



# DGPS Marking and Feedback Policy 24-25

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## **Ethos**

Learning Together, Growing Together

## **Vision & Values**

At Dove Green, we are creating a world class British school that promotes a respectful, happy, caring and inclusive community. We strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the wider community, our goal is to create purposeful, enriched opportunities for students that inspire them to become leaders of their own learning and develop the knowledge, critical thinking skills, and character necessary to succeed in an ever-changing world. We are dedicated to providing stimulating learning experiences through an evolving, challenging curriculum, fully reflecting the culture of the UAE and the wider world.

## **DGPS Way**

At Dove Green Private School, we are:

**Determined learners**

**Global thinkers**

**Positive achievers**

**Striving for success**

## Introduction

At Dove Green Primary School, we believe that marking and feedback should form an integral part of the teaching and learning process by enabling teachers to inform students individually of their achievements, address misconceptions and celebrate high-quality student outcomes.

The responses to student's work should focus on successes and areas of development against learning objectives and success criteria, enabling students to become reflective, independent learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system. Research has shown that consistent and effective student feedback, as documented in this policy, has a significant impact on raising achievement.

## Principles of Marking and Feedback

Feedback should enhance student progress and outcomes, engaging them in their next steps. It is important and necessary to inform teachers and children about next steps and progress. Feedback and marking are essential to aid teachers in forming a strong understanding of progression and areas for student development.

Marking and feedback should:

- aid accurate teacher assessment
- inform future planning
- be manageable for teachers
- use consistent symbols across key stages
- be purposeful, explicit and accessible to students
- marking and feedback should relate to the learning objective
- give recognition for achievement and praise where appropriate - *tickled pink*
- provide clear next steps that move learning forward – *green for growth*
- allow for personalised feedback and respond to individual learning needs
- be seen by students as a positive approach to improving their learning
- have allocated time in lessons for students to read, reflect and respond to marking where appropriate
- be 'live' within lessons in support of Assessment for Learning, in addition to marking and feedback that is immediately after, or sometime after the lesson.

At DGPS, it is acknowledged that verbal feedback has a valuable impact on student progress, and therefore the most important person in deciding what type of feedback is appropriate is the teacher. Verbal feedback is evidence through the appropriate symbol.

***Feedback must be 'Meaningful, manageable, and motivating.' – EEF, 2016***

Meaningful

Feedback varies by age group, subject, and what works best for the student and teacher, in relation to a particular piece of work. Teachers are encouraged to adjust their approach to feedback as necessary and are trusted to incorporate the outcomes of marking and feedback into subsequent planning and teaching. Feedback must be clear so that students understand their next steps.

Manageable

Marking practice is proportionate and consider the frequency and complexity of written feedback, as well as cost and time-effectiveness of marking in relation to overall workload of teachers.

Motivating

Feedback should help to motivate students to progress and develop a growth mindset. It is not necessary to always write in-depth comments: short, challenging comments or verbal feedback can sometimes be more effective. If the teacher is doing more work than their students, this can become a disincentive for students to accept challenges and take responsibility for improving their work.

**During a Lesson**

**Feedback is highly effective when given during a lesson. The more quality interaction the teacher has with a child, the greater their progress. Regularly talking to students about their work is essential; this is often more effective for improving student progress than deep marking.**

**Expectations of Verbal Feedback**

It is important for all students to have verbal feedback, depending on the task given and the degree of adult support available. This dialogue should focus on explicit reference to successes, areas for development/addressing misconceptions, and to set targets for future learning.

When Verbal Feedback is given, it should be marked as VF in the book, in-line with the Marking Symbols Poster (see appendix 1). It may:

- take place in, or after, lessons with individuals or small groups
- require students to take immediate action to improve their work
- involve an LSA to provide support or further challenge
- re-direct the focus of teaching or task

### **Live Feedback**

During the lesson, teachers will use professional judgement to decide which students need feedback; this is an ongoing process and happens in addition to guided group work. Live feedback is where marking, modelling, and/or verbal feedback is given directly to the student/small group in the lesson. It provides effective feedback on student work while they are still in the process of completing it, enabling students to make adjustments and improvements to their work while they are still engaged in the process.

It is timely and specific, ensuring that misconceptions are being addressed in real time and therefore having a greater impact on pupil progress. Live feedback increases pupil's motivation, self-esteem and confidence as well as providing teachers with a manageable yet effective workload.

### **Live Marking in Practice**

- Teacher to deliver main input.
- Begin peel off strategy starting with your most able and gradually work your way through the children until you are left with your focus table (typically L20%)
- Once everyone is confidently on an independent task you can begin to live mark against the objective.
- Visit your cusp table first to ensure they are on task/address misconceptions that may arise and then continue to move along.
- You may/may not see all children in this lesson to deliver live feedback but ensure those books have been looked at by the end of the day.
- Should a particular table not be seen during the lesson today, make them a priority the next day
- Use marking symbols to mark work rather than lengthy comments, try to provide praise verbally and individually to child.

### **Peer and Self Marking**

Students should be given the opportunity to reflect both on their own and their peers' learning. This may be verbally, with symbol marking, or with children commenting on, and improving work. This should be completed in green pen.

Students need to be taught how to self and peer mark effectively. Teachers are still expected to indicate that they have seen each piece of work; this can simply be a tick and a positive comment.

### **Examples:**

- Self/peer checking can be used in the middle, or at the end of a lesson as an AFL tool for the child and teacher
- Extended writing, against a clear success criteria, or individual student target

### Self-marking

For the younger year-groups (FS-Year 1), students do this initially through a conversation with an adult or through whole-class discussion using AFL techniques relating to the success criteria set for the lesson. This progresses onto the children being encouraged to identify their own successes and look for an improvement point. This will be done through identifying whether they have achieved the must, should or could in a lesson or through use of a 'writing toolkit'.

Children are given time at the start of a lesson; to read and consider the written feedback the teacher has provided and edit their work in a purple pen. Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback received. The next step will become the target for their next piece of work and will be identified on the success criteria.

### Peer-marking

In written work, opportunities for peer marking should be provided by the class teacher, where appropriate. Through use of a 'writing toolkit', students can peer-assess pieces of writing by ticking the features included with a green pen. Children to write their name under the toolkit once their peer assessment is complete.

**'There needs to be a balance of quality, selective formative feedback with well-trained peer and self-assessment. If we want great lessons planned and execute consistently, then marking must be selective; with a process that builds in reflection time for students.'**

**– DFE, 2014**

## **Feedback after a lesson**

### **Basic Marking**

When live marking and verbal feedback strategies have been used in the lesson, every piece of work the students complete does not need to be acknowledged through written recognition. Correct marking symbols must be used (see appendix 2).

### **Written Feedback**

Teachers are to use purple pen when marking English, Maths and Science books, and use the correct marking symbols. Additionally, if children have been assisted by an LSA or teacher when completing their work, the appropriate symbols will be included in the margin. We use marking symbols across the school when marking students' work as well as pink and green highlighters.

## **Success Criteria/Toolkit & Personalised Feedback**

Writing toolkits/success criterion can be given to children before/during writing lessons to help scaffold their writing. They are systems to help the students quickly assess what they are achieving as they writing, in-line with their year-group expectations or personalised next steps. These can be generated by the teacher before the lesson, or self-generated by the students.

Writing toolkits can also be used by teachers when marking the students' work. The statements may be highlighted/ticked in their green or pick, to show the children what they have(not) achieved, and set next steps for the children to consider when editing, or in their next piece of writing. When editing, children may tick off the features they have edited in, using green pen.

It is good practice when start their next extended writing piece, students should review the next steps set on the last success criteria, to apply and master this skill in their new piece of work.

## **Feedback colour-coding in books**

### **Teacher**

*Purple pen* - Written feedback comments, modelling, target setting, next steps, showing intervention where appropriate.

*Powerful Pink (Highlighter)* – Highlight achievements and be used for positive comments and acknowledgement of praise.

*Green for Growth (Highlighter)* – Highlight areas for development in work linked to teacher comments.

### **Student**

*Green pen* – Self and peer-marking and feedback.

## **Marking and Feedback in the Foundation Stage**

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers
- Written observations
- Annotation of work and photographs by teachers and LSAs
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play or work

From Term 2, FS2 teachers will begin to introduce 'marking symbols' gradually. The aim of this is to aid the transition from FS to Year 1.

## Marking expectations in FS books

- Date and WALT stuck into books.
- Verbal praise should be applied where appropriate.
- Work to be marked in **purple pen**.
- Pink highlighter should be used to highlight where the children have met the WALT.
- Green highlighter should be used to identify areas of growth/challenge to clearly highlight the child's next steps.
- Every piece of work to be acknowledged with a ticked WALT or stamp.
- Written observations
- Children beginning to annotate their own work and pictures
- Teacher handwriting should be neat and legible to model high expectations.
- Use symbols to mark- to be introduced gradually, based on the ability and targets of the students. The aim of this is to aid the transition from FS to Year 1.
- Marking should be completed before the child uses that book again to avoid misconceptions embedding.
- Teacher/ LSA to provide symbols at the bottom of the completed work:  
S for support, I for independent.

## Marking Expectations in KS1 books

- Date and WALT printed and stuck into books.
- Verbal praise to be applied where appropriate.
- Work should be marked in **purple pen**.
- Pink highlighter should be used to highlight where the children have met the WALT.
- Green highlighter should be used for growth/challenge opportunities.
- Begin to introduce green pen to respond to marking starting with most able pupils.
- Subject specific spelling only.
- When identifying spelling errors, choose no more than three to correct and practice as this can be de-motivating to a pupil. Base your choice off of consistent errors or high frequency words that have been incorrectly spelled.
- Teacher/ LSA to provide symbols at the bottom of the completed work:  
S for support, I for independent.
- Teacher handwriting should be neat and legible to model high expectations.
- Use symbols to mark, no need for comments at the bottom including comments of praise.
- Marking should be completed before the child uses that book again to avoid misconceptions embedding.

## Marking Expectations in KS2 books

- The date should be on the title line.
- Long date for English and Reading and short date for Maths and Science.
- Skip 1 line and write the WALT.
- Verbal praise should be applied where appropriate.
- Work should be marked in **purple pen**.
- Pink highlighter should be used to highlight where the children have met the WALT.
- Green highlighter should be used for growth/challenge opportunities.
- Children self-assess in green pen.
- Marking of spelling should be topic/objective specific.
- When identifying spelling errors, choose no more than three to correct and practice, as this can de-motivate a pupil. Base your choice on consistent errors or high-frequency words that have been incorrectly spelled.
- LKS2 correct spelling should be provided to practice.
- UPKS2 spelling errors are to be identified using the SP symbol, and pupils should use a dictionary to correct spelling.
- Teacher/ LSA to provide symbols at the bottom of the completed work:  
S for support, I for independence.
- Teacher handwriting should be neat and legible to model high expectations.
- Use symbols to mark; no need for comments at the bottom, including comments of praise.
- Marking should be completed before the child uses that book again to avoid misconceptions embedding.
- Apply next step marking should a misconception develop throughout the lesson to provide an opportunity for consolidation.

## Marking expectations in KS3 books

- Red pen used for marking
- Every piece of work to be acknowledged
- Basic Spelling and Grammar symbols used
- Verbal Feedback evident
- Evidence of review at least every 3 weeks

## Pupils' response to feedback and comments

- Children should be given time, at the start of the day/ or in a discrete time set, to read and respond to the feedback the teacher has provided.
- Children should be encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do in their next piece of work as a result of the feedback they have received.
- Children should be expected to respond to the feedback provided either by correcting mistakes in a green pen



## **DGPS book expectations**

On every English, Maths, Science, Art and 'Big Write' book:

- School logo is featured at the top; subjects and student names are hand-written

At the beginning of each lesson:

- The date and WALT are hand-written at the top of the page, or printed and stuck into the book where necessary, for each piece of work.
- Long date for English and Reading books and short date to be written in Maths and Science books.

