

Dulwich Hamlet Educational Trust

Dulwich Hamlet Junior School

Marking and Feedback Policy



Approved by the Local Governing Body during the term: Autumn 2020

Next Review date: Autumn 2022



Dulwich Hamlet Junior School – Marking and Feedback Policy

Outstanding learning, within a glittering curriculum, where everyone matters.

Respect, Integrity, Resilience and Enjoyment

At Dulwich Hamlet, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking. This policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification. Verification of the feedback process is evident in the progress seen in books over time.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is often the next lesson.

- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All work should be reviewed by teachers at the earliest appropriate opportunity, enabling impact on future learning through the use of 'catch up' groups and input into planning next steps

We acknowledge that, in line with our vision, some children will respond better to some forms of feedback than others and that teachers all work in individual ways. Therefore, not all books within a class or across the school will look identical in terms of feedback. However, as a school we also strive for excellence at all times so all children will receive frequent and consistent feedback that enables them to maximise their learning and understanding across the curriculum.

Children will be explicitly taught the editing process so that feedback is meaningful. As a school we will teach children to edit for 'tools' (grammatical accuracy) and for 'treasure' (improved content) during literacy. In maths, the children will be taught to spot errors (procedural) and misconceptions (lack of understanding).

What this looks like in practice:

Success Criteria:

- Most literacy work will have success criteria, Some procedural lessons will not need a success criteria.
- SPAG and short writing SC will generally be 3 'I have' statements that enable the children to check that they are following the correct process to achieve conceptual understanding.
- Long writes will have a greater number of SC that are normally generated in conjunction with the children, cover text and sentence level features and show differentiation, allowing all children to be working at the appropriate technical level.
- From January onwards, Year 6 will generally not use SC on longer pieces of writing to ensure the work can be submitted for moderation.
- Children will use SC at the end of a piece of work to edit and reflect on what they have achieved and what they still need to work upon.
- SC will be ticked for success or dotted if not achieved by the children prior to starting editing or correcting process. (Green pen)
- SC will be used by teachers either during verbal feedback or during distance reviewing. (Red pen)
- Humanities and science work will have 3 point 'I have' success criteria that are used by the teacher (Red pen).
- In maths it should be made clear to pupils what the key learning point is at each small step. This should be done by providing opportunities for children to generalise, identify rules and describe procedures. Teachers will support children by drawing their attention to these key features, in teaching, through display and through the use of stem sentences.

Feedback:

- As far as possible feedback in maths and literacy should take place in the lesson.
- Teachers should use the three different stickers on literacy work as appropriate – 1:1 verbal feedback, peer assessment and self-assessment. All stickers must have a follow up comment from the child. Not all pieces of work will use a sticker, though all pieces of work will have some type of feedback. (Adult or child – editing is evidence of feedback)
- Peer assessment should be used frequently to help children with the editing process. When peer editing children should place their books on top of each other and read through one piece of work together, decide on the feedback and then repeat the process for the second child.
- All pupil editing and feedback should be done in green pen.
- Teachers should review work after the editing process and, if necessary, acknowledge in red pen.
- In maths or SPAG there may be occasions where teachers add feedback comments, but the vast majority of feedback should be carried out by or with the child during the lesson – self marking and peer assessment as well as teacher marking. Children should identify and write their misconception where they have made an error eg: 'I made an addition error' or 'I forgot the place holder in the second line' (long multiplication) as this helps them not to repeat the error in the future.
- For long writing, teachers should aim to 1:1 conference with around 10 children each time. When this is done stickers should be used and green pen editing should be evident. The other 20 should have written developmental comments that they respond to in green pen. However, as with all feedback these numbers are for guidance and professional judgement should be used.
- Teachers should make full use of 'catch-up' groups once they have reviewed independent, edited or marked work. This enables a group of children with the same misconception to receive targeted input and should be acknowledged through the use of a sticker as well as clear green pen improvements from the children.