



# DITCHAM PARK SCHOOL

*Where every child is known and valued*

## Feedback and Marking Policy

Compiled by	Deputy Head of Juniors
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## Feedback and Marking Policy

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### AIMS

- To use marking and assessment to show learners what they do well, the standards they have attained and enable them to understand what they must do to improve and to make progress
- To establish a consistent approach to assessment of and for learning, so that pupils value and have a clear understanding of the way their work is marked.
- To guide staff in the process of planning and differentiating work whilst remaining sensitive to the needs of both groups of learners and individual learners.

### What is the purpose of marking?

- To provide opportunities to praise and encourage pupils, to show that we value their work and efforts
- To motivate pupils to strive to achieve their best by setting high standards and communicating high expectations
- To help pupils to improve their work through the setting of challenging, achievable targets
- To enable pupils to know their strengths and their areas for development
- To foster a culture where it's ok to make mistakes because we learn from them
- To guide staff in the process of planning and differentiating work
- To enable parents and other audiences to understand progress being made by individual pupils

### Assessment/Marking Strategies (used in the classroom depending on subject):

- Individual oral feedback
- Individual Written feedback
- Whole Class feedback
- Self- assessment
- Peer assessment
- Exemplar displays of pupils' work labelled to show how it has met the assessment criteria and used in lessons
- Time planned into lessons for pupils to reflect on feedback and to respond to it –pupils may be encouraged to write a response to written comments
- Shared assessment criteria routinely related to learning outcomes
- Comments that relate to the learning outcomes and assessment criteria, especially at KS4
- Targeted and differentiated questioning techniques that are geared towards assessing understanding

#### (i) Oral Feedback:

Individual oral feedback:

- is positive and specific;
- directs learners to the next level of grade by offering precise suggestions for progress;
- acknowledges and celebrates success and effort;
- can come from peers;
- can result from learners' reflection on their learning.



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Whole class oral feedback:

- provides useful feedback quickly and in the most time effective manner;
- identifies strengths and areas for improvement;
- helps pupils to identify the qualities and merits of successful pieces of work;
- enables learners to have a collective opportunity to improve less successful pieces of work;
- provides learners with opportunities to self-assess and note down points for improvement.

(ii) Individual written feedback:

- includes comment which highlights what has been done well in terms of achieving the learning objectives and points out ways in which to improve;
- is positive in structure. E.g. two positive statements and one for improvement (see Appendix 2);
- may record an attainment level or grade and an effort mark (see Appendix 1);
- will highlight errors;
- will note what else might be included;
- may come from peers.

(iii) Self-Assessment:

- prompts pupils to become familiar with assessment criteria;
- enables pupils to look at their own work and to identify strengths and weaknesses;
- expects pupils to annotate their own work and take some responsibility for improvement

(iv) Peer Assessment:

- enables pupils to apply assessment criteria so that they have clear examples in their mind's eye of what 'good' looks like;
- help learners to recognise what is 'good' in their own work or in the work of others and to benchmark their own learning and progress;
- helps learners gain greater understanding of assessment criteria and learning objectives;
- consolidates knowledge and skills through peer feedback

### How will this policy be monitored and evaluated?

Each Head of Department, supported by the SLT line manager, will be responsible for ensuring that the marking policy is consistently applied within their team by:

- Modelling expectations in her/his own practice;
- Ensuring that each member of the team understands the expectations;
- Sampling of books and pupil work;
- Carrying out regular Teaching and Learning Community (TLC) Development Walks;
- AFL and marking strategies to be discussion point for visits to other schools (e.g. department meetings with colleagues at TPS)



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### Marking Practice – Senior

*The Junior Marking Policy follows at the end of the general policy.*

Subject Departments may set out subject specific marking criteria and strategies which should be published in their Department Handbooks. This may allow them to promote key subject specific skills as part of their assessment practice. In all cases they must operate under the umbrella of this whole school document and cohesively support the practice and ethos described here.

