



Devonshire House Preparatory School

Marking and Feedback Policy

This policy is for the whole school including EYFS

This Policy is the responsibility of the Deputy Head Academic, in conjunction with the Head and in consultation with the Deputy Head of the Junior School and the Deputy Head of the Early Years.	Date reviewed: July 2024
To be reviewed:	July 2025

How children's work is received and marked and the nature of the feedback given to them has a direct bearing on their learning attitudes and future achievements.

The way in which we mark children's work will often be dependent upon the learning objective of the lesson and will take into account the child's needs and abilities. The strategies we use may also depend on the subject area of the curriculum that is being covered.

Feedback is an essential part of planning, assessment, teaching and learning. Whether verbal or written, we need to give clear guidelines as to what are the next steps for the child and to affect planning in order to improve the teaching and learning.

The purposes of marking at Devonshire House:

A To assess:

- comprehension
- progress
- interest level
- specific skills
- involvement/application

B To encourage and praise positive attitudes:

- effort
- pride
- presentation
- enquiry
- self-appraisal
- initiative
- completion of tasks

C To take note of and address **perpetual 'faults' e.g.**

- spelling mistakes
- poor presentation

- lack of effort - question why:-
- Expectations set too high/too low
- Lack of application
- Illness/physical disability
- Emotional problems
- Poor self-image
- Language difficulties

Failure on the part of a child should always cause the teacher to question the validity of the work being given.

When setting marking criteria, children should be aware not only of **WALT** (We Are Learning To...) but also of **WILF** (What I'm Looking For - orally). These are introduced informally in P1 and formally from P2 upwards and displayed in classrooms. They are re-envisioned as Learning Objectives in Upper 7.

For all subjects, **WALT** and **WILF** should be the main focus of marking. Also be aware of spelling, presentation and lack of sufficient volume of work. The amount of marking of these will depend on your knowledge of the pupil. Be aware that marking should be **POSITIVE** for the child, to help them to achieve the learning objective. Where a child has not succeeded in achieving the learning objective, targets should be set for their next work to direct them towards achieving this successful outcome. Marking must not be critical or negative but should be forward-thinking and positive. As a result of your marking, a pupil should know what he or she must do next in order to improve.

From P1 the WALT is written on the board, depending on the subject, but pupils are not required to write the WALT into their books. From P1 in the Junior School, children will begin self-assessing their work to indicate their understanding, using the colours green, yellow or red (the 'traffic light' system) to respond to comments on marking and from P3, at times, making their own comment using their Purple Pen of Power. This will only be at the end of a unit e.g. in Mathematics or a lengthy piece of work; a poem, story or comprehension. Teachers should then respond to this.

Marking and comments should mainly focus on the WALT and WILF but spelling and punctuation will play a part in the marking of all subjects (following the guidelines laid out in this document). Up to 3 positive and specific comments on the child's work should be written wherever possible.

If a child has not achieved the learning objective (WALT) then they should have the chance to have this explained to them again and to show that they have understood. This could be a homework task or could be a regular feature at the start of each lesson.

Preparation for self-assessment starts in the Early Years with questions such as: "Thumbs up if you have got it, thumbs sideways if you are nearly there, thumbs down if you have not understood."

In the Upper School, in the core subjects, children can show their understanding of new concepts by giving the work covered 1, 2 or 3 ticks, 3 indicating a full understanding of the work covered, 2 ticks showing that they feel they are nearly there but require more support, or one tick to indicate that they do not feel confident in having reached the learning objective.

MARKING

Marking should be appropriate to the age of the child.

Marking should be done in GREEN ink.

EARLY YEARS

Verbal feedback is the main form of feedback. It should be concise and relevant to the learning taking place.

Adult modelling and verbal descriptions of Learning Objectives

Positive praise and reinforcements

The use of initiatives appropriate for each child (e.g. potty prizes, stickers)

Mark-making/Artwork-dated and children's ideas/comments transcribed

AFL-appropriate questioning or visual aids used based on children's level of development

In addition to the above, for Reception:

When appropriate, a green pen is used, when children are tracing over letters, writing or numbers, when children are copying under writing, for handwriting books.

