Elkesley Primary & Nursery School

Feedback & Marking Policy

(Policy Number 1)

Compiled by	Mrs J Lane	June 2015
Agreed by	Staff	
Approved by	Governors	
Date of Review		

Overview

In Elkesley Primary & Nursery School, we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve. The methods of marking work will be applied consistently throughout the school.

Objectives

- To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
- To give learners accurate feedback on their progress and achievement.
- To promote a positive self-image and growth mind-set for learners, in accordance with school aims, and, through this, encourage them to value and take pride in their work.
- To celebrate and reward learners' achievement and progress.
- To agree and set challenging targets for improvement.
- To standardise the marking procedures throughout the school.
- To enable learners to self-evaluate their work and take responsibility for setting their own targets.
- To provide evidence for assessment, recording and reporting.

Principles of marking and feedback

- Marking will be against the learning objective and individual targets (LO).
- Any learning points / misconceptions will be addressed.
- Learners will have the opportunity to reflect on their feedback and question comments.
- There will, whenever possible, be an opportunity for the learner to participate in the process so that there is a shared perspective on feedback, marking and target setting.
- The following pens will be used as follows:

Stationery used:	Task undertaken:
Black pen	Learners work
Red	Teacher feedback
Blue pen	Response to teacher feedback/ peer assessment/self-assessment

The Five Main Types of Formative Marking and Feedback at Elkesley School

1. In-Depth Teacher Marking
2. Peer/Self-Assessment
3. Verbal Feedback
4. Marking for Literacy Using Whole-School Codes for Use in KS2
5. Light Touch/Acknowledgement Marking

1   In-Depth Teaching Marking

This should result in good quality written feedback and should use the "two stars and a wish" framework. These are complementary approaches which will provide familiarity to learners who move from one phase to the next.

This should be written at the end of the piece of work in red pen as follows:-

★ - "Star" – positive comment which relates to the learning objectives;
★ - "Star" – second positive comment which relates to the learning objectives;
W – "Wish" – One area where the success criteria was not met / or a suggestion / question to allow opportunity for further progress.

Time should be built into subsequent lessons to allow learners to review their strengths and targets and respond to the feedback they have been given. The 'Target Achieved' school stamp or stickers should be used to recognise that learners have acted upon their targets.

2   Peer and Self-Assessment

This can be a useful activity if done sparingly and in an environment where learners have been taught to do it effectively. This should be done in blue pen to highlight it as learner marking and not teacher marking. All peer and self-assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken.

3   Verbal Feedback

Verbal feedback is a valuable form of formative feedback.

VF

In written subjects such as English, Humanities, Maths etc., verbal feedback may be identified as having taken place using the VF Code (see above). The importance of individual and whole class oral feedback is recognised but Key Stage 2 learners themselves should record what feedback they have been given. This can be achieved by training learners to write next to the code in their books / folders, in Key Stage 1 stickers will be used. Again, this should be recorded with blue pen.

Most feedback to our Foundation Stage learners is through verbal response which annotates and this is the main vehicle for informing, encouraging and motivating learners. This type of feedback is given on a one-to-one basis, or to a small group within a whole class setting and may be recorded by staff on focus sheets.

4   Marking for Literacy Using Whole School Codes for Use in KS2 only

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. In Key Stage 1, or for less able learners, it will be necessary to write the correct version for the learner. As

learners gain confidence and knowledge, they should be able to identify and correct their own mistakes.

From Key Stage 2 onwards, when marking for Literacy, **all staff** should use the whole-school marking code. The code forms an integral part of the Literacy Policy and should be displayed in every classroom and in the books of every learner. The Marking Code is displayed here:

Code	Explanation
Sp **(with word underlined)**	Try this spelling again
o	Missing full stop or comma
//	Begin a new paragraph
exp	Awkward expression
T	Mistake in the use of tense
WO	Show your working out
Cap (with letter circled)	Capital letter should have been used
ss	Sentence structure is unclear
v	Vocabulary choice is inappropriate or could be improved
?	Meaning is unclear
✓✓	Indicates excellent section of work or a particularly well chosen word or phrase (Primary Phase only)
^	Word missing/insert word or letter
p	Insert type of punctuation error

Please note: In the Primary phase, errors in learners work are noted with the use of a dot.

