

# Date Valley School Trust

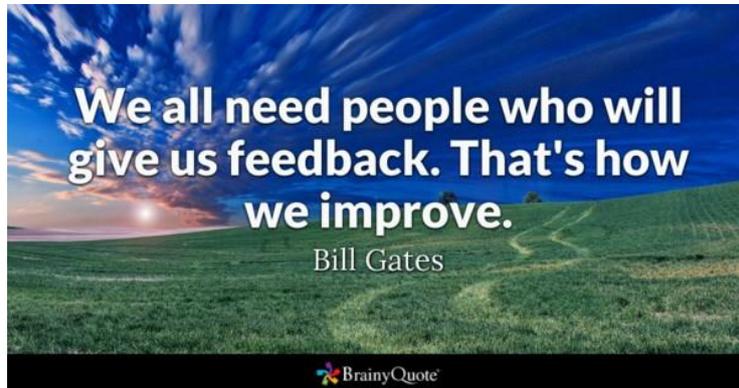
Company number: 06845508 Registered Charity number: 1136298  
Mitcham Court, Cricket Green, Mitcham CR4 4LB  
Telephone: 0208 648 4647· Tel: 07980299717 Email: [managingdirector@dvst.org.uk](mailto:managingdirector@dvst.org.uk)

Respectful



Reflective Resilient

## Marking and Feedback Policy



### Purpose of the Policy

This policy acts as a guide to marking and ensures a commonality of expectations and consistency in approach throughout Date Valley.

### Rationale

Marking is an integral part of the assessment process. Quality marking provides constructive feedback to children, focusing on success and improvement. This will enable children to become reflective learners, which is one of Date Valley's core values and it helps them close the gap of what they know and what they need to know. At Date Valley we want the children to be resilient learners and use a growth mind set to complete any challenges they come across, in shaa Allah.

### Principles of Marking

*At Date Valley use the THREE Ms. Each principle should underpin all marking and feedback:*

#### **First Principle: Meaningful**

Teachers will ensure that marking is age appropriate and that the child understands it. It will be ensuring that it is linked to the learning objective and the child's own personal learning targets. The child will be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made. All marking will move the child's learning on and following a period of time of consistent high-quality marking, impact will be evident.

#### **Second Principle: Manageable**

Teachers will mark every piece of work using the marking symbols (see appendices) to make it manageable. Ideally, we aim to mark with the children to ensure that it is most constructive, especially with younger children. However, if it is not possible to mark with the child, all books will be marked before the next lesson (unless it is a longer piece of writing that requires in depth marking). Verbal feedback will be given to the child as part of the feedback process.

## Yellow Box Marking is MANAGEABLE

To support children being reflective learners and identifying their own improvements teachers will use a yellow box system. This will be used for longer pieces of writing or within designated sessions where the teacher is asking children to look for their improvements independently. A highlighter is used to create the yellow box. This process is used as and when the teachers feels it will support the desired outcome.

The yellow box indicates the area in your book that needs to be reviewed and improvements made. The size of the box will depend on the number of improvements.

Examples of the types of improvements: -

- Improvement linked to a correction within spelling, grammar, use of language
- Improvement linked to reaching the next target
- Improvement linked to an extension question or next step

## ***Third Principle: Motivating***

Positive comments promote progress and are motivating. Children will be recognised for their efforts. This could be a verbal recognition, sticker or asked to show another member of staff. Comments will focus on only one or two key areas for improvement at any one time so that the child can achieve success and feel motivated to keep trying to achieve. Teachers will use a system of: **Praise and then advise.**

## **Marking Pens**

At Date Valley we have adapted the system of rainbow marking. This is when teachers use coloured pens. The children will respond to marking in GREEN pen. This indicates growth and showing willingness to improve and reflect. Staff will mark in PURPLE or PINK to indicate progress. We want the children to progress through the marking.

Please refer to the appendices 3 to 5 for marking symbols (for Maths and English) and appendix 6 for sentence starters.

## **Early Years Marking**

In Early Years majority of the work is observed and heard rather than written, especially in the Autumn term. Constant observations should take place and children are assessed on the work that takes place through play during continuous provision as well as during directed teaching sessions.

- Teachers in the reception class focus on giving verbal feedback to children but they may also write a comment with a child
- Teachers will write next steps required as a form of assessment
- Teachers use a variety of stickers to motivate and acknowledge good work
- Staff annotate work as part of the process of gathering information about the EYFS
- Teachers may record elements of a learning conversation
- The continuous provision should reflect next steps required for groups of children and objective led planning is a form of marking as the teacher writes comments on objectives met during these sessions

## Principles of Feedback

At Date Valley a range of feedback styles are used throughout the school, this will vary depending on the lesson, age of the children and outcome desired.

| <b><i>Types of Feedback</i></b>                                    |  |
|--|--|
| <b>Self-Assessment /Reflection</b>                                 | Children are asked to reflect on their work based on the learning objective / success criteria for a lesson. Year 1 to 6 use traffic lights or questioning. (see appendix 1)   |
| <b>One to one verbal feedback linked to task /marking provided</b> | The teacher will provide verbal feedback about a task for the child to respond to. This is an effective method used for the younger children.  |
| <b>Peer / Group Feedback</b>                                       | The children engage in dialogue linked to a criteria or learning objective. Through feedback children are able to reflect on what can be improved. (see appendix 2)  |
| <b>Next Step Feedback</b>  | A step symbol (see marking symbol appendix 3 to 5) is used to indicate how a child extends / recaps the learning. This is usually implemented in the form of a question.   |
| <b>One to One conferencing</b>                                     | A designated meeting that takes place between a child and teacher. It is about 15-20 minutes long and the teacher uses the child's book to look at a range of improvements and what the next target or focus needs to be in order to improve. A target is set and then a review date is arranged. This takes place with Year 6 twice a year. A template is used for this. (see appendix 7) |
| <b>Mid plenaries / Plenaries</b>                                   | The teacher uses plenaries to extend or recap the learning. It is used to remind children expectations of the task and how much time they may have to complete, as well as going through any misconceptions that arise throughout the lesson.  |

This policy has been read and approved for Date Valley School Trust, by the Headteacher and the Date Valley Trust Board.

Date: November 2018

## Appendix 1 – Self-Assessment / Reflection:

### Self-Reflection:

After a piece of work ask the children to write SR and using the questions provided reflect on their learning.

Questions such as:

What did I learn today?

What new learning did I do?

What did I find tricky?

What can I improve next time

### Traffic light reflection:

The learning objective will have a set of traffic lights which evaluate how the child feels about their work and their understanding of the lesson.

Green – Fully understood and met LO

Amber – Needed some support

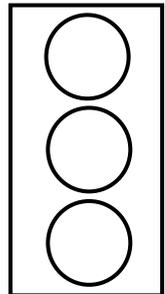
Red - Found it tricky and required 1 to 1 support most of the time

For example:

**Tuesday 20<sup>th</sup> June 2017 Geography**

**Can I follow instructions?**

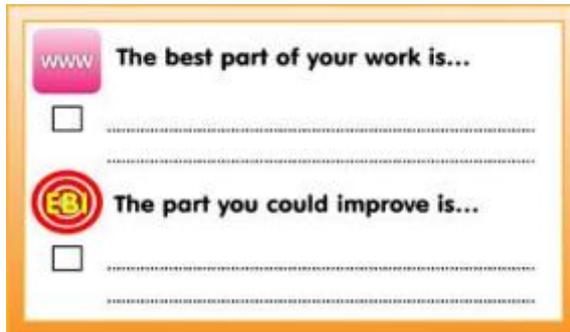
- Can I read the instructions?
- Can I follow the instructions in order?
- Can I evaluate my work?



## Appendix 2 – Peer / Group Feedback:

### EBI/ WWW peer marking:

Children pick the 'best part' of their peer's work and the 'next step' Children use highlighters to link with the comments made within the template.



**WWW** The best part of your work is...  
 .....

**EBI** The part you could improve is...  
 .....

### Success criteria peer marking:

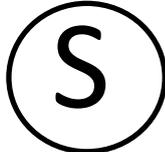
A predefined criteria template is created which links to the learning objectives. The work is highlighted to confirm the met learning objectives, this also links to successfully in meeting the predefined success criteria. Use a template provided.

