

THE HALL SCHOOL
Marking and feedback Policy

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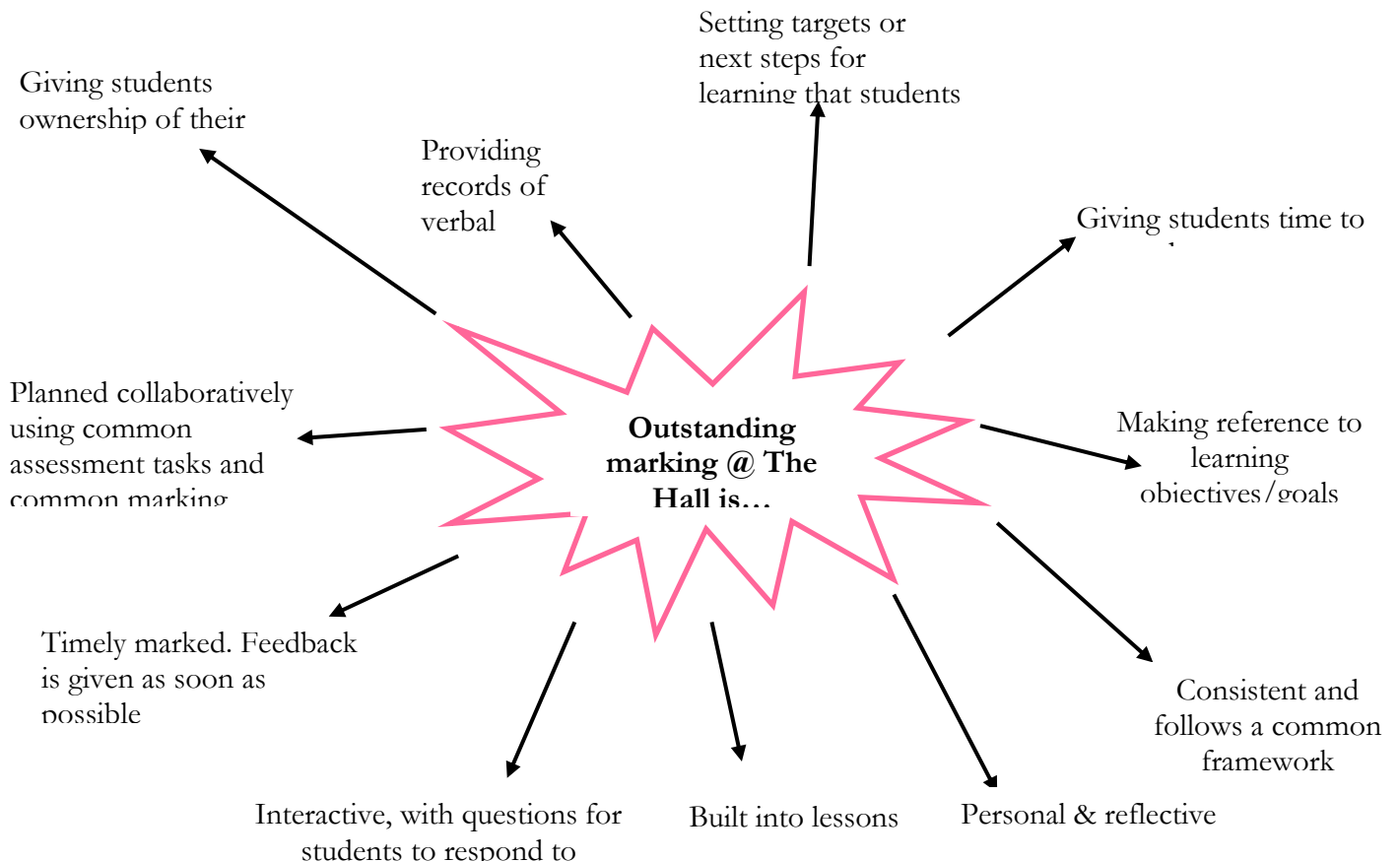
MARKING, FEEDBACK & TARGET SETTING POLICY

At The Hall 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 students to become reflective learners.

At The Hall, we aim to:

- Provide consistency and continuity in marking throughout the school in an age-appropriate way so that students 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.

What does outstanding marking and feedback look like at The Hall?



The Five Main Types of Formative Marking and Feedback at The Hall are:

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 The Hall and therefore the needs of our students, the Junior School and Middle and Senior School 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 – Providing next steps for learning**
5. **Formative Assessment (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 students.

| Code | Explanation |
|--|---|
| Sp (with word underlined) | Try this spelling again/ Incorrect spelling |
| // | New paragraph |
|  (Wiggly line) | I don't understand/ Confusing sentence/work |
| = (Letter underlined twice) | Capital letter needed |
| Circle around mistake | Grammatical error |
| Arrow pointing up/down | Insert word |
| Line through word | Delete word/s |
| ? | Don't understand |

These symbols will be begin to be introduced in the Junior School when it is appropriate to do so.

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.

