into the learning intention or learning targets for the child.
- 4.9 Time should be given for children to consider marking comments and for them to respond to them using green response pens.
- 4.10 It should promote children's self-assessment, linking marking and feedback into the wider process of engaging the child in their own learning. Edits, improvements and comments identified and made by the child independently will be written using purple pens.
- 4.11 It will provide information to the teacher on the success of the teaching and inform planning.
- 4.12 It will provide information to the teacher regarding pupil progress.
- 4.13 It can be given by any adult with whom the child is working.
- 4.14 It can be given by a peer as part of the learning process.
- 4.15 It must positively affect the child's progress and learning outcomes.

## 5 Process

Before a piece of work is undertaken, children should be clear about what is going to be assessed when the work is marked. We set out clear learning intentions, which enables the adults and pupils to mark and give feedback effectively. In English and maths this will be displayed in books. For Foundation subjects this will be shared with the children on the board and linked to a threshold concept. Teachers are engaged in on-going assessment throughout lessons and will intervene whenever children need redirecting, either as individuals or as a group. Marking in lessons has more impact and is recommended where possible.



## 6 Frequency

- 6.1.1 Work in Foundation subjects should be marked as completed.
- 6.1.2 'Quality in-depth marking' to include next steps and a pink comment when appropriate should take place at least once a week in English and maths. All work must be at least 'light touched' marked.
- 6.1.3 If an extended piece of writing has been completed in a foundation subject, as an application piece linked to English objectives, this should then be marked with reference to the specific success criteria for that genre.

## 7 Verbal feedback from an adult

Direct contact with the child and discussion of the work is particularly appropriate with younger, less able or less confident children. Where verbal comments are given a record, with letters 'VF', should be made in the book as a permanent reminder for the child and teacher. If a child has been prompted or redirected as a result of assessment in the lesson a record, with the letters 'VF', should be made. Feedback may be given through the check for understanding part of the lesson which may not always be at the end of the lesson.

## 8 Marking

- 8.1 Two coloured writing pens - **Pink** to write a comment, or indicate something within a piece of work, that is praiseworthy - no matter how small. It may compare what a learner is doing right now with what they have done wrong before noting an improvement.
- 8.2 **Green** to target a specific area for improvement related to the learning intention, success criteria or individual pupil target. This will often, but not always, require a response from the child to address the area highlighted.
- 8.3 When a comment does not require the child to respond a **green**  should be written first and the pink comments in the next piece of learning should refer back to this.
- 8.4 Teacher comments on a pupil's work should be motivational and personal where the teacher marks against the success criteria and children's targets, and clearly identify the next steps to improve or to extend learning. Guidance will be given to children on how to respond to marking in an effective way to promote progress.
- 8.5 Time should be set aside during the week for the children to absorb any comments and improve their work. Children should respond using **green** pens and the responses will be acknowledged by the teacher in **pink** e.g. with a tick.
- 8.6 Next steps marking can be verbal and will be recorded by the teacher with the letters 'VF'. A green  indicates where a child has been given a challenge within the lesson.
- 8.7 Editing should be a part of the learning journey and children should be encouraged to edit within lessons and as part of whole editing lessons. This will be completed in **purple** pen.



## 9 Independence level

- 9.1 In KS1 and KS2 there will always be a Learning Intention taken largely from the assessment framework within school.
- 9.2 If children are supported in completing the learning this will be shown with an s in a circle. If the child has been supported by someone other than the class teacher, the adult will initial also.
- 9.3 Everyday symbols will be stuck in the backs of books as a flap which children will refer to every lesson (see appendix 1). These are for quick reference and are to aid children in their understanding of common errors which are made or omitted. These should also be present in topic books to ensure the standard of writing is as high in topic as in English.

## 10 Pupil marking

- 10.1 In order to engage the child in their own learning, children must have the opportunity to look critically at their own work and that of others. Subsequently, they should be able to offer suggestions to correct or improve work in relation to learning intentions. Suggestions may be verbal or in writing using the teacher marking systems outlined previously.
- 10.2 All peer marking will be against success criteria given by the teacher either verbally or through the use of supports. Children will be taught to peer mark and will only do when they are at a suitable level, determined by the teacher.

