



Isle of Man Department of Education

"Learning is a journey, to be taken together, one step at a time"



Onchan Primary School
School Road, Onchan, Isle of Man IM3 4PD

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Onchan Primary School Feedback and Marking policy

Purpose of feedback and marking:

- To provide meaningful and motivating feedback to the children in a timely manner, allowing it to have the maximum impact on future learning.
- To ensure the children can celebrate what they have achieved, whilst understanding areas for development.
- To develop independent learners who take ownership of their learning, whilst building resilience and self-reflecting skills they can use throughout their lives.
- To link to the Essentials for Learning Curriculum ensuring our children are as prepared for future life as they can be when leaving primary school. The key areas targeted with this policy are:
 - Active learning
 - Pupil voice
 - Personalised learning
 - Connected learning
 - Inclusive learning
 - Challenging and engaging
- To inform assessments and future planning.

The expectation is that all work will be marked following this policy. There are three main ways we provide feedback at Onchan School and they are outlined below.

Whole Class Feedback:

Whole class feedback consists of filling in the provided template and marking the learning in books with WCF. The feedback must be provided to the class within a couple of days to ensure it is relevant for the children. As they are reflecting on the feedback and editing their work, the teacher must date and sign their improvements.

This is to be used, at the teacher's discretion, in the following subjects:

- Literacy
- Maths (separate Maths feedback sheet)
- Science
- Topic
- Guided reading (adapt to a group feedback sheet)



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It is not to be used in Creative Writing.

Highlighting:

Highlighting consists of using green or orange highlighter to highlight the skill on individual pieces of work.

Green - the child has put in lots of effort etc and the skill is now secure.

Orange - the child has put in lots of effort etc, but the skill needs practising more.

The different colours need explaining to the children with clear reference to our growth mindset learning.

This is to be used, at the teacher's discretion, in the following subjects:

- Literacy
- Maths
- Science
- Topic
- Guided reading

It is not to be used in Creative Writing.

Verbal Feedback:

Verbal feedback must be followed with written evidence of the conversation. The teacher or the child can note down key words to aid memory in future lessons. For example, if the feedback was to always remember full stops, the child/adult could simply note down "full stops" next to where verbal feedback or VF has been written.

This is to be used, at the teacher's discretion, in the following subjects:

- Literacy
- Maths
- Science
- Topic
- Guided reading

Verbal feedback must be balanced with other types of feedback and not used exclusively.

It is not to be used in Creative Writing.



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Creative Writing:

Creative Writing is to be marked using written feedback for a focus group. The format followed should be similar to the 2* and a wish approach but dependent on teacher preference. One group weekly should be provided with verbal feedback and next steps discussed.

Peer / Self Assessment:

Peer and self-assessment are to be used at the teacher's discretion to allow children to continue developing these collaboration and reflecting skills.

Foundation Stage:

Due to the nature of learning in Foundation Stage the way feedback is provided is different, however the purpose of the feedback remains the same.

- Highlighting will be used in Writing and Maths.
- Verbal feedback is used regularly.

Codes for marking:

Whole Class Feedback - WCF

Verbal Feedback - VF

Independent - I

Group - G

Supported - S

Policy Written by Caley Corkill

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