



Contents

Overview.....	2
Objectives.....	2
Principles of marking and feedback.....	2
The Five Main Types of Formative Marking and Feedback at Northern House School (Wokingham).....	3
i. In-Depth Teacher Marking.....	3
ii. Peer and Self-Assessment.....	3
iii. Verbal Feedback	4
iv. Marking for Literacy Using Whole School Codes.....	4
v. Light Touch/Acknowledgement Marking	5
DIRT (Dedicated Improvement and Reflection Time) Marking	5
Examples of DIRT marking	5
Teacher Guidance for effective DIRT marking.....	5
Level of support indicators	6
Outcomes	6
Policy Summary and Frequency Guidelines	7
Scrutiny.....	8
Formal Assessments	8
Monitoring and Tracking Progress.....	8
Policy Review	8
What Constitutes Effective Marking and Feedback?.....	9
Book Check Success Criteria	10



Overview

In Northern House School (Wokingham) 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 appraise them of what they need to do next to improve. The methods of marking work will be applied consistently throughout the school.

Objectives

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
2. To give learners accurate feedback on their progress and achievement.
3. 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.
4. To celebrate and reward learners' achievement and progress.
5. To agree and set realistic and challenging targets for improvement.
6. To standardise the marking procedures throughout the school.
7. To enable learners to self-evaluate their work and take responsibility for setting their own targets.
8. To provide evidence for assessment, recording and reporting.

Principles of marking and feedback

1. Marking will be against the learning intention and individual targets
2. Any learning points / misconceptions will be addressed.
3. Learners will have the opportunity to reflect on their feedback and question comments.
4. 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.
5. The following pens will be used:

Stationery used:	Task undertaken:
Black pen ¹	Learners' work
Green pen	Teacher feedback
Blue pen	Peer assessment ¹
Pink pen	Proofreading before teacher marks work
Purple pen	Response to teacher feedback / (DIRT)

¹ In the context of our school, peer assessment is best provided through the use of exemplars. Our students are often uncomfortable with swapping books.



The Five Main Types of Formative Marking and Feedback at Northern House School (Wokingham)

- i. In-Depth Teacher Marking
- ii. Peer/Self-Assessment
- iii. Verbal Feedback
- iv. Marking for Literacy Using Whole-School Codes
- v. Light Touch/Acknowledgement Marking

i. In-Depth Teacher Marking

This should result in good quality written feedback and should use the “two strengths and a target” framework in the secondary phase.

This should be written at the end of the piece of work **in green pen** as follows:

WWW - “What Went Well” - positive comment which relates to the learning objectives;

EBI – “Even Better If” – a comment which relates to the learning objectives;

DIRT “Dedicated Improvement and Reflection time” - 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. A ‘Target Achieved’ school stamp or stickers could be used to recognise that learners have acted upon their targets.

i. 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 (Peer) OR pink pen (self)** 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.

ii. Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some subjects may use this type of feedback more frequently because of the nature of their subject. For example in design and technology, art, music and physical education the most



effective feedback is often verbal.

V

F

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 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. **Again, this should be recorded with purple pen.**

Verbal response can be a supporting 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 in student exercise books.

iii. Marking for Literacy Using Whole School Codes

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 the lower school, 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 3 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
^	word missing/insert word or letter

i. Light Touch/Acknowledgement Marking



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

DIRT (Dedicated Improvement and Reflection Time) Marking²

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, they can form the starter or for longer pieces of work (e.g. controlled assessment) take the whole lesson.

Essentially 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:

1. 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.

2. 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.

3. 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**.

4. 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

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 Faculty areas will utilise all stamps)	FREQUENCY: SECONDARY PHASE (guideline may depend on the subject area)
i.	In-depth teacher marking	WWW EBI DIRT	Every 2 weeks. Staff are to use green pen. (Art will SST key pieces of work only)

Marking and Feedback Policy

1 June 2017 Version Number:1

Review Date: Summer Term 2018

Northern
House
School



ii.	Self-assessment	Self-assessment/proofreading/self-corrections should be written in pink	At teachers discretion: subject dependent
iii.	Peer assessment	Peer assessment should be written in blue pen.	At teachers discretion.
iv.	Response to written and Verbal Feedback	VF	As appropriate on a lesson-by-lesson basis. Learners to record verbal and written feedback, DIRT or final drafts in purple pen.
v.	Marking for Literacy	Whole-codes to be used. Teachers and Teaching Assistants mark in green pen.	Every 1-3 pieces in written subjects.
vi.	Light Touch/Acknowledgement marking	Ticks, teacher initials, simple Literacy corrections and/or brief attainment based comments	All work
	Pink and green highlighters	Pink highlighters for 'tickled pink' green highlighters for 'green for growth'	Pink highlighters are an excellent way of showing students what a good example looks like. Green for growth should always have a teacher task (DIRT) linked to it.
iii.	Peer assessment	Peer assessment should be written in blue pen.	At teacher's discretion.
iv.	Response to written and Verbal Feedback	VF	As appropriate on a lesson-by-lesson basis. Learners to record verbal and written feedback, DIRT or final drafts in purple pen.
v.	Marking for Literacy	Whole-codes to be used. Teachers and Teaching Assistants mark in green pen.	Every 1-3 pieces in written subjects.
vi.	Light Touch/Acknowledgement marking	Ticks, teacher initials, simple Literacy corrections and/or brief attainment based comments	All work



	Pink and green highlighters	Pink highlighters for 'tickled pink' green highlighters for 'green for growth'	Pink highlighters are an excellent way of showing students what a good example looks like. Green for growth should always have a teacher task (DIRT) linked to it.
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Scrutiny

The scrutiny of marking and feedback will be carried out once per half term as indicated in the school calendar.

- **Every half term** a small, random sample of books (8) will be requested from all staff within a subject/key stage in rotation. These will be checked by SLT and those with whole school responsibility for literacy/numeracy and writing to ensure that this policy is being adhered to.
- All involved will report back to the Headteacher on the standard and quality of marking and feedback within their remit.
- Feedback will be provided to individual departments.

Formal Assessments

It should be noted that formal assessments should be separate to book-based work and identifiable as such where the subject allows.

Monitoring and Tracking Progress

Learners will be able to identify their progress towards their targets after each assessment. All learners will track their progress over a series of assessments, these will be summarised on learners books and folders. Learners should be involved in tracking and monitoring their progress.

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.