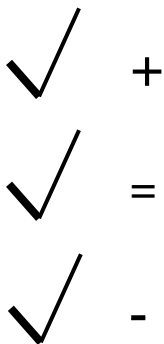
Most feedback to our Early Years and early Key Stage 1 learners is through verbal response and this is the main vehicle for informing, encouraging and motivating learners. Therefore, not all feedback will be recorded in detail.

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 verbal feedback has been given in the **MS/SS**. The **Junior School** will use a **V symbol** or the following **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 in the **MS/SS** are to use the following technique at the end of a piece of work:



A tick is used to show acknowledgment of the piece of work. A +/=/- is then given in relation to previous work. If the latest work is of the same quality* at the last, it receives an '=', if it is better than the last it receives a '+', and if it is not as good as the last it receives a '-'.

**Quality = appropriate level of presentation, effort and skill.*

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

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

In the **JS**, 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.

E.g.



4. IN-DEPTH TEACHER MARKING STAMPS (FORMATIVE ASSESSMENT)

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 students 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.

Junior School

Teachers will use the "star and wish" system or similar to identify what has been done well, and the next steps for learning.

Middle/Senior School

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 student'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

Staff may also wish to use the following stamps to compliment this process:



First, staff identify what the student has done well (**WWW**) in relation to the success criteria and/or learning objectives.

Followed by, an 'Even better if' (**EBI**) to indicate what pupil needs to do in order to improve further:

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. As they get older, it should be the expectation that students review their work and comments during independent/prep time.

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, 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 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.

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 e.g.
 - team working
 - communication
 - interpersonal

- organisational
- Enhancing motivation and enthusiasm by;
 - encouraging active participation in the learning process
 - making assessment a shared, collaborative activity
- Increasing the level of feedback from;
 - improved understanding of assessment requirements strengthening future performance

Junior School

Teaching staff will use the following self and peer-assessment techniques, in an age-appropriate way:

1. Traffic light/smiley faces
2. Success Criteria table (these will often be shown on the board and responded to in class rather than appearing in books)

Middle & Senior School

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
- 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 students are also involved in the process. (Please see appendix 1)

Feedback and marking during a remote learning period

Where and appropriate the feedback and marking policy should be followed during a period of remote learning. Feedback and marking may be provided through a range of channels; verbal feedback on a live lesson, written and scanned in, using the comments function on Word/PowerPoint, use of the feedback function on Microsoft Teams/Firefly.

BOOK 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:

In the Junior School:

- Year Heads are responsible for making sure that all teachers in their year group are taking a consistent and rigorous approach to marking.
- Once a term the Head, Deputy Head and subject coordinator will look at the books of a randomly chosen student in both English and Maths. Other subjects will be looked at once a year.
- Books will also be scrutinised as part of individual teacher appraisals.

Middle and Senior School:

- 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 a record should be made.
- Each term, HoDs will complete a formal book scrutiny, completing the document provided (see page) and feedback findings to the Head and Deputy Head – Learning & Teaching. On the agreed date, the HoD should bring the completed scrutiny to the HM's study for review. Strengths and areas for development will then be discussed and agreed. The third scrutiny will be part of the Annual Department Review Process.
- Each half term a random sample will be informally scrutinised by the Headmaster and SLT, who will meet to discuss their findings and provide general feedback to staff. For example Form tutors will be notified and asked to send a maximum of 3 students (of varying ability) to the Deputy Head – Learning & Teaching and Head of Middle School during morning registration. Books will be checked and any issues will be raised with relevant HoD/HoY.

Book Scrutiny

This is a starting point for monitoring books across departments and year groups. And it is suggested that HoDs/HoYs should regularly be informally checking the quality of feedback and marking within their departments. Each HoD or HoY should use this document to assess the marking of each teacher in their department/year group. The table below 'Marking Guidance' provides a breakdown of the different aspects that marking and feedback should cover. Each focus is described and this should provide guidance on what excellent marking should look like. It is recommended where departments are small they work with other departments to help assess each other's marking e.g. one HoD may ask another HoD to assess their own marking.

How to complete the book scrutiny.

| Marking Guidance | |
|--|--|
| Focus | Description- what excellent marking should look like |
| F1: Marking for Literacy | Marking for Literacy is clearly evident and there is evidence of students 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 an agreed period and there are several examples of marking in detail within an agreed period of time. Students' work shows progression linked to the frequency of marking. |
| F3: Quality of written feedback | Feedback is written in a clear and constructive manner. Learners are praised for their work and are challenged appropriately where work is deemed inadequate. Teacher comments may question understanding of concepts. There is also clear evidence of regular dialogue between staff and students. 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: Tone of written feedback | There is excellent evidence of positive feedback and constructive criticism. Where work is of poor-quality criticism is balanced with small successes being praised, rather than being chastised for not completing everything. |
| F5: Peer & self-assessment | 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. Learners are also able to evidence that they respond to their peers' feedback. Self & peer assessment is based on clear success criteria, that has been clearly explained and built into previous learning. |
| F6: Presentation | Presentation and organisation are rewarded/challenged and there is evidence as a result of feedback that work improves, where presentation and organisation were previously inadequate. Learners clearly take pride in how work is presented and what they are learning. |

1. The HoD/HoY is responsible assessing each member of their department's books. The HoD/HoY should organise for another staff member to help assess their books.
2. Each HoD/HoY should ask each staff member for a sample of books to check e.g. 3x top/middle/lower ability from each year class/year group, or they could be selected at random.
3. The HoD/HoY should use the marking guidance table and the book scrutiny checklist to assess each teacher in their department.
4. Once the checklist has been completed for all members in a department an overall review should be written using the proforma provided at the end of this document, 'Department Review of Book Scrutiny'.

