James Brindley School
Marking and Feedback Policy

Contents

Aims of the Marking Policy

- To ensure consistency of marking and pupil feedback in all Key Stages across James Brindley School.
- To enable flexible, yet rigorous, marking.
- To enable all pupils to evaluate their success and be clear about the ways forward
- To help pupils to improve their work through the setting of challenging but achievable targets
- To ensure that there is regular constructive learning dialogue between teacher and pupil, with pupils demonstratively responding to teacher feedback leading to a greater depth of learning.
- To provide opportunities to give praise and encouragement
- To motivate pupils to produce high quality work by reinforcing the standards being aimed for
- To check pupils have understood the learning objective by the evidence of learning outcomes and to monitor progress over time.

Principles of marking and feedback

1. Marking will be against the learning objectives and individual targets
2. Any learning points / misconceptions will be addressed.
3. Pupils will have the opportunity to reflect on their feedback and respond comments.
4. There will 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. Pens will be used as follows:

Stationery used:	Task undertaken:
Black/Blue	Pupils work
Green pen	Teacher feedback
Any different colour pen	Response to teacher feedback / peer assessment/ self-assessment

The James Brindley School Marking and Feedback: Teacher Guide

The Six Main Types of Formative Marking and Feedback at James Brindley School

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
vi, Live marking

i. In-Depth Teacher Marking
This should result in good quality written feedback and should use the "two stars and a wish" framework in the primary and the "www and ebi" framework in the secondary. These are complementary approaches which will provide familiarity to pupils who move from Primary to Secondary.
This should be written at the end of the piece of work **in green pen** as follows:

*-"Star" - positive comment which relates to the learning objectives;
*– "Star" - second positive comment which relates to the learning objectives;
W– *"Wish" - One area where the success criteria was not met / or a suggestion /question to allow opportunity for further progress.*

WWW- *two positive comments which relates to the learning objectives;*
EBI- *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 pupils to review their strengths and targets and respond to the feedback they have been given. Refer to page 6-DIRT Marking.

ii. Peer and Self-Assessment
This is a useful form of assessment as long as pupils have been taught to do it effectively. This should be done in blue/black pen 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.

iii. Verbal Feedback
Verbal feedback is a valuable form of formative feedback. Some curriculum areas 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.

In written subjects such as English, Humanities, Maths etc. verbal feedback may be identified as having taken place using the VF Code. The importance of individual and whole class oral feedback is recognised but pupils themselves should record what feedback they have been given. This can be achieved by training pupils to write next to the code in their books / folders. Not all Verbal feedback is required to be recorded by the pupil and indeed should only be recorded where it is felt that the pupil can use the feedback and make reference to it to support continued progress.

Most feedback to our Foundation Stage pupils (based predominantly at BCH) is through verbal response and this is integral for informing, encouraging and motivating pupils. This type of feedback is given on a one-to-one basis, or to a small group and is recorded in pupil books/files.

iv. Marking for Literacy Using Whole School Key

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. On occasion in KS1, or for less able pupils, it will be necessary to write the correct version for the pupil. As pupils gain confidence and knowledge, they should be able to identify and correct their own mistakes.
From Key Stage 2 onwards, when marking for Literacy, **all staff** should use the whole-school marking key. The key should be displayed in every classroom and in the books of every pupil. The Marking Key is displayed here:

Presentation Tips

DO start each piece of work with a date and title underlined.
DO try your best to write carefully using a pen you're comfortable with.
DO NOT scribble or graffiti in your book.

Marking Key and Abbreviations: What they mean

pres.	Poor handwriting/poor letter formation/poor overall presentation.
sp.	Spelling error.
punc.	Punctuation error.
// or np.	New paragraph needed.
nr.	Needs rephrasing – this is poor expression and may mean slang has been used or that what has been written does not make sense.
w.w.	Wrong word – the word is spelt correctly, but it has the wrong meaning e.g. two, to and too.
v.f.	Verbal feedback – the teacher has discussed the work with the pupil.
^.	A word has been omitted.
✓✓	To credit something positive in your piece of work such as: a difficult spelling, a well-chosen punctuation mark or an idea succinctly and clearly expressed.
PEE.	Indicates you need to provide evidence, explanation or quotation.

