



FALCONS PREP
RICHMOND

Marking and Feedback Policy

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Marking and Feedback Policy

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Please refer to other associated policies:

- Special Educational Needs and Disabilities Policy
- English as Another Language Policy
- More Able Policy
- Continuing Professional Development Policy
- Induction Policy
- SMSC Policy.

Marking and Feedback Policy

At Falcons Prep we believe that marking and feedback should form an integral part of the learning and teaching process. It enables teachers to give an individualised programme of learning, focusing on achievement and celebrating progress, while also addressing any misconceptions or misunderstandings, enabling boys to become reflective learners.

At Falcons Prep, we aim to:

- Provide consistency and continuity in marking throughout the school in an age appropriate way so that boys have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Undertake written feedback that is selective, targeted and uses precise language;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Devote time to engage in dialogue with students to ensure they understand what they need to do to improve;

Dedicate more than adequate time for students to act upon feedback; develop children's self-esteem through praise and valuing their achievements; create a dialogue which will aid progression.

The Five Main Types of Formative Marking and Feedback

All staff use the techniques listed below on a daily/weekly basis in order to assess book work. Due to the range of ages that we teach at Falcons Prep and therefore the needs of our boys, the Lower School (Yr 3-4) and Upper School (yr 5-8) have slightly varying marking expectations and procedures.

1. Marking for Literacy using whole-school codes
2. Verbal Feedback
3. Light touch/Acknowledgement Marking
4. In-depth Teacher Marking – A focus on providing next steps for learning

5. Formative Assessment (including peer & self-assessment)

1. Marking for Literacy Using Whole-School Codes

A marking code (symbols) should be used to indicate spelling, grammar and punctuation mistakes. 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 junior 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.

During Year 3, when marking for Literacy, staff will begin to introduce the whole-school marking code. However, mistakes in Maths will usually be circled and the correction performed next to the circle.

The code forms an integral part of the Literacy Policy and should be used as much as possible by all teaching staff and boys.

CODE	EXPLANATION
Sp (with misspelt word underlined)	Incorrect spelling. Selected incorrect spellings (max 5) should then be listed at the bottom of the piece of work for the pupil to repeat x3
//	New paragraph required
(wriggly line)	I don't understand/ it doesn't make sense
= (letter underlined twice)	Capital letter needed
Circle around mistake	Grammatical error
Arrow pointing up/down	Missing word
... or exp.	Further explanation required

2. Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some departments 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.

Most feedback to our Early Years and early Key Stage 1 learners is through verbal response and this is the main vehicle for informing, encouraging and motivating learners. Therefore, not all feedback will be recorded in detail.

A discussion may be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A **V symbol**, alongside a date, should be used to acknowledge that verbal feedback has been given. Some sections of the school may use a **V symbol** or a stamp to indicate that progress has been discussed, with a brief comment if useful.

3. Light Touch/Teacher Acknowledgement Marking

Teachers are to acknowledge the completion of all work. We recognise that some work may be in the form of notes and therefore will not require any formal feedback. In this case, staff are to use the following technique at the end of a piece of work:

- ✓ A tick is used to show acknowledgement of the piece of work.
- ✓ A +/- is then given in relation to their previous work and/or the level at which they are currently performing.

For example, if the latest piece of work is of the same quality* as the last, it receives an '=', if it is better than the last, it receives a '+', and if it is not as good as the previous work then it receives a '-'.

(*Quality = appropriate level of presentation, effort and skill)

- ✓ + 3 of these symbols may equate to a merit
- ✓ - - 3 of these symbols may equate to a 'stay-in' and the pupil redoing some of their work in order for it to meet the expected level.

Teachers may wish to also include a brief comment with the tick but it may not always be necessary.

During longer pieces of work, smaller ticks may be used to recognise a valid point.

In all years, staff will use a series of engaging age appropriate stamps to indicate that a piece of work has been acknowledged along with ticks and a brief comment.

