

## Marking & Feedback Policy

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# Danetre and Southbrook Learning Village

Nurture | Aspire | Achieve

An E-ACT academy

## MARKING AND FEEDBACK POLICY

### Rationale

This Policy should be read in conjunction with the DSLV Assessment, Recording and Reporting Policy.

The purpose of this policy is to enable all children to experience high quality learning, appropriate to individual needs, and to make progress in a safe and caring environment, where all members of the Learning Village community are valued equally.

### Aims

The aim of this policy is to achieve a consistent approach throughout the primary phase, dovetailing with the secondary phase. We aim to ensure that all children's work is acknowledged constructively and appropriately. Through effective quality marking we strive to ensure children's work is marked in a way that is likely to improve their learning, develop their self-confidence, raise self-esteem, provide opportunities for self-assessment and most importantly allow opportunities to celebrate success.

### Purpose of Marking

The purposes of marking for assessment are to:

- ⦿ Ensure that children are making progress
- ⦿ Evaluate our teaching
- ⦿ Analyse children's learning
- ⦿ Identify misconceptions
- ⦿ Inform future planning
- ⦿ Praise and encourage
- ⦿ Identify precise next steps in pupils' learning
- ⦿ Motivate pupils and hold them accountable for their learning
- ⦿ Enable pupils to self-assess and self-regulate their learning

### Coherent System

To establish consistency in marking, an established set of symbols will be used. These are only used where children are capable of understanding them, and have been trained to understand them and if they are deemed age appropriate by the teacher. Please see a child friendly marking format which must be available for children to refer to. E.g. displayed around the classroom, on the table or in children's trays. See Appendix 1 and 2.

It is important that children are given time to read any comments made. This is to be referred to as DIRT time; Directed, Improvement and Reflection Time. DIRT time should be allocated frequently within lessons to allow students to redraft work or improve work/correct mistakes from teacher assessed work.

If a teacher thinks that a child has not produced enough work in a given time, the time taken should be written on the work and a discussion held with the child on a one to one basis.

All subjects should be marked in line with the learning objective and follow the guidance below where appropriate. In the secondary phase, subjects should be marked in conjunction with their own subject's marking policy as well.

### **Learning Objective and Success Criteria**

The nature of marking is greatly dependent upon the learning objective, and work is marked in accordance with this. It is crucial that children have a clear understanding of the learning objective and the criteria upon which the work will be marked.

Marking to the learning objective could include comments such as:

- ⊙ picking out what is good about the piece of work;
- ⊙ expanding a teaching point;
- ⊙ indicating how the work could be improved next time;
- ⊙ asking a question to clarify meaning and for assessment purposes e.g. *Can you describe the expression on the dog's face?*
- ⊙ Setting the children a task based on more challenging criteria or asking them to do something independently, if adult support had been given previously.

### **Child Involvement**

Children should be involved in the marking process wherever possible, for example:

- ⊙ Responding to the teacher's comments
- ⊙ Self-marking
- ⊙ Shared marking
- ⊙ Peer marking

*Please refer to Appendix 3.*

### **Monitoring**

The DSLV Senior Leadership Team and Subject Leaders will ensure these guidelines are being used consistently throughout the Learning Village. This will be carried out through lesson observations, informal conversations with the children and book monitoring. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff.

## List of Appendices

Appendix 1A	Marking and Feedback Policy for Primary Phase
Appendix 1B	Marking and Feedback Policy for Secondary Phase
Appendix 1C	Marking Codes and Symbols
Appendix 2	Child Involvement document
Appendix 3	Guidelines for Marking Partnerships

## **Appendix 1A**

### **Practice in the Primary Phase**

There are agreed symbols which provide means of feeding back significant information to the pupil i.e. have they achieved their learning objective and recording information about the pupils work i.e. if they have worked independently or with support this provides evidence for assessment levels. These symbols are on display in each classroom.

Teachers should aim to provide oral or written developmental comments on a regular basis for all pupils, giving a clear focus to help children improve their work. In Key Stage 1, children will discuss their areas for development with an adult and implement this into their work during the lesson. Children in Year 2 will follow the written developmental marking scheme by the summer term. Time to answer the written comments should be planned into lessons. All work completed each lesson needs to be marked everyday using the agreed symbols showing if pupils have achieved learning objective and other relevant comments (commenting effort, achievement, progress).

Oral feedback must be recorded using the correct symbol or stamp.

Where appropriate pupils will have achievement towards the learning objective highlighted with Green highlighter signifying 'green for good'. The teacher will also identify with a pink highlighter, areas where the pupils could have improved his/her work 'pink for think'.

Any marking comment written on a child's work must be in red pen in clear writing, joined up whenever possible.

At the beginning of each lesson, children must be reminded to respond to the comment the teacher has written. In Literacy, Science and Foundation subjects children must edit their work using the green 'editing pens/pencils' so that it is clear where changes have been made. In Maths, children will make alterations in pencil.

### **Marking Codes and Symbols**

S – the pupil was supported or helped, by an adult when they did this work.

A the pupil used apparatus to help themselves.

**Green for Good:** Shows the pupil where they have achieved the LO – good work.

**Pink for Think:** Shows the pupil where they could improve their work – Next steps!

V Verbal feedback – the teacher has spoken with the pupil about their work.

### **Editing Pen**

This is used by the pupil in their Literacy/ Science and Topic books to edit their work after reading their teacher's comment.