Copies of the Marking Key can be found on:
L:\Curriculum\Book Labels

v. 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.

vi. Live Marking

To check for surface understanding during tasks and prevent errors becoming embedded

DIRT (Dedicated Improvement and Reflection Time) Marking

As well as providing pupils 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 pupils to act upon this information and advice.

DIRT marking (Dedicated Improvement and Reflection Time) is the process of allowing pupils 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 pupils in the 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. Pupils 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 pupils understanding. This scaffolds pupils understanding, step by step, with the expectation that pupils 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 pupils proof read their work automatically.

Policy Summary and Frequency Guidelines

TYPE OF MARKING	METHOD OF IDENTIFICATION (not all Curriculum areas will utilise all stamps)	FREQUENCY: SECONDARY (guideline may depend on the Curriculum area)	FREQUENCY: PRIMARY (guideline may depend on the Key Stage)
i. In-depth teacher marking	WWW EBI Student response to marking:	Every 6 lessons. Staff are to use green pen.	Every 6 lessons. Staff are to use green pen.
ii. Peer/self-assessment	This should be written in blue/black pen.	Minimum of half termly. Curriculum dependent-refer to Appendix	Minimum of half termly. Curriculum dependent-refer to Appendix
iii. Verbal Feedback	VF	As appropriate on a lesson-by-lesson basis.	
iv. Marking for Literacy	Whole school key to be used. Teachers mark in green pen.	Dependent on curriculum areas-refer to Appendix. Minimum-every 3 pieces of written work.	
v. Recognising learner response to feedback / reaching a target	Stickers / stamps / drawings will be provided to celebrate and encourage achievement & progress.	When a pupil has acted on their feedback / met a specific target	
v. Light Touch/ Acknowledgement marking	Ticks, teacher initials, simple Literacy corrections and/or brief attainment based comments	All work	
vi. Live Marking	All the above when appropriate. Teachers mark in green.	When appropriate in teaching centres but all lessons within 1:1 settings.	

Pupils missing work due to absence

If a pupil has missed 1/2 lessons the teacher will put the relevant Learning Objectives in books and leave the necessary space for catch up work. This may include notes on the teacher and pupil learning dialogue on return and a date for when work is expected to be completed.
For pupils that have missed a number of lessons then work will be taken home by Teaching Assistants or Pastoral Support Workers in line with the Pupil Attendance Safegaurding Procedure. If the absence is for an extended period of time Teaching Assistants or Pastoral Support workers will collect work on subsequent home visits and return to the teacher for marking. If the pupil is unable to complete work whilst at home on retrun to school the teaching staff will ensure that subject specific interventions are implemented so the pupil is able to cover the work missed during their absence. For pupils that have missed 3 or more consecutive lessons the teacher is to photocopy work from other pupils and put into the absent pupils book. On return the absent pupil should review the photocopied work (through a variety of activities e.g. questions; text analysis; summary activity) with close support from a teacher or TA.

Curriculum and Leadership Monitoring

Curriculum Level

It is the responsibility of each Head of Curriculum to monitor and evaluate the quality of marking in their department through regular and rigorous sampling. This will be conducted at a minimum on a half termly basis and in line with Curriculum guidance. The findings and feedback from these will be shared both with the individuals to identify key strengths that can be used for whole school development and to ensure appropriate and targeted CPD but also with the department as a whole to pick up any underlying trends or areas for development as well as forming part of the half termly progress meetings between HOC and their appropriate Leadership line manager.

Leadership Level

The Leadership Line Managers will conduct half termly audits of marking and progress with Heads of Curriculum. The purpose and scope of these meetings will be to work with HOC to identify key strengths and areas for development both for the department as a whole and any specific staff development needs – including coaching and mentoring. Leadership Team will also follow a published schedule of monitoring visits to sectors which will have a wider scope but will still take in aspects of marking. All information and implications will be recorded on a central database to be accessed by Leadership and HOC and will also be used as part of the re-modelled Appraisal and Observation Policy. Please refer to this document for further detail about how Marking Audits and Actions will form part of both Appraisal and Observations.

At whole academy level:

Effective marking will be evidenced and evaluated through learning walks, work scrutiny and lesson observations.