For example:



4. In-Depth Teacher Marking: Next Steps for Learning

Formative assessment is based on the principle that in order to make good progress, pupils need to be clear about the next steps in their learning.

Staff use focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Effective Marking Codes and Stamps are used both to motivate the boys and to ensure that marking is as efficient as possible a process for the teacher, in order that the maximum can be achieved for the learner. All comments made should clearly relate to the learning objective and/or success criteria.

Years 3 -4

Teachers may use the 2 stars and a wish system to identify what has been done well, and the next steps for learning.

Years 5 - 8

Teachers will use the **C.A.N** and/or **WWW/EBI** approach in order to provide structured and reflective feedback to a piece of work at least once a week (where relevant):

C.A.N

C a Comment summarising the boy's overall performance (How well they did in meeting the success criteria/objective (WWW – What Went Well)

A an Action point – advice about what to do next in order to improve (EBI – Even Better If)

N Now try this – a question to redo, or a new one to try

WWW/EBI

First, staff identify what the boy has done well (WWW) in relation to the success criteria and/or learning objectives. Followed by, an 'Even better if' (EBI) to indicate what they now need to do in order to improve further.

Staff should use the following stamps to compliment this process and make comments/targets more noticeable within the book.



Pupil Response to Feedback

Time (see DIRT) should be built into subsequent lessons to allow learners to review their strengths and targets and respond to the feedback they have been given. There is no point given feedback if the pupils do not have time to react and make progress. There may be an expectation that pupils recognise a comment by signing it off, or they may use a different colour pen (purple/green) to make corrections and changes to their work. As they get older, it should be the expectation that boys review their work and comments during independent/prep time. Once work has been reviewed and improved by the pupil, the teacher should go back to work and review their progress. It is important that progress is tracked.

5. Peer and Self-Assessment

Staff are encouraged to use peer and self-assessment strategies in order to promote student-centred learning and further strengthen assessment criteria and marking schemes.

Self-assessment being about...making judgments about the standard of the students own work.

Peer-assessment being about ... making judgments about the standard of other students work.

As a teaching body, we believe that the use of these techniques bring many advantages for the student.

Some of them are listed below:

Improving student learning by increased ownership of learning

Promoting 'deep' learning based on understanding and reflection

Developing students' independent learning skills

Supporting generic skill development in a number of areas like team work, communication and organisation

Enhancing motivation and enthusiasm by encouraging active participation in the learning process and making assessment a shared, collaborative activity

Increasing the level of feedback from improved understanding of assessment requirements which strengthen future performance.

Teaching staff will begin to give the pupils more ownership over the assessment and will start to allow them to come up with the assessment criteria as well as providing detailed comments for improvement.

- WWW & EBI
- Traffic light/smiley faces
- Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. The criteria may be decided by the teacher, or it may be used as a learning activity whereby pupils are also involved in the process.

Dedicated Improvement and Reflection Time (DIRT)

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.

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.

Teacher Guidance for effective DIRT marking:

1. Keep it focused.

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

Presentation of Work

Aims

- To establish high expectations and pride in everything we do – both of ourselves and of the children.
- To create a clear and consistent set of guidelines for the presentation of children's learning.

Expectations for Layout

- The date is written at the top of the left or right hand side; the title and/or learning objectives (LO) or WALT should be on the next line and centred.
- CWK (classwork) or HWK (homework) should be written in the top left hand corner, in the margin.
- The date, title and/or LO must be underlined using a ruler.
- At the start of a new piece of work, miss the line under the last piece of work, rule off and start on a new line. BLANK PAGES must NOT be left in the book. All space MUST be used effectively.
- If a mistake is made, boys should draw one, neat line through the mistake and start again. They MUST NOT use tipex, scribble or write over the mistake. Mistakes should be recognised and celebrated and not seen as a failure.
- Boys must write on the lines provided and use the entire width of the book.
- Worksheets MUST be folded or trimmed and stuck in the book as they are handed out so that they are placed in the correct order.