Teacher Assessed: _____ Date: _____ Completed by: _____

| Focus | Features observed | Much Evidence | Some Evidence | Little Evidence | No Evidence | Other relevant information |
|-----------|--|---------------|---------------|-----------------|-------------|----------------------------|
| F1 | Subject specific vocabulary is acknowledged and misspelt words are identified and corrected appropriately | | | | | |
| F1 | There is regular and consistent use of the marking for literacy codes | | | | | |
| F2 | The work shows evidence of pupils acquiring their targets | | | | | |
| F2 | There is evidence of regular marking both light touch and more detailed formative comments | | | | | |
| F2 | There is evidence of improvement in the work over time | | | | | |
| F3 | Comments provide explicit guidance on HOW to improve. how to close the gap prompt has been used and the child has responded positively by making the improvement in subsequent work (i.e. DIRT) | | | | | |
| F3 | Work is marked and comments are appropriate to the lesson content and supportive of the children's needs | | | | | |
| F3 | Differentiation within marking and tasks is evident, it is personalised to meet the needs of each individual student. | | | | | |
| F3 | Marking makes explicit what the pupils have done well / identifies strengths e.g. highlights success. | | | | | |
| F3 | There is evidence of progression through a unit of work and units can be tracked in a child's book | | | | | |
| <i>F3</i> | <i>Comments are largely giving unfocused praise. e.g. 'well done' / 'lovely' / 'good work'</i> | | | | | |
| <i>F3</i> | <i>Comments are often only focusing on presentational features, e.g. handwriting, tidiness, neatness</i> | | | | | |
| F4 | Comments are positive, encouraging and help the student identify what they need to do to make progress | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| F4 | <i>Comments are negative and do help the student identify what they need to do to make progress. e.g. 'not good enough' / 'you must try harder'</i> | | | | | |
| F4 | There is evidence of the use of credits and/or other reward systems to commended good work. | | | | | |
| F5 | There is evidence of self and peer assessment | | | | | |
| F6 | There is evidence of a steady and consistent approach to the teaching of handwriting | | | | | |
| F6 | Work is well presented and organised. Sheets are stuck in, titles underlined etc. | | | | | |

NOTES: Criteria in **bold** has the greatest impact on pupil learning

Criteria in *italics* tends to have a negative impact on learning

| |
|--------------------------|
| General Comments: |
| |

| |
|-------------------------------|
| Areas for Development: |
| 1. |
| 2. |
| 3. |

Department Review of Book Scrutiny

Department/Year Group:

Selection of books:

Date of scrutiny:

Scrutinised by:

General comments

Strengths / What is being done well?

Actions based on feedback / Areas for development

Teacher self-assessment questions – Is my marking effective?

The question framework below can be used by individual teachers and departments to scrutinise their marking approaches. If out of this there are any questions or issues, the teacher should approach their line manager or the Deputy Head – Learning & Teaching.

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 marking as well as other forms of marking within an appropriate period of time?

Focus 3: 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 4: Tone of written feedback

- Is there evidence of positive comments, that are linked to the credit system?
- Is there evidence of constructive feedback, is there an appropriate balance?

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?

Focus 6: Presentation

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

The Hall

Appendix 1 – MS/SS peer & self-assessment example

(Title of work)

Self and Peer Assessment Feedback

Name:

Date:

Title of work:

Now that you have finished your work you will evaluate it and so will another student. Please tick the boxes if you completed that part to a good standard. **Be honest** – thinking about this will help you improve next time.

| In this task I have.... <i>(boxes should be altered depending on the activity)</i> | SELF | PEER |
|---|------|------|
| Drafted my work prior to | | |
| Structured my work using clear paragraphing – it is clear to understand | | |
| Followed all the instructions accurately and completed all sections of the task | | |
| Used connectives to link my ideas | | |
| Included some opinions / reasons | | |
| Checked and corrected – spelling | | |
| Checked my punctuation – used capital letters and full stops appropriately | | |
| Extended the work myself – included some extra details / given more than 1 example | | |
| | | |
| | | |
| | | |
| | | |

Peer Comments: provide an overall comment on the piece of work (be **positive** and also **suggest improvements**)

To improve, you must look at the above comments and set realistic targets for yourself. To improve I need to:

➤

➤

➤

Checked and signed by Teacher: