



## St. Martin's Marking and Feedback Policy

---

### **The School's Approach to Marking and Feedback**

At St. Martin's School we believe that feedback, in both written and verbal form, is an integral part of the learning and teaching process. Effective feedback is regarded as a vital part of the continuous dialogue between teachers and students, which enables students to acquire specific knowledge and develop their essential skills.

The school's approach to marking is to ensure that areas for correction or development in students' work are identified by the teacher in a consistent, transparent and efficient way. Diagnostic and specific feedback provided allows the student to know how well they have performed and to identify the next steps in their learning process.

### **At St. Martin's School the purpose of all marking and feedback will always aim to:**

- Raise attainment and achievement
- Provide timely feedback and give students purposeful advice about to improve
- Motivate learners and demonstrate that work is valued
- Measure progress and regularly check knowledge and understanding
- Promote student ownership and independent learning always encouraging the students to engage with the feedback process
- Develop students' wider skills in literacy, numeracy and digital competence, linking closely to the LNF framework

### **Students are responsible for:**

- Checking and proof reading their own work thoroughly
- Reading and responding to feedback, recognising areas for development which includes the completion of specific **DIRT** (Directed, Improvement, Reflection Time) tasks and responding to set questions
- Completing self-assessment tasks to a high standard
- Ensuring that their peer assessment is helpful and comments are linked to the success criteria

### **Classroom Teachers are responsible for:**

- Using a repertoire of assessment for learning strategies in order to evaluate pupil progress
- Using feedback to inform future planning and to challenge pupils' learning
- Provide deep or *'high impact' feedback to students' work at least once a half term* which clearly outlines: strengths and areas for progression labelled as **'Success'** and areas for progression under **'Targets'** (As research outlines that comment only marking is most effective, levels should not be given to every piece of detailed work however classroom teachers are responsible for keeping their own records) Additional pointers may be given under the heading **'Tip'**

- Ensuring that students' target levels must be clearly identified in the front of their exercise books along with clear summary sheets for each assessment which should be completed by the pupils
- Developing students' abilities to provide meaningful peer assessment using success criteria. Peer assessment must be completed in **purple pen** and self-assessment must be in **green pen** to enable them to clearly differentiate the sources of feedback. Good feedback should be modelled to the students
- Providing positive, personalised feedback that raises levels of aspiration (it is advised that marking makes use of pupil names)
- Ensure that comments are focused, concise and purposeful. Bullet points are preferential to extended paragraphs
- Using incidental Welsh where appropriate to promote bilingualism

**Faculty Leaders are responsible for:**

- Quality assuring the marking practices and collating work samples within their own faculties
- Ensuring that both assessment FOR and OF learning are planned carefully in schemes of work and tracked using departmental systems
- Moderating end of unit and key assessments used for data tracking to ensure consistency
- Sharing best practice examples of feedback within the faculty
- Sharing outcomes of work scrutinies with members of their faculty

**SLT are responsible for:**

- Quality assuring feedback processes through half termly work scrutinies
- Providing feedback to Faculty Leaders following work scrutinies
- Listening to learners' and parents' views on feedback and communicating this to Faculty Leaders
- Ensuring that assessment arrangements give priority to their formative role in teaching and learning
- Sharing best practice examples on a regular basis

**Marking Notation and Symbols**

- The following symbols should be used to denote errors. All students will be given this information and it should be visible in pupils' books/files.
- It is not recommended that all errors are highlighted in work that features many inaccuracies as this can be de-motivational.

**Literacy**

s	Spelling
Exp	To denote clumsy or inaccurate expression
p	Inaccurate Punctuation
//	Indicates a new paragraph should have started
c	A capital letter should have been used
g	Indicates a grammatical error

## **Challenge**

ch	When it is believed that the student can identify the nature of the error themselves the notation ch will be used so that the student can independently find and correct the error during DIRT Time. (check)
----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## **Motivation**

√√	To indicate an excellent point has been made
----	----------------------------------------------

## **Presentation**

U	Date and/or heading should be underlined
Penc	Drawings / Diagrams should be in pencil
H	Formation of letters (Handwriting) needs to be more complete
Diag	Spider diagrams / mind-maps need to be clearer

## **Annex**

### **Annex 1- Assessment for Learning**

Assessment for learning could include evidence of the following strategies:

Quizzes, role play, interactive feedback applications, student questions, show and tell, traffic light systems etc.

Note:

*Effective learning takes place when learners understand what they are trying to achieve and why it is important –context. Staff should always consider the context and share this with the pupils, linking to real life where possible. It is important that students are clear on the learning objectives thus enabling them to review their own progress effectively. The learning objectives should focus upon the learning outcomes and not the activities.*

### **Annex 2- Feedback Definition (Sutton Trust)**

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

### Annex 3 – What makes for excellent feedback?

Excellent	Good	Requires Improvement
<p>Consistent, high quality, up to date marking, assessment and feedback are used to improve student learning. The teacher uses a repertoire of assessment for and of learning strategies to ensure all students make progress. Students are challenged to develop their own learning.</p> <p>Student responses to feedback indicate a marked improvement in learning.</p> <p>Students are clearly aware of the success criteria, and peer and self-reflections are purposeful. Teachers ensure that students complete all missing work and complete necessary corrections</p> <p>The feedback provided is specific, accurate and clear, student are given clear justifications as to why a piece of work was good or requires further refinement.</p>	<p>Clear advice is given on how to improve. Marking is effective and most students are clear about their targets. Marking is consistent but it does not always challenge pupils sufficiently. Some persistent errors are overlooked without correction. Students are not given specific enough criteria or trained to provide adequate feedback.</p> <p>The teacher gives regular opportunities for students to improve their own learning.</p>	<p>The marking of students' work is positive however it does feature some inconsistencies. Marking is not rigorous and comments are not specifically linked to progress. Comments are often linked to effort rather than outcomes.</p> <p>Students are given some opportunity to peer and self-assess however this is not always linked to success criteria meaning that students' comments are vague or unhelpful</p> <p>Some effort is made to ensure corrections are carried out but this is not always consistently applied</p>

### Annex 4- Sample Dialogue Marking

Can you identify a pattern in your previous answers that will help you to answer question 4?
28 is incorrect. Can you explain why?
How could you use this skills when multiplying by a three digit number?
What are the similarities between these?
How could you re-phrase this sentence to improve clarity?
What evidence could you use to support this?

### Annex 5- Dirt Marking

Directed Independent Reflection Time...

## Sample DIRT Template

<p><u>DIRT: (Dedicated Improvement and Reflection Time)</u></p> <p><u>WWW (What Went Well)</u></p> <hr/> <hr/> <hr/> <p><u>EBI (Even Better If)</u></p> <hr/> <hr/> <hr/> <p><u>Action Steps</u></p> <p>1. Firstly I will _____</p> <hr/> <p>2. Secondly I will _____</p> <hr/>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### High impact feedback

#### Might take the form of:

- Written summative comments on a piece of work with clear success and target points
- On-script comments on individual work with clear success and target areas identified
- Indication of achievement against various criteria on a marking grid or assessment rubric perhaps using a highlighter with brief supplementary notes
- The verification of high quality and purposeful peer or self-assessment using success criteria, although this must supplement other teacher feedback
- Individual feedback using a departmental feedback form
- Recorded verbal feedback or comments using showbie
- Using an electronic feedback programme such as socrative, explain everything or google classroom. (Evidence of this will need to be provided for work scrutiny)
- Recorded dialogue notes from oral feedback outlining strengths and areas for development

*\*\*This policy will make allowances for periods of time where controlled assessments dominate lesson time and feedback is not permitted during this process*