5   Light Touch/Acknowledgement Marking

Teachers will acknowledge all work variously through the use of teacher initials, simple literacy corrections and/or brief attainment based comments.

DIRT (Dedicated Improvement and Reflection Time) Marking

As well as providing students with the feedback on the work they have completed and targets for improvements it is also vital that teachers build into their lesson, opportunities for students to act upon this information and advice.

DIRT marking (Dedicated Improvement and Reflection Time) is the process of allowing students to reflect/act upon the comments that have been written as feedback. Therefore ensuring the feedback is being put to use and is supporting the progress of our students, not for their next piece of work but NOW – in their lesson.

'DIRT lessons' can take as long as you feel necessary, then can form the starter or for longer pieces of work (e.g., controlled assessment) take the whole lesson.

Essentiality DIRT marking is that time honoured good practice of getting students working really hard to ensure that the standard of their work is the best it can be.

Examples of DIRT marking:

- Reflection and responding to precise feedback. Students using teacher feedback to analyse their own work, question by question improving methodology and accuracy of answer.
- Feedback in the form of questions to extend students understanding. This scaffolds student understanding, step by step, with the expectation that students act upon their feedback using DIRT – writing an appropriate detailed response to teacher feedback.
- Drafting and proof reading, their books with a clear signal that improving their writing and literacy is a basic, but crucial expectation of their learning. In this case DIRT marking is about improving extended writing and ensuring students proof read their work automatically.

Teacher Guidance for effective DIRT marking:

Keep it Focused

If you simply hand back work to students and tell them to improve it all then the response will invariably be less than successful! They need specific support and to avoid overloading students we need to focus in upon specific improvements to their work.

Model and scaffold

Models of work, with specific strengths or weaknesses, are crucially effective toward increasing student understanding. Seeing an outstanding exemplar helps lessen the load and gives students a high standard to reach for with their work. Reviewing a poor example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work. DIRT time may seem to be about independent work, but in actuality there is still a need for guidance from teacher expertise.

Targeted feedback

If students are receiving regular high quality feedback that is targeted and precise in each of their subject areas then cumulatively they should learn clear patterns regarding how they need to improve in specific subject areas as well as recognising common patterns. Marking is therefore crucial – it determines teacher planning and it can be a defining factor for successful DIRT.

Utilise verbal feedback to support DIRT marking

If we establish a really clear focus for DIRT, with good quality models, scaffolds and targets for improvement, then students should be sufficiently focused to allow the teacher to undertake good quality 'one to one feedback' whilst DIRT is taking place.

Level of support indicators

It is important to note the level of support a learner has had with a piece of work. The following codes will be used to identify this.

Code:	Explanation
G	Guided group work – teacher led
1:1	One to one work
S	Supported work by teaching assistant/classroom assistant
I	Independent work

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' achievements and progress. It will be used to underpin clear and accurate feedback to learners and parents.

Policy Summary and Frequency Guidelines

	TYPE OF MARKING	METHOD OF IDENTIFICATION (not all areas will utilise all stamps)	FREQUENCY: PRIMARY (guidelines may depend on the subject area	
1	In-depth teacher marking	★ ★ W	Once a week in all subjects taught that week Staff are to use red pen	
2	Peer/self-assessment	This should be written in blue pen	At teachers discretion : Teachers to initial	At teachers discretion: Key Stage dependent
3	Verbal Feedback	VF	As appropriate on a lesson-by-lesson basis. Key Stage 2 Learners to record verbal feedback in blue pen following VF	
4	Marking for Literacy Key Stage 2	Whole codes to be used. Teachers mark in red pen	Every 1-3 pieces in written subjects	
5	Recognising learner response to feedback / reaching a target	Stickers / stamps / drawings will be provided to celebrate and encourage achievement and progress	When a learner has acted on their feedback / met a specific target	
5	Light Touch / Acknowledgement marking	Teacher initials, simple Literacy corrections and/or brief attainment based comments	All work	

Scrutiny

- Every two weeks 1 random sample of English and Maths books will be requested from every class. These will be checked by the literacy leader to ensure that this policy is being adhered to.
- Every half term 1 random sample of science and cross curriculum books will be requested from every class. These will be checked by subject leaders.
- Head Teacher will sample books chosen at random each week.

