

Kenmore Park Junior School Marking and Feedback: Staff Guide

Overview

In Kenmore Park Junior School we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and make clear what they need to do to improve. The methods of marking work will be applied consistently throughout the school.

Objectives

- to monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
- To give learners accurate feedback on their progress and achievement.
- To promote a positive self-image and growth mind-set for learners and encourage them to value and take pride in their work.
- To celebrate and reward learners' achievement and progress.
- To agree and set challenging targets for improvement.
- To standardise the marking procedures throughout the school.
- To enable learners to self-evaluate their work.
- To provide evidence for assessment, recording and reporting.

Principles of marking and feedback

- Marking will be against the LO, Success Criteria and individual targets
- Any learning points/misconceptions will be addressed
- Learners will have the opportunity to reflect on their feedback and question comments
- There will, whenever possible, be an opportunity for the learner to participate in the process so that there is a shared perspective on feedback, marking and target setting. (self/peer assessment, AM interviews)
- The following pens will be used:

Stationery needed	Task undertaken
Pencil or Blue pen* (no biro)	Learners work
Red pen	Staff feedback
Purple pen	Learners response to teacher feedback/ peer assessment/ self-assessment

* Pen to be used by all Y6 learners and those in Y4/5 who have been given a pen license.

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The Five Main Types of Formative Marking and Feedback at Kenmore Park Junior School

- I. In-Depth Teacher Marking
- II. Peer/Self-Assessment
- III. Verbal Feedback
- IV. Marking for Literacy Using Whole School Codes
- V. Acknowledgement Marking

I. In-Depth Teacher Marking

This type of marking should be used for every piece of Big Writing and one piece of English and Maths each week.

This should result in good quality written feedback and should use the “two stars and a wish” framework.

This should be written at the end of the piece of work (or on WILF/WILMA sheet in Big Writing) in **red pen**.

- ★ - “Star” – positive comment which relates to LO, SC or personal target
- ★ - “Star” – second positive comment which relates to LO, SC or personal target
- W - “Wish” – One area where the SC was not met/or a suggestion/question to allow opportunity for further progress

These comments **MUST** be personal to the child and easy to understand – they are not for the benefit of other teachers/book scrutiny/Ofsted/parents; they are purely to help the learner improve.

Time should be built into subsequent lessons to allow learners to review their strengths and targets and respond to feedback they have been given. Each class will timetable a lesson dedicated to Up levelling Big Writing.

ii. Peer and Self-Assessment

This can be a useful activity if done sparingly (once every half-term) and in an environment where learners have been taught to do it effectively. This should be done in a coloured pencil to highlight it as learner marking and not teacher marking. All peer and self-assessment should be verified by staff (teacher seen stamp).

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iii. Verbal Feedback

Verbal feedback is a valuable form of formative feedback. The importance of individual and whole class oral feedback is recognised but learners themselves should record what feedback they have been given. This is achieved by training learners to write next to the VF code/stamp in a coloured pencil.

iv. Marking for Literacy Using Whole School Codes

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. In the lower school, or for less able writers, it may be necessary to write the correct version for the writer (for them to correct it themselves). As learners gain confidence and knowledge, they should be able to identify and correct many of their errors.

When marking for Literacy, all staff should use the whole school marking code, regardless of the subject. The code forms an integral part of the Literacy policy and should be displayed in every classroom and in the books of every learner so that it becomes second nature.

Kenmore Park Junior School Marking Code

Code	Explanation
Sp (with word underlined)	Try this spelling again
mfs	Missing full stop
com	Missing comma
//	New paragraph
T	Mistake in the use of tense
Cap (with letter circled)	Capital letter should have been used
sense	Sentence structure or meaning is unclear
v	Vocabulary choice is inappropriate or could be improved
?	Missing question mark
^	Word missing/insert word or letter
✓✓	Excellent section of work or good word or phrase choice

v. Acknowledgement Marking

Teachers will acknowledge **all** work using Work seen by teacher stamp if it is not had in-depth teacher marking or verbal feedback. The existing triangle system will be used alongside the stamp.  LO Met,  LO partially met,  LO not met

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DIRT (Dedicated Improvement and Reflection Time)

As well as providing students with the feedback on the work they have completed and targets for improvements, it is also vital that teachers build into their lesson, opportunities for students to act upon this information and advice.