When appropriate, if starting spots are used, a different coloured felt tip pen is used so they stand out;

Work is marked with a comment, tick, stamp and/or sticker

JUNIOR SCHOOL AND UPPER SCHOOL

At times, pupils may mark their own or each other's work, such as for short tests in spelling, tables, mental arithmetic and vocabulary. Pupils should never mark in green. Use the rule, 'If the work is in pen then mark in pencil, if the work is in pencil, mark in pen.'

Teachers should always be aware of how much ink they are putting on a child's work. Too much ink is going to be counter-productive to a child's progress. Judicious use is necessary, focusing primarily on the WALT along with spelling and other key points.

General Points

It is important to consider what is being marked at any particular time. For example, creative writing is being marked for content, use of vocabulary, self-expression etc. not just for spelling or punctuation. 'Mechanical' mathematics is being marked for just the mechanics, method, answer etc., whereas problem solving mathematics is being marked for logical and lateral thinking and application of skills and concepts. However, teachers must use their knowledge of and relationship with individual children when marking.

From P1, teachers should make note of errors in spelling, punctuation and sentence construction. Frequent errors should inform a teacher that these objectives need to be covered in a lesson. When marking, it is important to be sympathetic to the piece of work and to the individual child.

It is important that pupils' work is marked as soon as possible.

With Junior School children, this should preferably be on the same day or before the next lesson. From P2 upwards, children in Junior School have a Feedback slot in their timetables to look back and respond to marked work, and where teachers can feedback to pupils personally if necessary. Staff should be monitoring pupils' work to ensure that they are on task during lessons.

With Upper School children, work should be marked before the books are returned to the children, preferably on the day it is completed, if possible with the child present. Where this is not possible, books should be marked prior to the commencement of the next teaching period with a particular learning group.

Staff must never be marking instead of teaching but marking with a child present is a valuable tool for assessing learning and in giving praise. Verbal feedback should be given when possible and appropriate. This is hugely important to a child's progress and should be indicated in the child's book with the appropriate stamp. Verbal feedback should never involve a child being told they are 'clever' or 'good at' the subject or task. Specific areas of performance should be focused on and, where this is not possible, the 'effort' or 'work' that the child has put in to the task should be the focus.

Teachers should use their professional judgement in determining the right balance between verbal feedback and written feedback. In general, written feedback should be ongoing, but may be less extensive than when marking a new topic or an end of unit piece. Something like one in four or five should be fuller and serve as a reference to the current situation within the ongoing dialogue. A critical piece of work or work of concern may also trigger the need for more detail and this may depend on the scheme of work or knowledge of the individual pupil.

Children learn best from praise and positive feedback. Marking should therefore praise their successes and, in the case of poor work, give a clear indication of what they should do next time. This will become increasingly important as a

child progresses. Teachers should seek to make a positive comment specific to an element within the work completed and then, separately, set a target for their next piece of work. Whatever age group is being marked, it is vital that feedback, verbal or written, lets pupils know what they have to improve and engenders the confidence to know how to do it.

It is important not to pick out too many targets for a pupil to work on. One main, specific target in each piece of work is ideal. Too many targets will be counterproductive. The positive comment should always be more detailed than the target.

Positive comments should always outweigh the negative and terms such as 'but' must be avoided at all times. Always avoid attaching exclamation marks to negative comments. See appendix 2

The use of questioning is critical. Staff are encouraged to challenge pupils by using questions and pupils should then respond using their purple pens.

A teacher's marking should reflect the time and energy that pupils have put in to the work itself. A substantial piece of work requires a more thorough response from the teacher.

Correcting spelling and grammar

Attention needs to be paid to spelling and grammar to encourage good practice across the curriculum. However, it is discouraging to cover a child's work in ink, so teachers need to use their discretion with less able children and those with specific learning difficulties.

S should be placed above the incorrect word or in the margin, depending on the ability of the child to locate the error.

An appropriate number of spelling errors, based on a pupil's age and ability, should be pointed out. In P1, the correct spelling will be written out by the teacher above or under the word.

High frequency and subject specific words may be identified if spelt incorrectly by underlining the word. Dictionaries may be used.

Where it is clear that spelling errors are being repeated, teachers must focus on these words and find more creative ways for children to remember them, such as Linking or Mnemonics.

Children have been taught to use capital letters and punctuation by the time they reach the Upper School so errors should be corrected but with discretion if mistakes are frequent. A reminder prompt in the margin should be used to remind children about capital letters, full stops etc. and should be added when necessary to reinforce the work being done by the English Department. Additional support to help a pupil with a specific problem should be considered,

and any serious concerns should be discussed with the Learning Support Coordinator.

Children should be getting to grips with writing in paragraphs in U4, so reminders about starting new paragraphs are useful from this point onwards.

Verbal comments and discussion should be a part of each lesson. Discussions about work with a child can be indicated in their books by using the 'Verbal Feedback Given' stamp, with a short, written comment beside it.

SYMBOLS: A variety of symbols and codes may be used across the school, provided the children are aware of their meaning. Work that has been completed with the assistance of the teacher should be indicated by the use of the appropriate stamp.

From R, teachers should use green ink when marking. From Junior School, an incorrect answer should be marked clearly with a dot ● indicating 'check this' or 're-do', then C with a tick when corrected. Where a lot of support has been given, this must be indicated with S (Support). In the Upper School, a cross will normally be used to indicate an incorrect answer. A cross – X – should not be used in the Early Years or Junior School.

Stars and stickers should also be used. These should be seen as something quite special. House points are also awarded for good work. Understanding of the awarding of House Points needs to be consistent. For example, in JS 1HP for good work, with 2HP for very good work and 3HP for excellent work. Underpinning this, it is important that children know what merits a house point.

Feedback time should be given weekly to pupils from P2 upwards to read and respond to comments.

An outstanding piece, improved work or effort in class can be celebrated by sending the child to show the relevant Deputy Head.

Subject Marking

It is essential that every subject has its own marking policy. This should be consistent with the general aims and directives of this policy but should be related to the specific requirements of the subject.

Marks for attainment

Not all work needs a numerical mark; up to three positive comments is often more encouraging. House Points should also be awarded and clearly marked 'HP' – these are then collected in the pupil planner. A numerical mark can also lead to pupils not looking at the more important teacher comments.

However, pupils should be awarded enough numerical attainment marks on a regular basis so that these can be clearly related to half term and end of term grades. Pupils should understand what these marks mean.

Extended pieces of work may be marked differently to take into account effort.

Marks for effort

Since effort grades in the Upper School are awarded at half term and the end of term, an effort grade with a comment on effort should be written in pupils' books when appropriate.

Self Assessment / Assessment for Learning

In Early Years, children are encouraged to reflect on their learning with adult modelling and support. They develop independent learning skills, based on the Characteristics of Effective Learning. In Pre-Reception, the children use their thumbs up and down to show their understanding. As well as the other two actions, Reception children will also use sideways thumbs. Appropriate questioning or visual aids should be used based on children's level of development.

In Junior School, the traffic lights system will be used and, in the Upper School, one, two or three ticks, written by the pupil, will show how well they have understood the work set.

Upper School grades at half term and the end of term

Attainment grades should reflect attainment marks awarded during the term and take into account marks for classwork, homework, tests and examinations.

Effort grades should reflect marks and comments on effort written in children's books.

Staff should take the time to explain grades to the children, especially when these are poor.

A poor grade should never be a surprise to a pupil or a parent. It should only be given as a natural follow-on from comments in books that have not been addressed by the pupil.

The Deputy Head Academic and the Head should also be made aware of any low grades that may be given to pupils and the reasons for them. This is because they may be involved in subsequent discussions with parents and the pupil regarding how these low grades should be improved.

