

Dulwich Hamlet Junior School  
**Marking and Feedback Policy**



<b>Author</b>	Rachel Evans (Assistant Headteacher)
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## 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

As a staff our agreed principles of effective feedback are that it is:

- Delivered in a timely manner
- Informs future teaching
- Clear and concise
- Focused and bears in mind the cognitive load for the children
- Specific to the success criteria of a task
- Motivating and considers self-esteem
- Manageable
- Revisits previous learning effectively

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 children will receive frequent and consistent feedback that enables them to maximise their learning and understanding across the curriculum. This may be self, peer or teacher assessment and individual, group or whole class, depending on the task.

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:**

#### **English:**

- Sentence and word level work, and short pieces of writing focusing on implementing a grammatical skill will have a 3 (or similar) step 'I have' success criteria, allowing children to self-assess with clarity.
- Long writes will have a box success criteria that has been generated in class, allowing for understanding of the different functions of the text.
- All pieces of work will be assessed in some way – self, peer or teacher. Not all pieces of work will have a teacher response on, but all should have green pen response evident. This may be as simple as ticking success criteria, through to concentrated editing. All success criteria will be ticked either by the child or the teacher.
- Children may edit for accuracy, or respond to specific questions/elements of the success criteria.
- Reading comprehension RICE (retrieve, interpret, choice, explain) work will generally have a success criteria, although on occasions this may not be relevant. All RICE work should be marked for accuracy, either by the teacher or by the child in a whole class feedback session.
- Teachers will 1:1 conference with around 10 children after each long write. Children will respond to this input using the 'I have talked to my teacher and' sticker and then implement the advice. The remaining children will have their long write marked by the teacher, who will provide 1 or 2 specific pieces of advice based on the success criteria, any individual specific targets, and recurrent errors. Children will respond to this feedback with green pen.
- Peer assessment will be used as and when the teacher feels it is appropriate, but will not take the place of teacher response in long writes. It may be used in addition here. 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. Peer editing should be focused, so that there are real improvements made to the work.
- If teachers use whole class or large group feedback, this should be printed on pink paper and responded to by the child in green pen at the start of the next lesson.

**Maths:**

- The vast majority of work should be marked by the child in green pen within the lesson. This can take a variety of formats (eg: calculator, answer sheet) but should be structured to ensure that misconceptions do not become embedded.
- The majority of pieces of work will have a 3 (or similar) point success criteria that uses 'I have....' statements. These should generally be ticked by the child. Time needs to be made in the lesson for the children to reflect on the success criteria and, ideally, to comment on what they have not achieved , if appropriate.
- Any errors that a child identifies should be corrected in green pen and the error should be explained in words eg: 'I forgot to do my re-grouping' or 'When I added 7+8 I thought it made 16'.
- Teachers should use lesson time for real time marking as appropriate and this should be done in red pen.
- Work should be reviewed on a daily basis, either in the lesson or afterwards. This does not have to be acknowledged in the books.
- There will be times when teachers give individual next steps after reviewing – this needs to be responded to by the child in green pen at the start of the next lesson.
- Teachers may use whole class or group feedback after review. If this is printed out it should be on pink paper and responded to by the child in green pen at the start of the next lesson.

**In all other subjects:**

Children and teachers will generate success criteria and use them to self, peer and teacher assess. This can be either verbal or written.