



DSLVL Marking and Feedback Policy

2018-20

Document provenance

This policy was approved by Trustees as follows –

Education and Personnel Committee	Date: February 2018
Frequency of review: every two years	Next review date: February 2020
ELT Owner: National Director of Education	Author: Regional Education Director (North)

Summary of changes at last review:

- Changes made to correct punctuation
- Changes made to make the text clearer
- Took out references to tickled pink and going for green as these are now outdated practice
- Took out some academy-specific marking which wouldn't apply to all academies e.g. marking in blue or black pen

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1. Introduction and purpose

- 1.1 Feedback and marking is an integral part of assessment.
- 1.2 We will provide a system that is consistent and continuous across each stage. Feedback, including marking, will inform planning, be diagnostic and show pupils how work can be improved.
- 1.3 Quality feedback and marking allows for self-assessment where the child can recognise their difficulties and mistakes/areas of development and encourage them to accept help/guidance from others. Children will be encouraged to read through their work before presenting it to be marked, as a strategy to develop self-reflection and self-evaluation, against personal targets, learning intention.
- 1.4 The purpose of feedback and marking is to:
 - assist learning
 - provide information for assessment
 - encourage, motivate, support and promote positive attitudes
 - inform planning
 - promote higher standards
 - correct errors and clear up misunderstandings
 - recognise achievement, presentation and effort
 - show pupils that we value their work
 - allow pupils to reflect and improve on their past performances and to set new targets/next steps together with the teacher.

2. Scope

- 2.1 This policy applies to every academy and every teacher and teaching assistant.

3. Marking and feedback at DSLVL

3.1 Principles of feedback and marking

3.1.1 At our academy marking should:

- be constructive e.g. Next time ... / In order to improve ...
- use modelling by identifying examples of where learning intention has been met
- use 'remember' to statements for children to address in their next piece of work
- be related to needs, attainment and ability
- follow consistent practice throughout the school, although different year group's work will be marked differently e.g. less writing in Year 1 marking compared with Year
- ensure that pupils know how well they are doing and what they need to improve to make further progress

- provide pupils with opportunities to assess their own work and that of others
- be marked as quickly as possible i.e. same day or next day
- the colour of the marking pen should be different to the writer's pen.

3.2 Professional judgment

3.2.1 Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when providing feedback and marking. Teachers must use their professional judgement when deciding how many corrections to mark.

3.2.2 Teachers may plan to mark groups of work, so that they can focus on developing particular skills with targeted groups.

3.2.3 Feedback and marking is for the direct benefit and improvement of the children's work. It is therefore undertaken by the teachers to inform the child of the progress they are making and the targets they need to work towards.

3.3 Marking code

3.3.1 Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we believe that a common framework is helpful and have provided an example in appendix A.

3.3.2 KS1 teachers will use the code as an aide memoir as appropriate to the ability of the child.

3.4 Presentation

3.4.1 We have high standards in presenting all work in school - display and the teacher's writing.

3.4.2 We expect the children to (examples only):

- always do their best
- form letters correctly applying our handwriting scheme, building to joined style
- lay out work as explained by the adult
- name loose sheets of paper
- use sharp pencils, appropriate pens
- do all diagrams in pencil.

4 Responsibilities

4.1 It is the responsibility of all teachers and teaching assistants, ITE students to conform to the policy and to provide feedback to leaders if any changes are needed.

5 Review

5.1 This core of this policy will be reviewed every two years by the national director of education and approved by the board of trustees. The policy will then be adapted as necessary by academies, with the input of the regional education directors.

Appendix A: Marking Code

Sp Spelling

T Incorrect tense

^ Omission

// Start new paragraph

HLTA Higher Level Teaching Assistant marked

TA Teaching Assistant marked

O Punctuation error (circle mistake)

✓ Correct

? This doesn't make sense

_____ To correct written work neatly by placing a ruled line through the mistakes

DT Discussed with teacher

WS With support

LIA Learning intention achieved

↑ Learning intention over achieved

Pink highlighter T4S/Target met/Excellent example