Use of pencils and pens

- In the Middle School, handwriting pens should be used where appropriate until fountain pens can be introduced.
- Pencils should be used in all Mathematics books and in draft work where appropriate.
- Margins in books and on paper should be drawn in pencil if required.
- Margins should be kept blank, unless used to write in the question number.
- Blue handwriting/fountain pens should be used for written work from Year 3 or from the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.
- Fountain pens with blue ink or specific handwriting pens must be used. No ballpoint, biro or felt pens should be used.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.

Expectations for handwriting

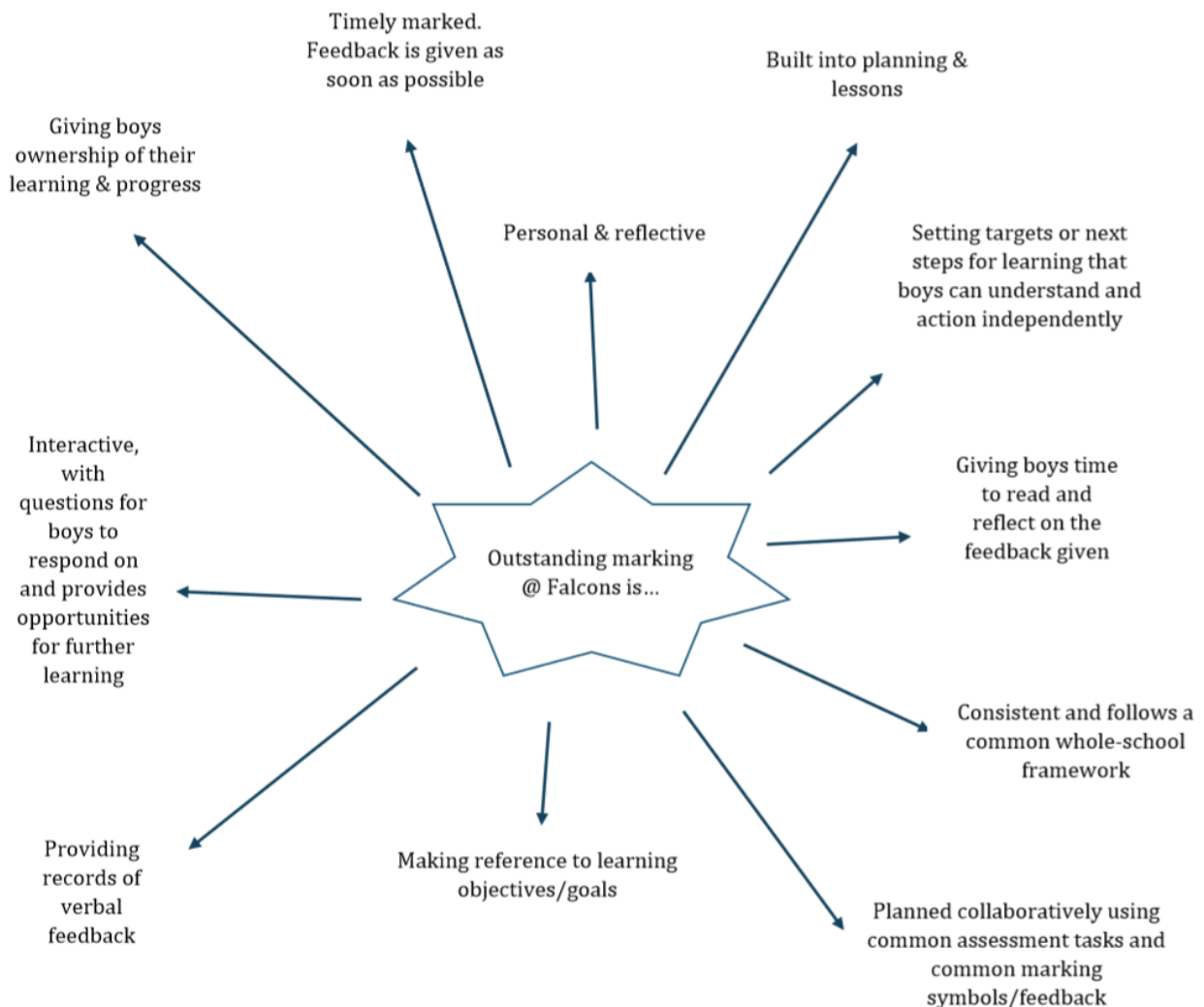
- Boys should do their best to achieve neat and legible handwriting at all times. A teacher may ask a boy to rewrite a piece of work it is messy/illegible.

