

The Levett School



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Positivity | Determination | Reflection | Integrity

Feedback and Marking Policy

Policy agreed on:	05/03/2019
Ratified by full Management committee:	
Review Date:	05/03/2021
Agreed frequency of Review:	Every Two Years
Allocated Group/Person to Review:	Deputy Head – Teaching & Learning
Signed by Chair:	
Signed by Head teacher:	

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB
Upper School, Barnby Dun Road, Clay Lane, Doncaster DN2 4RG



Doncaster
Council

Rationale

High quality teaching and assessment are central to pupils' high attainment. Feedback and marking is regarded as an integral part of the continuous dialogue between teachers and pupils about how well they are learning. The principles of feedback should be applied consistently across the school in order to provide better support for pupils learning and a clearer picture of the pupils' progress throughout their school career.

At The Levett School we believe that every pupil is an individual and has specific needs. We seek to meet these needs through planning, teaching and learning, assessment, motivation and encouragement. An integral part of this, we believe, is marking the children's work using comments that are meaningful, personal and effective so as to enable the pupil to make progress.

Purpose

- To monitor, evaluate and review student's current stages of progress, and identify their next steps for progress and improvement.
- To understand the needs of each child.
- To ensure that there is a consistent approach to marking and presentation throughout the school.
- To motivate and increase the self-esteem of the pupil, therefore encouraging them to do their best.
- To give pupils accurate feedback on their progress and achievement.
- To promote a positive self-image and growth mind-set for pupils, in accordance with school aims, and through this, encourage them to value and take pride in their work.
- To celebrate and reward pupils' achievements and progress.
- To agree and set challenging targets for improvement.
- To standardise the marking procedures throughout the school.
- To enable pupils to self- evaluate their work and take and take responsibility for setting their own targets.
- To provide evidence for assessment, recording and reporting

Types of Feedback

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of the lesson / task
3. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback from teaching, including mini-whiteboards, tables, bookwork, etc.• Takes place in lessons with individuals or small groups• Often given verbally to pupils for immediate action	<ul style="list-style-type: none">• Lesson observations/ learning walks• Some evidence of annotations or use of marking code• Improvements evident in

	<ul style="list-style-type: none"> • May involve use of a teaching assistant to provide support for further challenge • May re-direct the focus of teaching or the task • May include annotations according to the marking code. 	books, either through editing or further working.
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson • May take the form of self or peer assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/ learning walks • Timetabled pre and post teaching based on assessment • Some evidence of peer and self-assessment • May be reflected in marking
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/ annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaption of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/ action • Adaptations to teaching sequences and tasks when compared to planning

Outstanding Feedback and marking

- Should relate to progression.
- Should inform future teaching and learning.
- Should be formative and informative and should indicate to students, parents and staff what has been done, how well it has been done and agreed targets.
- Should create a dialogue between student and teacher, ensuring a shared understanding of how to progress.
- Should raise the achievement and self-esteem of learners by providing them with prompt, regular and diagnostic feedback about their work to engage them in their learning.
- Should encourage students to reflect and improve their work before moving on to the next piece of work
- Should be a combination of Verbal and Written.
- Should include regular peer and self-assessment.
- Should include Dedicated Improvement and Reflection Time (DIRT).

Expectations of teachers and students

- Teacher's feedback and marking provides clear information about why students have done well. It includes suggestions and targets for improvement, creating a continuous dialogue that takes learning forward. It guides them towards their next steps.

- Marking can be written or verbal feedback can be given, which students record in their exercise books.
- Teachers provide opportunities for students to reflect and respond to this advice with Dedicated Improvement Reflection Time (DIRT) built in to lessons for work to be improved or developed.
- Well-understood systems for sharing targets and regular reminders during lessons ensure the students maintain very sharp focus on what they need to do to improve.
- The careful marking of work and feedback by all staff ensures that misconceptions are identified precisely and addressed swiftly.
- Assessment is used exceptionally well to identify all students' next steps in learning and to plan the curriculum.
- Where work was all correct, a further question or challenge is occasionally presented and, in the best examples, this is developed into a dialogue between teacher and student.
- Marking is clear, positive and student friendly and is fully integrated with the rewards systems.
- Work is returned promptly to students within a reasonable time frame, depending on frequency of lesson and type of assessment.
- Students have frequent and planned opportunities to assess their own work and that of other students in the class.
- Students have a clear understanding of the challenging targets to which they aspire, whatever their level of achievement.
- Students clearly know their targets and frequently review them to evaluate what they need to do next.
- Students have opportunities to respond to feedback and improve their work

