# DITCHAM PARK SCHOOL

*Where every child is known and valued*

# Marking and Feedback Policy

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| Approved by | SLT |
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## Introduction

Feedback and marking are integral components of the learning and teaching cycle. As such, we aim to be responsive to current research surrounding best practice, in order that we can support learners to make the best possible progress. Staff regularly review their own practice as well as 'new' methods of feedback and marking that reflect the changing nature of teaching and learning. This includes the prevalence of online resources and the emergence of AI.

We understand that, where teacher feedback is written, pupils should be given sufficient and dedicated time to reflect, respond and react to this. We do not believe however, that the only effective form of feedback is the written 'marking' of books. Often, timely verbal feedback is the most useful response a teacher can provide to support a learner's progress.

Feedback is a two-way dialogue between pupil and teacher, and will take various forms. Regardless of the style of its 'delivery,' feedback should enable the learner to understand how they can develop further knowledge, understanding and skill.

High-quality F&M means that a pupil should understand the following in relation to their progress / knowledge / understanding / skill:

- where they currently are
- where they are aiming to get to
- what they need to do to make further progress.

## Aim

The aim of this policy is to ensure that F&M of learners' work is **manageable**, **meaningful and motivating**.

- **Manageable:** marking should be proportionate, and staff will consider the frequency and complexity of written feedback, as well as the time-effectiveness of marking in relation to planning and teaching lessons.
- **Meaningful:** feedback and marking will look different depending on the age of the learners; the subject taught; the specific piece of work; and individual learner needs. Teachers are to adjust their approach as necessary and to incorporate outcomes into subsequent planning and teaching.
- **Motivating:** marking should recognise and value success while motivating pupils to make progress. This does not mean writing in-depth comments or being universally positive: often short, challenging comments or oral feedback are more effective. If the teacher is doing more work than pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work thereby reducing long-term retention and resilience-building.

## JUNIORS

## Objectives

To support effective learning and progress, junior teaching staff will mark children's work and provide feedback to:

- Show that pupils' work is valued / encourage pupils to value their work
- Boost self-esteem and aspirations, through use of praise and encouragement

- Offer specific information on the extent to which they have met the learning challenge, and how they can progress further
- Promote self-assessment, whereby pupils recognise any difficulties and are encouraged to accept guidance from others
- Gauge pupils' understanding, and identify any misconceptions
- provide a basis for formative and summative assessment and to inform individual tracking of progress
- Provide ongoing assessment that should inform future lesson-planning.

## Practical Application

In the Junior School, a range of marking techniques is used. These include:

- Live marking
- Teacher assessment, self-assessment, peer assessment
- Box marking
- Verbal feedback
- Whole-class feedback
- Stamps to recognise excellent work (5 stamps equal 1 house point)

## SENIORS

### Objectives

To support effective learning and create a culture of ongoing M&F dialogue, senior teaching staff will aim to:

- Respond to pupils' learning in a timely manner
- Realise the potential of all pupils, boosting self-esteem through use of praise and encouragement
- Provide high-quality feedback to support pupils of all ages and abilities to make good progress
- Provide pupils with dedicated time to improve their learning and ensure the pupils understand their own agency regarding their progress
- Consider the learning needs of individual pupils in order that they can access and act upon the feedback given
- Give clear strategies to pupils so that they understand how to improve on their current level of knowledge and skill
- Promote self-assessment, whereby pupils recognise any difficulties and build resilience to overcome these
- Gauge pupils' understanding, and identify any misconceptions
- Provide a basis for formative and summative assessment and to inform individual tracking of progress
- Provide ongoing assessment that should inform future lesson-planning.

## Practical Application

The list below provides a range of practices currently used by senior teaching staff at DPS to provide effective feedback to learners. This list is not exhaustive and is regularly adapted and updated.

- Immediate verbal or written feedback – teacher provides in-class feedback and pupils re-work as appropriate
- Self, peer, and group F&M

- Use of Google classroom to provide F&M
- Comprehensive written feedback of work – pupils given time to read, reflect and respond
- Verbal feedback (with pupil comment to evidence and remind)
- Whole-class feedback
- Collaborative target setting
- Use of stamps and stickers
- WWW/EBI – used mostly for written work
- Reflection sheets/records – evaluating end of topic tests, mock exams etc
- Summative assessments and feedback
- Spotlighting of work – use of students' work as modelling tool
- Use of assessment criteria to enable pupils to compare their work
- Group discussion of work.