Work Scrutiny

It is important to remember that the scrutiny of marking and feedback will be dependent upon the phase/school in which the work is generated and the timing of the year. On the whole, the following procedures will be followed:

- Work of the Week board is used to celebrate excellent examples of well-presented work.
- Books should be regularly checked by Department/Year Group Leaders to ensure that the marking and feedback policy is being adhered to. This may take place within year group/department meetings and should be recorded using the document provided (see p.12).
- Following the annual work scrutiny calendar (published separately), the Head and Director of Learning and Innovation will meet to scrutinise individual year groups/departments.
- Once a year, HoDs will complete a formal book scrutiny, completing the document provided (p.12) and feedback findings to the Head and Director of Learning and Innovation. On the agreed date, the HoD should bring the completed scrutiny to the Headmistress's study for review. Strengths and areas for development will then be discussed and agreed.
- Each half term a random sample from an individual year group will be informally scrutinised. Form tutors will be notified in Stand and Shout (Thursday morning meeting) and asked to send 2 boys (of varying ability) with their books to the Director of Learning and Innovation during morning registration. Books will be checked and any issues will be raised with relevant HoD/HoY.
- Further book scrutiny may occur during the annual Department Reviews.

What Does Outstanding Marking Look Like at Falcons Prep Richmond?



Teacher self-assessment questions – is my marking effective?

The question framework below can be used by individual teachers and departments to scrutinize their marking

Focus 1: Marking for literacy

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

Focus 2: Frequency of marking/feedback

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

Focus 3: Quality of written feedback

- Do learner 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 4: Verbal feedback

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

Focus 5: Peer and self-assessment

- Are learners trained in how to accurately assess each other's work and their own work and provide fair and helpful feedback?
- Do learners so consideration for the next steps for learning?

Focus 6: Presentation

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

Teacher/Department Book Scrutiny Success Criteria

The below grid should be used to assess the effectiveness of marking across all age groups (in an age/subject appropriate way) and the findings recorded on the following page.

Focus	Requires Improvement	Good	Outstanding
F1: Marking for Literacy	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.	As for 'Good' and there is evidence of boys acting upon teachers' literacy comments. The school's guidelines on Marking for Literacy are used consistently and subject-specific vocabulary is acknowledged.
F2: Frequency of marking /feedback	Work is marked within 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 time period.	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: Quality of written feedback	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 and are challenged where work is deemed inadequate. Teacher comments may question understanding of concepts.	As for 'Good' and there is also clear evidence of regular dialogue between staff and boys. Teacher feedback allows progress to be seen in response to comments; there is evidence of learners acting on feedback in order to demonstrate progress (use of D.I.R.T). Learner responses are well-thought out and evident in the vast majority of books.
F4: Verbal feedback	Verbal feedback is evidenced in learners' work through the use of the school stamp.	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

<p>F5: Peer & self-assessment</p>	<p>Superficial peer- and self-assessment may be evident in learners' books/work.</p>	<p>Regular use of 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.</p>	<p>As for 'Good' and learners are able to evidence that they respond to their peers' feedback. Self & peer assessment is based on clear success criteria, that has been built into previous learning.</p>
<p>F6: Presentation</p>	<p>Little evidence that presentation and organisation are rewarded/challenged.</p>	<p>Presentation & organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate.</p>	<p>As for 'Good' and there is evidence that work improves as a result of feedback. Learners clearly take pride in how work is presented and what they are learning.</p>