DIRT marking is the process of allowing students to reflect/act upon the comments that have been written as feedback.

DIRT lessons can take as long as you feel necessary; they can form the starter or for longer pieces of work (eg Uplevelling for Big Writing) take the whole lesson.

Essentially DIRT marking is that time honoured good practice of getting students working really hard to ensure that the standard of their work is the best it can be.

Examples of DIRT marking

- Reflection and responding to precise feedback. Students using teacher's feedback to analyse their own work and correct/improve where necessary.
- Feedback in the form of questions to extend students understanding. This scaffolds student understanding, step by step, with the expectation that students act upon their feedback using DIRT – writing an appropriate detailed response to teacher feedback.
- Drafting and proof reading their work with a clear signal that improving their writing and literacy is a basic, but crucial expectation of their learning. In this case DIRT marking is about improving extended writing and ensuring students proof read their work automatically.

Teacher Guidance for effective DIRT marking

1. Keep it focussed

If you simply hand back a piece of work and tell them to improve the whole thing, the response will be unsuccessful. They need specific support and to avoid overloading students we need to focus in on specific improvements to their work.

2. Model and Scaffold

Models of work, with specific strengths or weaknesses, are crucially effective toward increasing student understanding. Seeing an outstanding example helps lessen the load and gives students a high standard to reach for with their work. Reviewing a poor example, picking apart the flaws with the teacher, or improving upon a weak example of work also helps to scaffold their understanding about what is required to improve their own work. DIRT time may seem to be about independent work, but in actuality there is still a need for guidance from teacher expertise.

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3. Targeted feedback

If students are receiving regular high quality feedback that is targeted and precise in each of their subject areas then cumulatively they should learn clear patterns regarding how they need to improve in specific subject areas as well as recognising common patterns. Marking is therefore crucial – it determines teacher planning and it can be a defining factor for successful DIRT.

Targets are set according to their performance on Assertive Mentoring. Targets are only set for English and Maths. AM sheets must be marked according to the following code in order to pass onto the next year:

Autumn 1:	Pink	Spring 2:	Blue
Autumn 2:	Green	Summer 1:	Yellow.
Spring 1:	Orange		

4. Utilise verbal feedback to support DIRT marking

If we establish a really clear focus for DIRT, with good quality models, scaffolds and targets for improvement, students should be sufficiently focused to allow the teacher to undertake good quality “one to one feedback” whilst DIRT is taking place.

Levels of Support Indicators

It is important to note the level of support a learner has had with a piece of work. The following codes will be used to identify this:

Code	Explanation
G	Guided group work – teacher led
1:1	One to one work
S	Supported work by teaching assistant

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POLICY SUMMARY AND FREQUENCY GUIDELINES

	Type of Marking	Method of Identification	Frequency
i	In-depth teacher marking	2 ★ 1 wish	Every week for Big Writing Once a week for English/Maths Once every half term IPC
ii	Peer/self-assessment	Written in coloured pencil	Once every half term in BIG WRITING
iii	Verbal feedback	VF	As appropriate on a lesson-by-lesson basis. Learners to record verbal feedback in coloured pencil
iv	Marking for literacy	Whole school codes to be used. Teachers to mark in red pen	Every 1 – 3 pieces in written subjects.
v	Acknowledgement marking	Seen by the teacher stamp Triangle system	All work
Vi	Assertive Mentoring Week	'A.M. Test Week' written in books.	5 times a year. No other marking during test week as A.M generates its own marking workload.
Recognising achievement		Big writer of the week Head teacher/ Deputy Award Star of the Week	One child per class each week – work to be displayed on Yr. Gr Board In assembly – stickers/certificate given

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Book Scrutiny

- A random sample of pupil books/AM files will be requested from each class in a year group. These will be checked by the **Feedback and Monitoring Coordinator/Year leader or SLT** to ensure that this policy is being adhered to. Notes made will be passed to the individual teachers, head of year, deputy and head teacher.
- A random sample of Literacy/Maths books will be requested from every class. These will be checked by the **Literacy /Maths Coordinator**. Notes made will be passed to the individual teachers, head of year, deputy, head teacher and Feedback Monitoring Coordinator.
- A random sample of **Science and foundation pupils work** will be requested on a **yearly cycle** and checked by subject leaders. Notes made will be passed to the individual teachers, head of year, deputy, head teacher and relevant coordinator.

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What Constitutes Effective Marking and Feedback?

When conducting the Book Scrutiny the Feedback and Monitoring Coordinator will be using the following:

FOCUS 1: MARKING FOR LITERACY

- Do learners receive feedback on use of grammar, spelling, punctuation and appropriateness of language (and subject specific language)? Are errors regularly reviewed?

FOCUS 2: FREQUENCY OF MARKING/FEEDBACK

- Are there examples of in-depth teacher marking as well as other forms of marking within an appropriate period of time?

FOCUS 3: MONITORING OF PROGRESS

- Are learners able to track their progress towards their targets (yearly, termly etc.)?
- Are staff and learners using the tracking sheets effectively? Are these kept up to date?

FOCUS 4: QUALITY OF WRITTEN FEEDBACK

- Do learners receive good quality, constructive written feedback?
- Are learners praised for positive aspects of their work?
- Do learners have an opportunity to respond to the feedback/targets?

FOCUS 5: VERBAL FEEDBACK

- Is there evidence of verbal feedback?
- Is there evidence that learners record/respond to verbal feedback?

FOCUS 6: PEER AND SELF-ASSESSMENT

- Are learners trained in how to accurately assess each other's work and their own work and provide fair and helpful feedback?

FOCUS 7: PRESENTATION

- Do learners take pride in what they are learning and recording?
- Is poor presentation and organisation tackled appropriately?

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BOOK CHECK SUCCESS CRITERIA

Focus	Requires Improvement	Good	Outstanding
F1 Marking for Literacy	Marking for Literacy is evident in exercise books and grammar, spelling and punctuation are commented upon. There may be sparse evidence of the use of the school's Literacy Marking Code.	Marking for Literacy is clearly evident. There is some evidence of the use of the school's Marking Code.	Marking for literacy and reviewing errors is clearly evident in work. The school's guidelines on marking for Literacy are used consistently and subject-specific vocabulary is acknowledged.
F2 Frequency of marking/ feedback	Work is marked within the agreed period.	Work is marked within the agreed period and there is at least one example of marking in detail (see F4) within the agreed period of time.	Work is marked within the agreed period and there are several examples of marking in detail (see F4) within the agreed period of time.
F3 Monitoring of progress	There is little evidence of completion of tracking grids by staff and/or learners on a half termly basis.	Tracking grids are completed fully up to a given point and learners are also aware of target levels,	Tracking grids are completed fully and there are examples of assessed work that match the data on the tracking grids.
F4 Monitoring of progress	Evidence in pupils' books does not show satisfactory rates of progress in core skills, e.g. handwriting, grammar, number skills that are outlined in the N.C. and Assert Mentoring expectations.	Evidence in pupils' books shows good rates of progress in core skills, e.g. handwriting, grammar, number skills that are outlined in the N.C. and Assert Mentoring expectations.	Evidence in pupils' books shows outstanding rates of progress in core skills, e.g. handwriting, grammar, number skills that are outlined in the N.C. and Assert Mentoring expectations.
F5 Verbal feedback	Verbal feedback is evidenced in learners' work through the use of stamp or code.	Verbal feedback is evidenced in learners' work and there is evidence that learners respond to the verbal feedback.	Verbal feedback is evidenced in learners' work and there is evidence that learners respond to the verbal feedback. There is evidence that learners clearly know where to go in their next stage of learning as a result of verbal feedback.
F6 Peer and self-assessment	Superficial peer and self-assessment may be evident in learners; work/books.	Peer and self-assessment are evident in learners' work and as a result, learners can evidence that they clearly know where to go in their next stage of learning.	Peer and self-assessment are evident in learners' work and as a result, learners can evidence that they clearly know where to go in their next stage of learning. Learners are able to evidence that they respond to their peers' feedback.
F7 Presentation	Little evidence that presentation and organisation are rewarded/challenged.	Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate.	Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate. Learners clearly take pride in how work is presented.

Approved by GB Oct 2015, 18 Jan 2017