## 11 Standards

- 11.1 Where appropriate, teachers may choose not to comment on a section of work but ask the child to redraft/improve it themselves before any direct feedback is given. This should only be done when the child has the necessary skills to complete the work but needs to be encouraged to apply these more fully.
- 11.2 Teachers will not accept work which has not been presented to a sufficiently high standard.

## 12 Spellings

- 12.1 It is vital to have a positive attitude towards a child's approach to spelling and to correct errors with sensitivity and knowledge of the individual child.
- 12.2 At all stages children should be encouraged to read through their work before the teacher marks it and, where able, make a redraft.
- 12.3 In KS1 there will be an emphasis on correcting high frequency words. In KS2 up to 3 misspelt words will be identified by a green dot by the misspelt word and sp in the margin. The teacher will then either write the correct spelling underneath the work; part of the spelling correctly spelt or ask the child to use a dictionary to find the correct spelling; depending on the word and the individual child's ability.
- 12.4 Teachers must allow time for spelling corrections during the next session.
- 12.5 All children are encouraged never to dodge a good word and children will use their own dictionary to check spellings.

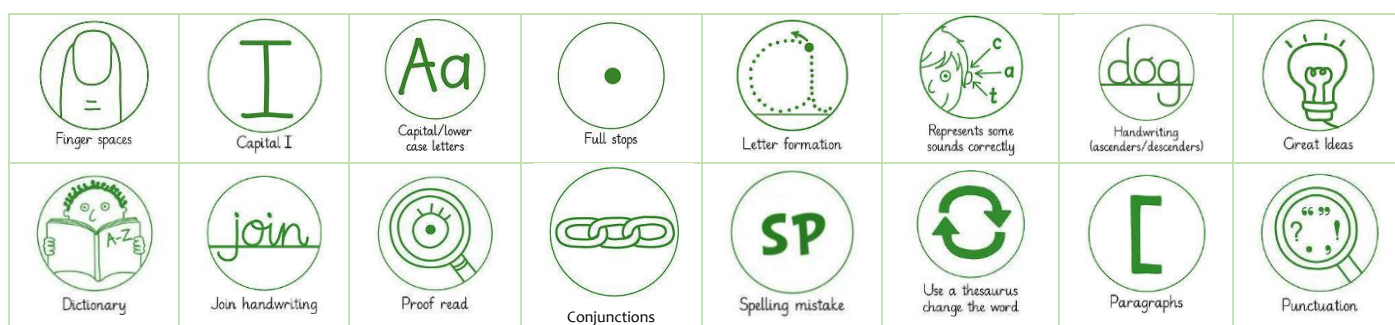
## 13 Special Educational Needs

Feedback should be sensitively applied and immediate verbal feedback will usually be more appropriate.

## 14 Staff roles and responsibilities

- 14.1 It is the expectation that all teaching staff in school use this policy in its entirety, including supply teachers. If you are not the usual teacher, you will initial work marked. Assistant Teachers must mark and initial work if they are covering a class, although they are not expected to mark in detail when taking the whole class. When working with an individual or small group they should mark the work in line with this policy and initial it.
- 14.2 Staff must present marking by modelling handwriting and writing legibly, spelling accurately and ensuring quality.

## 15 Appendix 1



## 16 Appendix 2 – Further guidance

“Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.”

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting>

### Recommendations from “Eliminating unnecessary workload around marking”

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)

Use the three principles set out in this report to review the school’s marking practice as part of an overall and proportionate assessment policy in partnership with their teachers and governors.

- Evaluate the time implications of any whole school marking and assessment policy for all teachers to ensure that the school policy does not make unreasonable demands on any particular members of staff.
- In partnership with their teachers and governing boards, monitor their marking practice as part of their regular monitoring cycle and evaluate its effectiveness on pupil progress.
- Challenge emerging fads that indirectly impose excessive marking practices on schools.

## Research from the EEF

[https://educationendowmentfoundation.org.uk/public/files/Publications/EEF\\_Marking\\_Review\\_April\\_2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf)

*Review with Senior Leadership Team and discussions regarding all aspects of impact when feeding back and marking.*