

Dorchester Middle School English Department

Feedback and Marking Policy

Aims:

- To ensure that we provide clear, useful feedback to students which enables them to make progress in their learning in English.
- To provide consistency and continuity in written marking and verbal feedback across the department.
- To develop a focus on editing and revising to ensure that students are always striving for excellence.

The following marking codes are stuck in the front of each pupil's English book:

CODE	MEANING
P	Punctuation error
FS	Incorrect or missing full stop
CL	Incorrect or missing capital letter
SP	Spelling error
T	Incorrect tense
V	Vocabulary needs improving
//	New paragraph here
?	Meaning is unclear
^	Word is missing

English in KS2:

Pupils have an English journal, which contains all work related to reading and SPaG. Marking in these books is a combination of teacher, self and peer marking and feedback.

Pupils also have a writing book, which includes the ideas that the pupil has generated, their planning, their final write and their purple pen responses to marking.

Before writing:

Pupils are given a toolkit of skills and language techniques that their teacher will be assessing in their written work. Teachers will have taught the SPaG elements of the toolkit before the pupils write.

During writing:

Teachers live mark whenever possible. They explain to pupils what they can do to improve the accuracy and effectiveness of their work. Pupils are directed to consider the 'main' toolkit tool.

After writing:

- Teachers use the marking codes in the margin of the pupil's work to highlight particular areas that should be corrected.
- Teachers will indicate where Teacher Assessment Framework statements or toolkit features have been met.
- Teachers will pick out **www** (what went well) – a brief list from toolkit or Teacher Assessment Framework standards of what the pupil has shown evidence of.
- Teachers will give one or two **ebi** (even better if) – one or two things to work on. These should be linked to the TAF and should be transferable to the pupil's next piece of work.

Post-it targets:

- Pupils will have a live post-it target to currently work on, linked to an **ebi**.

DIRT work (Dedicated Improvement and Reflection Time)

- Pupils will often be given a DIRT task once they have had their marked work returned to them.
- A DIRT task may be to correct errors that have been highlighted in the margin or to re-write a section of their work to make improvements.

English in KS3:

Pupils in KS3 have an English book and an assessment portfolio.

Their English book contains all work related to their current unit of work, which will include annotated extracts, short responses, planning and first drafts of essays and creative writing. In these books there will be evidence of self and peer marking and reflection as well as some teacher marking.

Throughout the year there are at least 6 pieces of work that all pupils in KS3 complete in the same way. Their books will show the planning leading up to the task, the pupils' first draft and then the pupils' purple pen editing and revising. The teacher will give verbal feedback and conduct some live marking during the planning, drafting and editing stages. These pieces are then redrafted on paper and marked by the teacher using the MAT reading and writing mark schemes. Pupils are given a mark (out of 20 for Reading assignments and out of 40 for Writing assignments) and are given feedback related to the criteria on the mark schemes.

Each term, pupils are given an 'assessment percentage'. This will be created using their marks out of 24 (Reading) and 40 (writing) for the essays/writing that they have completed that term.

Pupils in Year 7 have a reading assessment (unseen poetry) and a writing assessment in the Summer Term.

Pupils in Y8 have a reading assessment (unseen poetry) and a writing assessment in the Summer Term which is shared with Thomas Hardy School.