## **Monitoring and evaluating this policy**

To ensure this policy is being used consistently, regular monitoring of book content, quality and marking standards, will be carried out by Heads of Years, relevant subject leaders, and members of SLT, with written and verbal feedback given to individual teachers, where necessary.

Where appropriate, subject leaders will highlight good practice and areas for development, for all teachers and year-groups to consider, discuss and inform practice.

## Appendices


### Appendix 1 – Marking Symbols per Key Stage

### Appendix 2 – Marking Symbols Guidance

## Appendix 1

### Marking Symbols

#### FS

	WWW
	Sound Out
	Finger Spaces
	Letter formation
	Full Stops
	Red Words
	Next Step

#### KS1

	WWW
	Sound Out
	Finger Spaces
	Full Stops
	Capital Letters
	Spelling
	Vocabulary
	Next Step

Aimed towards Y1  
as a transition  
from FS



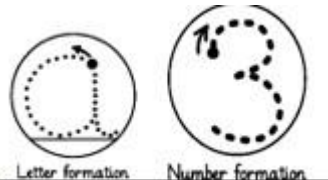



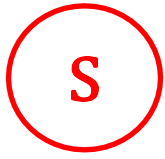

Begin to transition to the  
KS2 symbols in Year 2



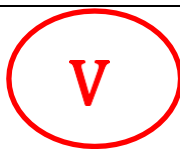



#### KS2

	Verbal Feedback
	Spelling
	Re-Read
	Vocabulary
	Punctuation
	Missing Word
	Challenge/N.S

## Appendix 2

### Marking Symbols Guidance

Sounding out		An ear symbol is drawn in red pen to indicate to the child that they either need to re-sound out a word correctly or to provide praise when they have shown good examples of correctly sounding out words.
Finger spaces		A finger shaped symbol is drawn in red pen to indicate to the child that they either need to remember to use finger spaces or to praise when they have used finger spaces in their writing.
Letter Formation		Letter/Number formation symbol to be used when they need to practise their formation. If it is for a particular letter- this can be done in green highlighter for them to practise at the time.
Full stops		A full stop symbol is drawn in red pen above where they have forgotten to use a full stop or to praise when they have used full stops in a piece of writing.
Missing word		If a child has missed a word in their writing the teacher will draw this arrow where the missing word should be.
Capital letters		There are two instances for which a capital CL is written in the margin or above the word, the first; if a child has forgotten to use a capital in their sentence and the second, if the child has used a capital letter un-necessarily.
Spelling		<p>In KS1, if there is an incorrect spelling in a piece of writing, this will be identified with an 'sp' above the word and the incorrect spelling will be highlighted in green.</p> <p>In KS2, if there is an incorrect spelling in a piece of writing, this will be identified with an 'sp' in the margin and the incorrect spelling will be underlined in the work with a red pen.</p>
Verbal feedback		When a teacher has given a child verbal feedback, it will be identified with the letters 'VF' circled next to the piece of work.

Punctuation		<p>In KS1, if the child is missing punctuation in a piece of writing, this will be identified with an P above the word and the space where it is missing will be highlighted in green.</p> <p>In KS2 if the child is missing punctuation in a piece of writing, this will be identified with a P in the margin and the space where it is missing will be underlined with a red pen.</p>
Re-Read		RR can be written to show the children that they need to re-read a sentence which does not make sense.
Vocabulary		This symbol is used when you know the child has the ability to upskill their vocabulary.
Green for Growth	 	<p>The green highlighter is used to identify areas for development. E.g. If the child has written a sentence that isn't grammatically accurate, you may wish to highlight the sentence.</p> <p>As well as throughout the text, a green highlighter is used to indicate a step at the end of a piece of work to identify the child's next steps. This may be in the form of a challenge or revisiting something they struggled with in the lesson.</p>
Powerful Pink		<p>The pink highlighter is used to identify good work. E.g. in English, a good sentence that has achieved the WALT by using adjectives may be highlighted in pink.</p> <p>In FS a pink star is used to highlight <b>'What Went Well'</b></p>

**Signed:**



**Print Name:** Christopher Seeley

**Designation:** Principal DGPS

**Date:**

**Next Review:**