Policy Review

This policy will be reviewed annually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.

What Constitutes Effective Marking and Feedback?

Focus 1: Marking for Literacy

- Do learners receive feedback on use of grammar, spelling, punctuation and appropriateness of language (and subject specific language)? Are errors regularly reviewed?

Focus 2: Frequency of marking/feedback

- Are there examples of in-depth teacher markings as well as other forms of marking within an appropriate period of time?

Focus 3: Monitoring of progress

- Are learners able to track their progress towards their targets (yearly, termly etc)?
- Are staff and learners using the tracking sheets effectively? Are these kept up to date?

Focus 4: Quality of written feedback

- Do learners receive good quality, constructive written feedback?
- Are learners praised for positive aspects of their work?
- Do learners have an opportunity to respond to the feedback/targets?

Focus 5: Verbal feedback

- Is there evidence of verbal feedback?
- Is there evidence that learners record/respond to verbal feedback?

Focus 6: Peer and self-assessment

- Are learners trained on how to accurately assess each other's work and their own work and provide fair and helpful feedback?

Focus 7: Presentation

- Do learners take pride in what they are learning and recording?
- Is poor presentation and organisation tackled appropriately?

Book Check Success Criteria

Focus	Requires Improvement	Good	Outstanding
F1	Marking for Literacy is evident in exercise books and grammar, spelling and punctuation are commented upon. There may be sparse evidence of the use of the school's Literacy Marking Code.	Marking for Literacy is clearly evident. There is some evidence of the use of the school's Marking Codes.	Marking for Literacy and reviewing errors is clearly evident in work. The school's guidelines on marking for Literacy are used consistently and subject-specific vocabulary is acknowledged.
F2	Work is marked with the agreed period.	Work is marked within the agreed period and there is at least one example of marking in detail (see F4) within the agreed period of time.	Work is marked within the agreed period and there are several examples of marking in detail (see F4) within the agreed period of time.
F3	There is little evidence of completion of tracker sheets by staff on a half termly basis.	Tracker sheets are completed fully up to that given point and learners are also aware of target levels.	Tracker sheets are completed fully and there are examples of assessed work that match the data in the tracker sheets.
F4	There are examples of written feedback which also include praise and may suggest areas for improvement. Comments may be brief or generic/unspecific.	Feedback is written in a clear and constructive manner. Learners are praised for their work, are challenged where work is deemed inadequate and support/scaffolding is provided to ensure understanding. Teacher comments may question understanding of concepts.	Feedback is written in a clear and constructive manner. Teacher feedback allows progress to be seen in response to comments; there is evidence of learners acting on feedback in order to demonstrate progress. Learner responses are well-thought out and evident in the vast majority of books.
F5	Verbal feedback is evidenced in learners' work through the use of blue pen.	Verbal feedback is evidenced in learners' work and there is evidence that learners respond to the verbal feedback.	Verbal feedback is evidenced in learners work and there is evidence that learners respond to the verbal feedback. There is evidence that learners clearly know where to go in their next stage of learning as a result of verbal feedback.
F6	Superficial peer and self-assessment may be evident in learner's books/work.	Peer and self-assessment are evident in learners work and as a result, learners can evidence that they clearly know where to go in their next stage of learning.	Peer and self-assessment are evident in learner's work and as a result, learners can evidence that they clearly know where to go in their next stage of learning. Learners are able to evidence that they respond to their peers' feedback.
F7	Little evidence that presentation and organisation are rewarded/challenged.	Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate.	Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate. Learners clearly take pride in how work is presented.