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 self and peer marking and some live teacher marking.

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:
For each piece of writing there is a toolkit of skills and language techniques that will be assessed by the teacher. 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 areas that should be corrected where necessary.
- Teachers **will** indicate where Teacher Assessment Framework statements or toolkit features have been met by highlighting them in a pupil's work.
- Teachers **may** 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 **may** give one or two **ebi** (even better if) – one or two things to work on. These are linked to the TAF and should be transferable to the pupil's next piece of work.
- Whole-class feedback will be used for some pieces of work throughout the year.

Post-it targets:

- Pupils will sometimes 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' English books in KS3 contains all work related to their current unit of work, which will include annotated extracts, short responses, whole-class feedback, final writes and individual feedback. In these books there will be evidence of some self and peer marking and reflection as well as some live teacher marking. At least two pieces a term are marked using the Wessex MAT KS3 Reading and Writing mark schemes and given a percentage score, as well as some next step targets. 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.

Pupils also have a drafting book, where they write their initial ideas and first drafts. These drafts are purple-pen edited by the pupils in line with the success criteria and their own targets.

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 (response to an unseen extract or poem) and a writing assessment in the Summer Term.