

Feedback and Marking Policy

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective feedback and marking at Duke Street Primary School.

Rationale

Duke Street Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Feedback and marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Feedback and marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

At Duke Street Primary School, we aim to:

1. Monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
2. Give learners accurate feedback on their progress and achievement.
3. Promote a positive self-image for learners, in accordance with the school aims, and, through this, encourage them to value and take pride in their work.
4. Celebrate and reward learners' achievement and progress.
5. Agree and set challenging targets for improvement
6. Standardise the marking procedures used throughout the school.
7. Enable learners to self-evaluate their work and take responsibility for setting their own targets.
8. Provide evidence for assessment, recording and reporting.
9. Reduce teacher's workload by ensuring marking is manageable yet meaningful.
10. Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given. All work must be marked ahead of the next taught session.

Strategies:

1. Marking must be with red pen. Any next steps must be acknowledged in with a green tick.
2. Teacher's oral and written comments will provide clear and easily understood feedback and encouragement for learners.
3. Oral feedback should be given during lessons while the learners are engaged in the learning process.
4. Written feedback should be written in handwriting that is legible and a model for the child.
5. Feedback and marking will celebrate and reward success and let learners know what they need to do next to improve.
6. Feedback and marking will result in clear targets being agreed for improvement (Linked to IEPs, SEN children)
7. There will, whenever possible, be an opportunity for the child to participate in this process so that there is a shared perspective on feedback and marking, and target setting.
8. There will be consistency of approach through verbal and written marking across the school.
9. Stickers, smiley faces, stamps, house points and other tangible rewards could be used in addition to marking and feedback expectations to celebrate and encourage achievement and progress.
10. Class teachers will build response time into their daily lessons.

Outcomes

Marking and feedback will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learners' achievement and progress. It will be used to underpin clear and accurate feedback to learners and parents. The marking policy will be reviewed on a regular basis by staff to ensure that it is effective and workable.

Monitoring

Marking and Feedback will be monitored termly by the Senior Leadership Team and Subject Leaders and will form part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

A marking record will be kept for Mathematics and English to track daily achievement. $\triangle \wedge \setminus$

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Appendix 1:

Marking & Feedback expectations

During the lesson the class teacher and TA will provide oral feedback.

Through questioning, observations and active assessment they will adjust their teaching and groupings to ensure all children are making progress.

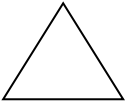


In English and maths, the class teachers will identify children who have not met the lesson's objective and will provide additional teaching and support in a progress group that day.

At the end of the session the pupils in Y2-6 will be encouraged to self assess through the use of a coloured dot for effort and a triangle for achievement (see Appendix 3).

All children should receive one written next step during the week (English and Mathematics) or unit (Topic, Science, French & RE). This should not be lengthy but could involve addressing a misconception or being set a challenge to apply learning in a different context.

In the run up to a 'Polished Piece' of writing, there is likely to be more detailed marking to support children in improving their work.

Brief written daily praise and positive comments will be included which link to the TILA and non-negotiables.

Daily Marking English & Mathematics	
	<p>TILA Fully achieved.</p> <p>Children need to be moved on in next lesson.</p> <p>Next Step: Challenge, Prove it or application task (at some point during week)</p>
	<p>TILA partially met.</p> <p>Children should be identified for targeted questioning during next session. Guided group may be needed.</p> <p>Next Step: Written next step/scaffolding (when needed)</p>
 <p>N.S (PG)</p> <p>Focus: _____</p> <p><i>(Evidence of Intervention work)</i></p>	<p>TILA not achieved - intervention needed before next session</p> <p>Teacher to take child or group for targeted intervention on focus area the same day (Progress Group)</p> <p>Next Step: Evidence of work completed with Teacher in books during progress group.</p>

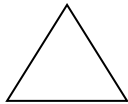


Building up to a polished piece of writing:

△ ^ \ to continue as above.

Next steps to occur (2 times minimum) to move writing on and support editing.

Eg: NS - Could you use adjectives in this * paragraph?

The polished piece will then be used as assessment evidence. Class teachers will highlight work to show when key objectives have been met.

Science, Topic, French & RE	
	TILA Fully achieved. Children need to be moved on in next lesson. Next Step: Challenge to be provided within the unit or 'Explain it' task to show greater depth.
	TILA partially met. Children should be identified for targeted questioning during next session. Guided group may be needed Next Step may be needed
	TILA not achieved - misconception to be addressed before next session through: <ul style="list-style-type: none">• TA/Teacher support• Peer Support• Independent next step

Appendix 2:

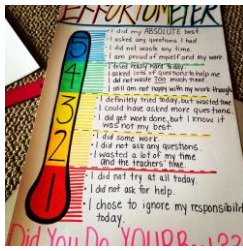
Additional Marking Codes

Symbol	Meaning
SP	Spelling mistake
○	Missing capital letter/punctuation
/	Leave a finger space
//	New paragraph
*	Need to look at this again
✓	Correct
●	Incorrect
?	This is not clear
()	Leave this out
Date? / TILA?	No date / TILA on work
<p>Abbreviations:</p> <p>G → Guided work ST → Supply Teacher I → Independent work</p> <p>OF → Oral Feedback NS → Next Step PG → Progress Group</p>	

The above marking codes are to be used at the class teacher's discretion and when appropriate.

Appendix 3 Self and Peer Assessment

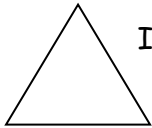
English & Maths Daily Self Assessment - Effort



The children will self-assess their effort using the effortometer. In Rec & Y1 this will be indicated by a show of hands.

In Y2-6, the children will record a coloured dot on their work to indicate the amount of effort they have put into the work completed. This is in line with the school's use of growth mindset.

English & Maths Daily Self-Assessment - Achievement



In Y2-6, the children will self assess their attainment each day using the same marking triangle method used by the teacher.

WILF 😊 😞 😊 In Year 1, the children will self-assess their attainment each day by recording 'WILF' and a face to indicate how well they feel they have achieved the WILF.

English In-depth self and peer assessment:

My Friend's Comment Card	
Have they included all of the WILF?	
One thing they have done well	
How could they improve this piece of work?	
Presentation out of 10?	

Self-assessment	
Have I included all of the success criteria?	
One thing I have done well	
How could I improve this piece of work?	
Effort out of 10?	

Opportunities for children to assess their own work or the work of a peer in more detail should be created during a unit of work. This will support pupil editing and improvement.

In-depth self and peer assessment will take the form of a comment card (see above) with reference to the WILF. Marking ladders may be used as part of this process but don't need to be included in books.

Appendix 4



Our Agreement on Marking Partnerships

When we become marking partners, we agree to:

- 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 objective.
- Tell our partner the good things we see in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they 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 want them to do it to us and it wouldn't be fair.