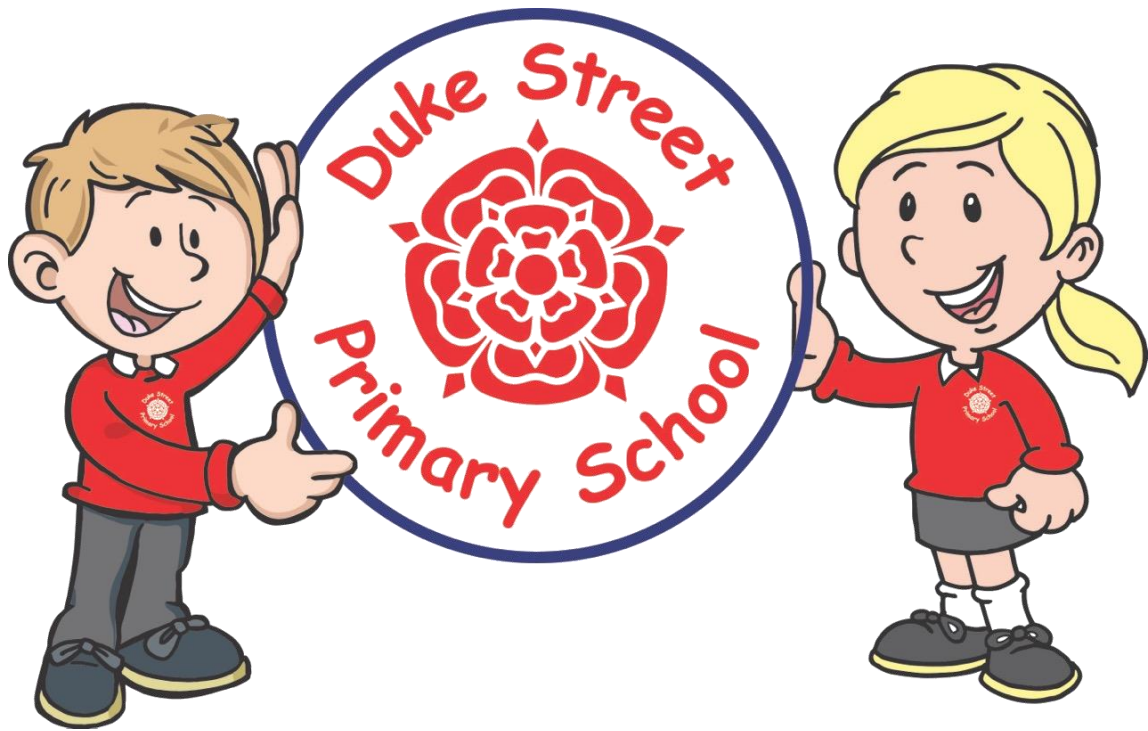


# Duke Street Primary School



Marking & Feedback Policy

## 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, effort 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 during or 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. Oral and written 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 ILPs, 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. Response to feedback will be ongoing throughout the lesson and may continue in a progress group where needed (English and Maths).

## **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.

## **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.

*Amended January 2022*

## **Appendix 1:**

### **Marking & Feedback expectations**

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

#### **Mathematics**

In mathematics, quality oral feedback and questioning should be ongoing within the lesson to scaffold and extend learning. 'Live' marking is encouraged throughout independent learning time to allow for misconceptions and errors to be addressed quickly by both class teachers and TAs. Through questioning, observations and active assessment they will adjust their teaching and groupings to ensure all children are making progress.

Daily progress groups should be used to provide additional teaching to address any children who despite oral feedback and live marking during lessons, have struggled to achieve the expected outcome. Deeper Learning tasks should be provided to any children who need extension.

#### **English**

In English, 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.

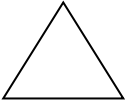


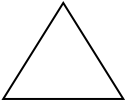


In the run up to a 'Polished Piece' of writing, there should be more detailed marking, with next steps, to support children in improving their work.

Editing should be used by both the teacher and pupils to improve their writing before producing the final piece. In depth self and peer assessments should be used to support the editing process (Appendix 3)

Triangle notations are used as a summative assessment at the end of the lesson (see below)

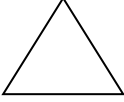


All children should receive one written next step during a unit (Topic, Science, French & RE). This should not be lengthy but could involve addressing a misconception or being set a challenge to apply learning in a different context.

Brief written daily praise and positive comments will be included which link to the TILA/daily objective and non-negotiables. This should focus on effort and progress rather than quantity.

<b>Daily Marking Mathematics</b>	
	<p>TILA/Lesson Objective Fully achieved.</p> <p><b>Children need to be moved on in next lesson.</b></p> <p>Extension: Deeper Learning task provided to challenge, prove it or apply learning within the lesson.</p>
	<p>TILA/ Lesson Objective partially met following additional support in the lesson.</p> <p><b>Children should be identified for targeted questioning during the next session</b></p> <p>Follow Up: Teacher/TA to continue to monitor the next day.</p>
 (PG) <p>Focus: _____</p> <p><i>(Evidence of Intervention work)</i></p>	<p>TILA/ Lesson Objective not achieved independently - Progress Group needed before next session</p> <p><b>Teacher to take child or group for targeted intervention on focus area the same day (Progress Group)</b></p> <p>Follow Up: Evidence of work completed with teacher in books/sheets during progress group.</p>
<b>Daily Marking English</b>	
	<p>TILA/Lesson Objective Fully achieved.</p> <p><b>Children need to be moved on in next lesson.</b></p> <p>Follow Up: Teacher should provide further opportunities to allow children to deepen their understanding of a particular skill/s.</p>
	<p>TILA/ Lesson Objective partially met following additional support in the lesson.</p> <p><b>Children should be identified for targeted questioning during the next session</b></p> <p>Follow Up: Teacher/TA to continue to monitor the next day.</p>
 (PG) <p>Focus: _____</p> <p><i>(Evidence of Intervention work)</i></p>	<p>TILA/ Lesson Objective not achieved independently - Progress Group needed before next session</p> <p><b>Teacher to take child or group for targeted intervention on focus area the same day (Progress Group)</b></p> <p>Follow Up: Evidence of work completed with teacher in books during progress group.</p>

Note: Children who are frequently receiving only 1 part of the triangle / should be considered for specific intervention to plug particular areas of need.



Other Areas of the Curriculum:

<b>Science, Topic &amp; French</b>	
	<p>TILA Fully achieved.</p> <p>Children need to be moved on in next lesson.</p> <p>Next Step: Challenge to be provided within the unit or 'Explain it' task to show greater depth.</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 may be needed</p>
	<p>TILA not achieved - misconception to be addressed before next session through:</p> <ul style="list-style-type: none"> <li>• TA/Teacher support</li> <li>• Peer Support</li> <li>• Independent next step</li> </ul>

In RE, marking will include teacher comments which relate to effort due to the subject being based on personal meaning. The triangle notation and next steps are not appropriate.

**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><b>Abbreviations:</b></p> <p><b>G</b> → Guided work      <b>ST</b> → Supply Teacher      <b>I</b> → Independent work</p> <p><b>OF</b> → Oral Feedback      <b>NS</b> → Next Step      <b>PG</b> → Progress Group</p>	

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

### Appendix 3 Polished Pieces (English)

#### 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.

#### 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 ahead of a polished piece.

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 and should to be included in books. In Key Stage 1, self and peer assessment will relate more to the non-negotiables.



## 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.