Monitoring

The feedback and marking policy guidelines provide a framework to ensure a balance between consistency across the whole school and flexibility between teachers. The Teaching and Learning Deputy Head is responsible for ensuring that the policy is implemented and monitored. Curriculum Managers, The Literacy Coordinator and the Senior Leadership Team are responsible for carrying out random book samplings every half term to ensure that the feedback and marking policies are being followed. Discussions between Curriculum Managers, The Literacy Coordinator and the Senior Leadership Team will take place following book sampling to discuss the outcomes and to evaluate if progress has been made by teachers.

The marking policy is written in the context of the Teachers Standards 2012, which states that teachers should:

Promote good progress and outcomes by pupils:

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs

- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their work and study

Make accurate and productive use of assessment:

- give pupils regular feedback, both verbally and through accurate marking, and encourage pupils to respond to the feedback.

The Levett School Feedback and Marking Guidelines.

These are the guidelines for all staff at The Levett School and it represents the minimum requirement for feedback and marking. Both verbal and written feedback are deemed integral to learning and progression. There will be an equal weighting on SPaG and subject specific content in the feedback given.

Written feedback

This can be done during the lesson by all teaching staff along with a discussion with the pupil.

It can also take place after the lesson ensuring there is time the following lesson to reflect and act upon the feedback.

Errors and Mistakes

We want a culture of independence and so whenever possible we will not give pupils the answer. Instead we will use the letter 'C' for correction to show the pupils that they have made an error or mistake.

Pupils then go through the following process:

- a) self-assess to find and rectify
- b) Peer assess – Ask a peer for help
- c) Ask the teaching staff to go through it with them.

When there is a common error or mistake amongst the whole class / small group - the teacher / teaching assistants will address this with everyone at the same time.

Written Comments & Targets

Comments will be specific and personalised. They will include a positive comment focusing on the quality of pupil work and the reasons why it is of a high standard. Followed by a specific target for improvement. Targets can be written with the input from the pupil.

- KS1, Lower KS2 and ASC classes = a star and a wish.
- Upper KS2, KS3 classes = WWW and EBI (What Went Well and Even Better If)

Dedicated Improvement Reflection Time (DIRT)

Pupils will be given time to reflect and act upon the written feedback. Again this will follow the process:

- a) self-assess to find and rectify
- b) Peer assess – Ask a peer for help
- c) Ask the teaching staff to go through it with them.

Peer and self-assessment

- Pupils will be trained in effective peer and self-assessment.

- Effective peer assessment involves a discussion between peers.
- When doing extended writing, drafts will be marked using a checklist.
- Short answer questions can be marked by pupils.
- The work should state if it was assessed by 'Peer' or 'Self'.

Verbal feedback

This will take place throughout the lesson by all staff. It will include 1:1 discussion, small group discussion and whole class feedback.

The aim is to use questioning to draw from the pupils the reasons that make the work good (Star/WWW) and then to get them to identify the areas for improvement (Wish/ EBI).

Staff will share with the class as a whole any common strengths and areas for development.

When verbal feedback is given the code VF will be used.

Quality of work

We will reinforce quality work in books so that pupils continue to produce the quality shown at the start of their books. When the standard of work begins to slip we will provide feedback so pupils know their work is starting to deteriorate so they can rectify it in subsequent work.

Level of support

- S = Support given to complete work/ sentence/ sum.
- Where nothing is written we can presume it was done independently by the pupil.

Progress over time

Work and feedback will show progress over time for each individual pupil.

Staff have chosen to use coloured pens when marking:

Green - where work has been guided rather than supported

- Wish or EBI comments
- Edits on work/ corrections

Pink - Double tick or smiley face if really like something

- WWW/ Star comment

Purple - By pupils when marking a peers' work.