Recording

Teachers should record marks for attainment and effort. This may be recorded in their mark books and / or on the information management system by the use of colour coding:

RED	1	not understood
YELLOW	2	more practice needed
GREEN	3	achieved

Test and examination marks should also be recorded.

Records of grades, tests and examination results should be kept in departments where they are accessible to all members of staff teaching in that department.

APPENDIX 1

Year Group Expectations for Marking and Feedback

	Explanation	EYFS	Junior School	Upper School
Display of Learning Objective	To be displayed on the board	Adult modelling and verbal descriptions of Learning Objectives	WALT mostly stuck in books by teacher at beginning of unit. (P1) WALT written on the board but not in the children's books. (P2 + P3)	WALT written on the board but not in the children's books.
Positive Comment / Prompt relating to LO	Specific Question/ Comment. Not 'good'/'well done'.	Positive praise and reinforcements. Verbal feedback. When appropriate brief written comment	Verbal comment-stamp used. Tick in margin with comment written next to it / write out the comment.	Verbal comment-stamp used or tick in the margin with a positive comment to follow.
Target/LO met	In response to marking.	Positive praise and reinforcements.	Ticked and dated.	Stamp
Target set	Next steps, aspect not met from the LO.	Ongoing teacher observations & assessments for next steps	Simple next steps given verbally with verbal stamp P1. Circle with T inside placed in the margin P2 upwards.	Circle with T inside
Target set achieved	Next steps, achieved	Ongoing teacher observations & assessments for next steps	Same as for those who have not achieved the LO except the target set will differ.	'Target Met' Stamp
Tickled Pink	Highlighting something especially good relating to the LO.	-----	Pink highlighter.	Indicated in the teacher comment + award of a House Point.
Responding to feedback and marking	Used to respond to feedback/ marking.	Verbal feedback	P1 verbal feedback/response P2 upwards children given time to respond to prompts verbally /written. Purple pen of power used from P3.	Purple pen of power
AfL	Children self-assess at the end of each unit. Method	Nursery- Reflective practice. Developing	Traffic Lights. Comment in addition for P3 upwards in relation to traffic light. Teachers to	One tick / two ticks / three ticks indicating levels of understanding may

	used displayed on wall next to board.	CoEF. PR-Thumbs up / down R-Thumbs up/sideways/ down Appropriate questioning or visual aids used based on children's level of development.	respond to this.	be used.
Peer Marking	Marking spelling/ mental maths or editing.	-----	Editing partners from P3 using coloured pencil and the Editing Partner Code.	Editing partners using pencil and the Editing Partner Code.
Correction of misspelling	Identifying and correcting up to 3 misspelt words.	-----	S in margin for higher P2 sets and P3 children to identify misspelt word and write it correctly. P1 and P2 lower set S above/below word with correct spelling. Children write out with the correct spelling of the word.	<ul style="list-style-type: none"> • In margin. Children to identify word and write it correctly. • S for LA / SEN children.
Reminder prompts	Finding grammatical mistakes. E.g., punctuation, word order etc.	Verbal reminder points before starting activity	<ul style="list-style-type: none"> • Denotes 'p' for a reminder prompt for correction of punctuation etc. Above the correction. In margin from P3 upwards pupils to identify prompt. 	<ul style="list-style-type: none"> • Denotes a reminder prompt for correction e.g. Missing punctuation etc. In margin - pupils to identify prompt.

APPENDIX 2

Examples of Reminder/Improvement Prompts

The examples below show how you can use improvement prompts such as reminders, examples and questions in marking.

WALT: Use effective description (P1-Verbal feedback)

Teacher: Let's read your description.

Pupil: He is small and handsome and his buttons are made of strawberries.

Teacher: Lovely. What else could you say about him? (Reminder)

Pupil: He is greedy.

WALT: Use adjectives to add descriptive detail (P2)

Pupil: A moment later, Katie landed in a smelly, muddy jungle. She saw a lion, she smelled a snake.

Teacher: Describe the snake more. (Reminder)

What did the snake smell like? (Question)

WALT: Use effective similes (P3)

Pupil: He was a quick runner.

Teacher: How about: He was as fast as lightning. (Example)

Can you finish this? He was as fast as_____. (Question)

WALT: Take notes (U5)

Pupil: The Himalayas and the other mountain ranges take up one sixth of India. India has the most beautiful valleys. In India the temperature rises.

Teacher: You only need to write in notes, not full sentences. Cut this information down to two

words. 'Spring is the hottest time of the year.'

Pupil: Spring hottest.

WALT: Write a paragraph which creates suspense (U6)

Pupil: Suddenly there was a cry. The sherpas had fallen. Stuart saw them hit the floor.

Teacher: Could you put some more suspense into the climbing of the mountain leading up to this? (Question targeting one specific area.)

APPENDIX 3

Codes in books

Code	Description	Comments
DUMTUMS -To be displayed in classroom on poster next to the board.	D ate (on right hand side) U nderline M iss a line T itle (WALT written in margin) U nderline M iss a line S tart	JS
AfL - To be displayed in classroom on poster next to the board.	For EY, Nursery reflective practice. Developing CoEL. PR pictures of thumbs up/down. R pictures of thumbs up/sideways and down. For JS pictures of traffic lights: Green-I understand this well Orange-I understand some of this Red-I need more help with this For US ticks 1 tick-I understand this well 2 ticks-I understand some of this 3 ticks-I need more help with this	
S in circle	Support needed in this lesson	JS
E in circle	Extension activity.	JS
• In margin	Reminder prompt. Error on this line to be identified and corrected. E.g. Punctuation/tense etc.	
S In margin	Spelling error	
P In margin*	Punctuation error	Upper School
• At the end of a maths sum.	Incorrect answer. Correction needed. Once corrected, C and tick	JS
HP in circle	House points. If more than one, add numerical value. E.g. 3HP	

* cf English Handbook for specific marking of grammatical errors

APPENDIX 4

Outstanding Marking

All books will have:

- Clear Learning Objectives (WALT – possibly using stickers) and appropriate Success Criteria (WILF). (This should not have been copied into their books from the board, but should be clear to them in the lesson and clear in the work that they produce.)
- Sufficient amount of response appropriate to the child's age and ability
- Clear progression in all children's learning; effective models and images in books.
- Clear differentiation, including challenge, for the more able and support provided for less able, SEN and EAL pupils.
- Complete marking following the Marking and Feedback Policy and with clear next steps
- Children's responses to marking. (There may be a dialogue with the teacher.)
- TAs involved in marking in EY & JS - this is informative for the child and the teacher.
- Evidence that targets are being regularly checked and pupils are achieving their targets.
- Prompts and links to targets included in the marking on a frequent basis.
- Evidence of children's vocabulary being developed.
- High expectations in the work produced and its presentation
- Children showing a sense of pride and enjoyment in their work, as evidenced by the care they have taken and their comments.

Work in the books should show that there is consistently good or outstanding planning and teaching, and hence the children are making very good progress.

APPENDIX 5

Marking Partnerships

A good writing partner always starts by saying, 'One thing I really like about your writing is ...'

A good editing partner knows that writing takes time and effort and he or she will always respect the writer's feelings.

Our Agreement on Marking Partnerships

When we become a marking partner we agree to:

- *Respect our partner's work because they have done their best and so their work should be valued.*
- *Try to see how they have tackled the Learning Objective (WALT) and only try to improve things that are to do with this.*
- *Tell our partner the good things we see in their work.*
- *Listen to our partner's advice because we are trying to help each other do better in our work.*
- *Try to make our suggestions positive*
- *Try to make our suggestions as clear as possible.*
- *Get our partners to talk about what they tried to achieve in their work.*
- *Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.*

All marking will be regularly assessed by the Headteacher and / or the Deputy Head Academic / Deputy Head, Junior School / Deputy Head, Early Years.