Pupils are reminded to read what their teacher write in their book and to respond appropriately!!

## **Appendix 1B**

### **Marking Policy for the Senior and Sixth Form**

The following are general principles that apply to the marking of students' work across the whole school.

Each department also has a policy that is tailored to its specific needs but adheres to the agreed Senior School and Sixth Form principles.

#### **Practice**

1. Most, if not all, of students' work should be marked.
2. Marking needs to be regular, kept up-to-date and promptly returned to students. As a general rule, students' books should be marked at least once in every two week cycle.
3. Where possible, marking should assess work according to level/grade criteria and this assessment should be shared with the student. This includes Independent Learning Projects where appropriate.
4. Students should complete a formal assessment task once every term (6-8 weeks). This should be graded or levelled using the appropriate formal criteria.
  - Marks should be centrally recorded using the department tracking database
  - Internal moderation may be needed to produce consistent standards between different teachers
5. Students need to understand marking systems, both the criteria for marking as well as the comments and grades or levels awarded. This information may come in the form of cover sheets attached to more significant pieces of work.
6. Marking should include comments and it is particularly important that comments tell students how to improve their work and understanding in that particular subject. Where a weakness has been identified, the teacher should also identify a strategy or resource to help achieve improvement. At DSLV, we use the agreed phrase for improvement 'EBI' (even better if)
7. Student self-marking is acceptable but should never replace teacher marking of work. Self and peer assessment for more substantial work can be a useful learning tool and therefore an acceptable part of a department's overall marking policy and practice.
8. Teachers mark in red and students respond in green.
9. Although the understanding of the particular subject being taught should always be the focus for marking, errors in spelling, punctuation and grammar should also be addressed. When marking a piece of work, the teacher should correct at least one spelling error. Students should then record these at the back of their exercise book and learn the correct spelling. Teachers should re-visit these errors at the end of each term in the form of a spelling test.
10. Marking may include the awarding of College Points.

## **Appendix 1C**

## Marking Codes and Symbols

Below is a list of the agreed marking codes and symbols. These can be used at your discretion and when you feel is appropriate for your pupils.

This is what you have done well with a written comment attached.	WWW	(What went well)
Here are your next steps.	EBI	(Even better if..)
This is correct.	✓ or highlight or underline	
You need to have another go at this.		
This work was independent.	I	
Teacher support was given.	TS	
Adult support was given.	AS	
Verbal feedback has been given.	V.F	
Check the spelling mistake.	SP	
You need to check punctuation.	P	
You need to check your grammar.	gr	
Remember to use finger spaces.	/	
Remember to start a new paragraph here.	//	
You have missed a word out.	^	

This sentence/work does not make sense.	?	
There is an answer missing.		
You have corrected your work.	Teacher's signature/comment acknowledges	
You have met the Learning Objective	L.O.A	

## Appendix 2

### Child Involvement

#### Self-Marking

Children should self-evaluate wherever possible. Children can identify their own successes and look for improvement points. The plenary can then focus on this process as a way of analysing learning. Teachers may wish for children to self-assess their learning and record this. This can be done through traffic lighting their work or through drawing a smiley face. Teachers need to take note of a child's self-assessment and respond accordingly, in the manner that best suits the needs of the child.

#### Shared Marking

Use a piece of work from a child to mark as a whole class. This models the marking process and teaches particular points at the same time.

Another strategy is to show two pieces of levelled work, with the same title, and discuss their differences.

#### Paired Marking

*To be carried out once a term for Lower Key Stage 2 and once or twice a term for Upper Key Stage 2, as appropriate. Simple and short sessions initially, focusing on one 'Child rule.'*

Before the end of a lesson, children can be asked to mark narrative work in pairs. The following points are important:

- Paired marking should not be introduced until Key Stage 2 unless teachers feel younger children are ready for this.
- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Ground rules (*e.g. listening, interruptions, confidentiality, etc*) should be decided, then put up as a poster in the classroom. Please See Appendix 3 for ideas.
- Children should point out what they like first and then suggest ways to improve the piece, but only against the learning intentions. The 3:1 success to improve ratio should be followed to avoid over-criticism.
- Pairings should be ability based.
- Encourage a dialogue between children rather than taking turns to be the 'teacher.' They should discuss each other's work together (*e.g. 'I think this bit really shows how the character feels. What do you think?'*)

## **Appendix 3**

### **Guideline for Marking Partnership**

- Both partners should be roughly of the same ability.
- Each child needs time to reflect on and check his or her writing before a response partner sees it.
- Response partners should begin with a positive comment about the work.
- Response partners need time to take in another child's work, so it is best for the author to read the work out first. This also establishes ownership over the piece.
- Children need to be trained in the success and improvement process so they are confident with the steps involved.
- Children must both agree on the part to be changed.
- The author should make the marks on his or her own work, as a result of the paired discussion.
- Children need to be reminded that the focus of their task is the learning intention.
- The response partner should ask for clarification rather than jump to conclusions.
- It would be useful to role-play response partners in front of the class, perhaps showing them the wrong way and the right way to mark a piece of work.

### **Ideas for children when making rules:**

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning intention.
- Tell our partner good things we see in their work.
- Listen to our partner's advice because we are trying to help each other to do better in our work.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partner to talk about what they have tried to achieve in their work
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.