Presentation Guidelines

- No wasted space or torn out pages
- Leave an appropriate space from previous lesson, then write and underline date and title.
- Write in blue or black for general pupil work.
- Use pencil for drawing, graphs and diagrams.
- Use a different colour pen for pupil reflection.
- One neat line through mistakes
- No graffiti on work or book cover
- Each curriculum area is to put correct subject label on the front cover if the book is not the correct colour. These are found on L:\Curriculum\! Book Labels

Monitoring and Tracking Progress

Pupils will be able to identify their progress towards their targets after each assessment. All pupils will track their progress over a series of assessments, these will be summarised on pupils books and folders. Pupils 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.

What Constitutes Effective Marking and Feedback?

Marking for Literacy
• Do pupils receive feedback on use of grammar, spelling, punctuation and appropriateness of language (and subject specific language)? Are errors regularly reviewed?

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?

Monitoring of progress
• Are pupils are able to track their progress towards their targets (yearly, termly etc)?
• Are staff and pupils using the tracking sheets effectively? Are these kept up to date?

Quality of written feedback
• Do pupils receive good quality, constructive written feedback?
• Are pupils praised for positive aspects of their work?
• Do pupils have an opportunity to respond to the feedback/targets?

Verbal feedback
• Is there evidence of verbal feedback?
• Is there evidence that pupils record/respond to verbal feedback?

Peer and self-assessment
• Are pupils trained in how to accurately assess each other's work and their own work and provide fair and helpful feedback?

Presentation
• Do pupils take pride in what they are learning and recording?
• Is poor presentation and organisation tackled appropriately?

Work Scrutiny Success Criteria

Focus	Developing	Consistent	Transformational
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 key.	Marking for Literacy is clearly evident. There is some evidence of the use of the school's Marking key.	Marking for Literacy and reviewing errors is clearly evident in work. The school's guidelines on marking for Literacy are used consistently and subject-specific vocabulary is acknowledged.
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 within the agreed period of time.	Work is marked within the agreed period and there are several examples of marking in detail within the agreed period of time.
Monitoring of progress	There is little evidence of completion of tracker sheets by staff and/or pupils on a half termly basis.	Tracker sheets are completed fully up to that given point and pupils are also aware of target levels.	Tracker sheets are completed fully and there are examples of assessed work that match the data in the tracker sheets.
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 it is written in a clear and constructive manner. Pupils are praised for their work and are challenged where work is deemed inadequate. Teacher comments may question understanding of concepts.	Feedback is written in a clear and constructive manner. Teacher feedback allows progress to be seen in response to comments; there is evidence of pupils acting on feedback in order to demonstrate progress. Pupil responses are well-thought out and evident in the vast majority of books.
Verbal feedback	Verbal feedback is evidenced in pupils' work.	Verbal feedback is evidenced in pupils' work and there is evidence that pupils respond to the verbal feedback.	Verbal feedback is evidenced in pupils' work and there is evidence that pupils respond to the verbal feedback. There is evidence that pupils clearly know where to go in their next stage of learning as a result of verbal feedback.
Peer and self-assessment	Superficial peer- and self-assessment may be evident is pupils' books/work.	Peer and self-assessment are evident in pupils' work and as a result, pupils can evidence that they clearly know where to go in their next stage of learning.	Peer and self-assessment are evident in pupils' work and as a result, pupils can evidence that they clearly know where to go in their next stage of learning. Pupils are able to evidence that they respond to their peers' feedback
Presentation	Little evidence that presentation and organisation are	Presentation and organisation are rewarded/challenged and	Presentation and organisation are rewarded/challenged and there is evidence that work improves,

	rewarded/challenged.	there is evidence that work improves, where presentation and organisation were previously inadequate.	where presentation and organisation were previously inadequate. Pupils clearly take pride in how work is presented.

Appendix 1: Exemplars of Good Practice-completed examples will be added throughout the year from JBS books/folders.

Examples of Best Practice that support pupil progress.

Peer and Self-Assessment:

Gap Task:
- Teachers can use a GAP task to extend learning using the standard JBS sticker.

Assessment of Learning

Assessment of Learning

WAG:

Next steps:

1.

2.

Mini Plenary

Mini plenary: AfL

I have learnt:

1.

I am still confused about:

2.