If a grade or mark is given, it should be objective. It is important to give the pupil a realistic idea of their level of attainment. It should always be possible for a teacher to explain why one pupil has a higher grade than the next.

- Simple tasks (i.e. those which do not differentiate) are a valid and important part of teaching and these could be given a numerical mark, not a grade (e.g. out of 10, 16 etc.).
- Other grades should follow the school's Effort and Achievement Grades (Appendix 1). This system is designed to offer pupils a consistent approach that they will find reflected in regular school grades issued each half-term. Grades for work should, therefore, include a number grade to indicate achievement and a letter grade to reflect effort. There will be instances where it is not appropriate for an achievement grade to be offered and likewise it may be redundant to offer an effort grade for a piece of in-class formative assessment.
- Returning work without a grade maybe a very useful assessment strategy if it used to promote focus on formative comments.
- Merits may be awarded for pupils who have produced work displaying exceptional effort or achievement that represents significant progress commensurate with the pupil's ability.
- All staff, regardless of subject, should assess the quality of English used. The need for pupils' expression, their spelling, punctuation and grammar, to be correct across the curriculum, has been highlighted by the award of SPaG marks in GCSE. It is recommended that pupils who repeatedly and unavoidably make common errors should be referred to the Learning Support Department for assessment and that, in every subject, the spelling of specialist words be taught and, if necessary, corrected and re-learned.



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### JUNIOR DEPARTMENT MARKING POLICY

The marking of pupils' work in the junior department is an integral part of the teaching and learning process. It is designed to be appropriate for age and abilities of the individual, and sensitive to the subject and the aim of any one particular lesson. Marking of work should be seen as an important component of any lesson and is done for a variety of reasons, which are of benefit to both staff and pupils.

#### **Why we Mark:**

- 1) To check a pupil's understanding
- 2) To give positive feedback to pupils and improve the self-esteem of the pupil.
- 3) To inform the pupils as to whether they have met the expected target(s).
- 4) To inform the pupils of future achievable targets.
- 5) To encourage and reward by positive reinforcement.
- 6) As an encouragement to maintain or improve their personal standards.
- 7) To add to the overall assessment of the child
- 8) To aid as a planning tool for teachers.

#### **How we Mark:**

Marking is always appropriate to the child's age or ability level and consequently can follow a variety of approaches, including:

Positive comments are marked in pink (tickled pink) or are highlighted in pink.

Next step comments are marked in green (green for growth) or are highlighted in green.

In some year groups (e.g. Uppers, Year 6) pupils annotate and edit/improve their own work in a different colour.

Staff use the following symbols in their marking

//	new paragraph
Sp	spelling mistake
T	mistake in the tense
CL	capital letter
FS	full stop
VF	Verbal feedback given
I	Independent work
SA	Some assistance
1:1	One to one work with teacher
TA	One to one work with TA
<u>Underlined word</u>	This word needs revisiting
NS	Next steps (EYFS)



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### Self-Assessment:

Pupils will often be asked to add a smiley face to their work to show their level of understanding. Similarly, they will often be asked to add a smiley face to the teachers' comment to show their level of understanding of what has been written.



### Maths:

- Each calculation
- Each day
- Ongoing in class
- By means of a tick to signify a correct response
- Incorrect answers are highlighted in a way appropriate to the age of the child (e.g. a cross, a dot or a circle)
- With an appropriate comment, either written or orally
- Marking out of a given standard (eg 8/10)

### English/ General Subjects:

- Mistakes relevant to the exercise are corrected
- Comments can be written or oral (annotated VF)
- If it helps to clarify the meaning: punctuation, sentence structure and vocabulary are annotated.
- Marking out of a given standard (eg 8/10)



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### APPENDICES (SENIOR)

#### Appendix 1

##### **Achievement Grades:**

These grades reflect the pupil's **projected attainment** at GCSE assuming that the current rate of progress is continued. They represent the professional judgements of your child's teachers based on the work completed this half-term. They should **not** be seen as **predicted grades** which rely on more specific indicators which become available in Form 5.

In some circumstances teachers may award a split grade when a pupil is performing right on a grade boundary.

9  
8  
7  
6  
5  
4  
3  
2  
1

Pupils will be assessed against a range of school expectations. Pupils are expected to:

- Work consistently hard in class to secure improved achievement
- Be positively involved in class discussions and activities
- Complete and hand in all homework tasks on time and to a high standard
- Be well equipped and organised for lessons
- Be positively engaged with their learning.
- Have excellent standards of behaviour

##### **Effort and Attitude Letters:**

- A. Excellent
- B. Good
- C. Mostly satisfactory
- D. Cause for concern
- E. Serious Concerns

Effort should not be confused with achievement, for example, no pupil should be given a grade A just to encourage them to do better.

To clarify their meaning, effort and attitude grades are defined as follows:

**Excellent:** Your child is likely to be working extremely hard in lessons, fully involved in all learning activities and actively engaging in classroom discussions. Classroom work will be completed with attention to detail and pride in its presentation.

**Good:** Your child is working hard or very hard in the majority of lessons. S/he will be engaged with the learning taking place and is likely to ask and answer questions during discussion sessions. Classroom work will be thorough with care given to presentation.

**Mostly Satisfactory:** Your child is completing work required of him/her in class but may not always be fully engaged with the learning taking place. S/he may answer direct questions but may not volunteer answers regularly. Classroom work might be rather brief with less concern for detail and presentation. S/he may not always bring the correct equipment for the lesson.



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**Cause for concern:** Your child has been spoken to by the subject teacher on more than one occasion because of a lack of concentration in class. S/he may be late for lessons or not bring the correct equipment. Work does not show an adequate standard of effort or achievement commensurate with the pupil's ability. Your child may be responsible for behaviour that distracts the teacher from teaching and other pupils from learning.

**Serious Concerns:** Your child's subject teacher will have already contacted you to explain the concerns in greater detail and the school's Senior Leadership Team will have been informed.

### **Homework:**

Homework is a significant part of the learning process at DPS. Pupils will be set regular homeworks corresponding to the homework timetable in pupil diaries. Whilst homework is an important individual response to work completed in school, the support provided by parents in this area is very valuable. By helping your child with the organisation, planning and checking of homework you are able to make an important contribution to your child's progress, particularly in the younger year groups.

Homework will be assessed on a half-termly schedule alongside achievement and effort and attitude. Pupils will be given a number to reflect their response to homework in all subjects where homework is given.

### **Homework Letters:**

- A. Excellent**
- B. Good**
- C. Mostly satisfactory**
- D. Cause for concern**
- E. Serious Concerns**

- A. Homework will always be completed on time and to a very high standard.
- B. Homework is almost always handed in on time and to a high standard.
- C. Homework is not always handed in on time or completed to a consistently high standard.
- D. Homework has been missed or handed in late on two or more occasions and sometimes fails to meet an acceptable standard
- E. Homework is almost never completed to a deadline or to an acceptable standard





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### Appendix 2

Examples of appropriate written feedback:

- *You show a very good understanding of how to interpret information on a chart and your answer is expressed clearly – well done! To improve, use subject specific terminology in your answers such as ‘antagonistic muscles’ and ‘contortions’. Use the vocabulary chart that we are compiling*
- *Your vocabulary is impressive and you use sentence structure creatively to achieve interesting effects. To make even further progress, I suggest that you use colons and semicolons to create even more sophisticated and interesting sentences.*
- *You show a great grasp of long multiplication and have shown your working outs quite clearly. To get multiplication secure in your mind, practise long division by completing Exercise 24 in your revision book.*
- *This is a great answer. You have used quotations to prove your points about the characters and have made some consistently powerful comparisons between the two writers’ uses of language. How might you, though, develop the idea that both texts were meant to educate their audiences?*

It would not be acceptable to write:

- You’ve plotted some interesting shapes – well done!*
- This is beautifully presented but watch your spelling*

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