For example:

| Success Criteria | Peer | Self |
|------------------|------|------|
| Capital Letters  |      |      |
| Full stops       |      |      |
| Imperative Verbs |      |      |

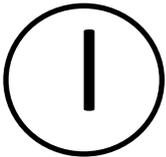
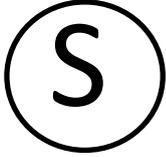
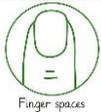
### Appendix 3 – Maths Marking Symbols

These are stuck in the children's books.

|   |                                    |
|---|------------------------------------|
|    | Independent work                   |
|    | Support work                       |
| VF  | Verbal Feedback given              |
|    | Right Answer                       |
|    | Check again                        |
|    | Corrected answer in green pen      |
|  | Next steps in learning             |
|  | Greater Depth question or activity |
|  | 1 Digit Per Box                    |
|  | LO met                             |

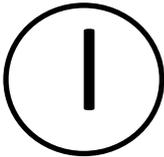
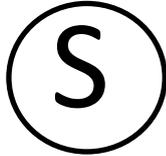
## Appendix 4 – English Marking Symbols for Key Stage 1

These are stuck in the children's books

|   |                        |
|---|------------------------|
|    | Independent work       |
|    | Support work           |
| VF  | Verbal Feedback given  |
|    | Finger spaces          |
| sp  | Correct spelling       |
| p   | Corrected punctuation  |
|  | Next steps in learning |
|  | Use the lines          |
|  | LO met                 |
| //  | New line or paragraph  |

## Appendix 5 – English Marking Symbols for Key Stage 2

These are stuck in the children's books.

|   |                          |
|---|--------------------------|
|    | Independent work         |
|    | Support work             |
| VF  | Verbal Feedback given    |
| sp  | Correct your spelling    |
| p   | Correct your punctuation |
|   | Next steps in learning   |
|   | Use the lines            |
|  | LO met                   |
| //  | New line or paragraph    |
| H   | Improve your handwriting |

## Appendix 6 – Marking sentence starters for staff

These are to be used by NQTs and optional for other staff.



### Take care sentence starters

- Take care of your punctuation. Look carefully at your.....
- Take care of your presentation. Remember to .....
- Take care of your spelling. Can you write the word out three times



### Look carefully sentence starters

- Read your work carefully. Does it make sense. Look carefully at your .....
- Look carefully at the word ..... Check the spelling. Can you tell me what it means?
- Look carefully at what is missing in this sentence. Can you tell me what it is?



### Remember to sentence starters

Always remember that you need a .....

Always remember to include (adjectives) in your sentence

Remember to correct your .....

Think about .....

## Appendix 7 – Pupil Conferencing formats used with KS2 pupils

### My Conference Record

|   |                                   |
|---|-----------------------------------|
| My name                                 |                                   |
| My teacher's name                       |                                   |
| The areas we will focus on together are | Reading / Writing / Maths / Other |

### Dates of our meetings together

| Conference 1 | Conference 2 | Conference 3 | Conference 4 | Conference 5 | Conference 6 |
|--------------|--------------|--------------|--------------|--------------|--------------|
|              |              |              |              |              |              |

### My starting point

| Current Judgement | Description / Comments |
|-------------------|------------------------|
|                   |                        |

### My goal

| Target Judgement | What will this look like? <i>Discussion</i> |
|------------------|---|
|                  |   |

### What do I need to do to reach my goal?

|  |
|--|
|  |
|--|

### Record of each conference

- What are the strengths of your writing/reading/maths?
- (What do you think you are really good at?)
- What has helped you with your w/r/m?
- What do you need to improve in your r/w/m... How will you do that?
- Are there any things that are preventing good writing from you?... Talk through strategies.
- Any other issues eg writing at home, homework.

| Session | What did we do<br>What did we discuss<br>What did we agree to do next? |
|---------|--|
|         |  |
|         |  |
|         |  |

**How did I do? – Evaluation**

| End level / outcome | Comments |
|---------------------|----------|
|                     |          |

**Pupil Conferencing – Take home record card**

| Date | Today we worked on | Teacher signed | Parent signed |
|------|--------------------|----------------|---------------|
|      |                    |                |               |
|      |                    |                |               |
|      |                    |                |               |
|      |                    |                |               |
|      |                    |                |               |
|      |                    |                |               |