



DOROTHY BARLEY JUNIOR ACADEMY MARKING, FEEDBACK AND ASSESSMENT POLICY

Other related policies: Teaching and Learning
Inclusion policies
Curriculum
Homework
Non-negotiables

This policy was devised and adopted in September 2016

Last reviewed in September 2025

1. INTRODUCTION

1.2 Aims of the policy

At Dorothy Barley, we believe marking should provide constructive, individualised feedback focusing on successes, and the improvements needed to move a child's learning on. This enables children to become reflective learners and helps them to close any gaps between current and expected performance. We use the principles of adaptive teaching to meet the needs of all children and our marking principles support the overall aims of a highly adapted approach which focuses on in-the-moment feedback, feedback which is right here, right now and right for the child.

1.3 Adaptive teaching and in-the-moment feedback

Adaptive teaching aims to provide personalised learning experiences for all children. It uses a highly flexible approach alongside formative and summative assessment to ensure that barriers are identified quickly, and support is put in place to overcome these. It encompasses the importance of effective planning prior to the lesson, as well as the adjustments made to teaching and learning throughout the lesson. The term is inclusive and recognises the distinct and separate needs of every pupil in the classroom.

With this in mind, our classroom approaches will include:

- live adaptations.
- in-the-moment feedback strategies.
- flexible grouping.
- scaffolding.
- the use of technology/learning aids.
- peer support.
- self-directed learning.
- children knowing what and where learning aids are and what strategies they can use to support their learning.

2. THE PURPOSE OF MARKING AND FEEDBACK

2.1 Effective assessment allows children to:

- demonstrate and share their learning and understanding.
- set goals to improve their learning.
- use their own learning strategies and build on their own strengths.
- build confidence in their own learning.
- express their points of view.
- understand what their own needs are and how to improve.
- use their prior knowledge to build on and guide the inquiry process.

2.2 Effective assessment allows teachers to:

- respond in-the-moment to children's needs in order to scaffold and support the learning further or move the learning on.
- understand feedback from pupils.
- clearly identify pupil needs.
- define expectations and outcomes for pupil/teacher-led inquiry.
- acquire data that can be used to inform pupils, teachers, levels, school and parents.
- interpret both quantitative and qualitative data.
- prepare for future planning.
- prepare for future inquiries and pupil questioning.

2.3 Effective assessment allows parents to:

- understand pupil learning.
- provide support outside of school.
- celebrate learning and pupil accomplishment.
- observe and track pupil progress and growth.

3. ROLES AND RESPONSIBILITIES

3.1 The role of the school

- to provide parents pupils and staff with a clear policy and procedures regarding marking.
- to ensure this policy is fully and consistently followed.
- to monitor the consistency and quality of marking and feedback as part of the School's Self Evaluation process.

3.2 The role of the teacher

- to use the principles of assessment for learning to mark children's work.
- to ensure that children's work is marked regularly and that they know where they have been successful and what they need to do next.
- to ensure all children understand the feedback they have been given.

3.3 The role of the child

- to make sure they understand the tasks that have been set and ask for help if they do not.
- to ensure they have tried hard to achieve the learning objective and success criteria.
- to ensure that they respond positively to marking and feedback from both adults and peers in order to move their learning on.

4. FEEDBACK APPROACHES AT DBJA

Feedback approaches	Assessment approaches
<u>Pupil-led approaches such as:</u> - Self- assessment where the children will evaluate their work against the learning objective/their target booklet thinking about their next steps in learning - Peer assessment where pupils will share their work with their peers and be a critical friend about their work in relation to the outcome. - Group discussions/evaluations - Pupil feedback <u>Adult-led approaches such as:</u> - The use of writing checklists - The use of whole class/group feedback - The use of individual 'live/in the moment' feedback - Referring to target booklets	<u>Monitoring Learning</u> - Assessment for learning - Questioning - Learning walks and work scrutiny - Low stakes testing which include question level analysis - Pupil progress meetings and target setting <u>Measuring Learning</u> - Assessment for learning strategies - Teacher assessment - Internal summative testing - National Key Stage assessment - Sonar assessments - PiXL testing - Multiplication Tables testing - Phonics and Speed Reading tests - In the moment marking <u>Documenting Learning</u> - Pupil books - Tests <u>Reporting on Learning</u> - Informal chats with parents and children - Test outcomes both statutory and low stake tests - Parents Evenings - End of Year Reports - Statutory reporting on cohorts

4.1 Peer and Self-assessment at DBJA

All peer and self-assessment should be indicated by the LO with SA or PA.

There are four types of self/ peer assessment that take place at DBJA.

Self- Assessment SA	Peer Assessment PA
I have met the LO because... I am proud of my work because... I have learnt... My work is effective because...	You have met the LO because... I liked the way you.. This work is good because You should be proud of your work because...
T: I could have done better if..	T: You could improve by..

T: Next time, I need to ... T: I could improve by...	T: Next time, try to ... T: Why not try and...
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5. REVIEWING THE POLICY

The Senior Leadership Team will review this policy in the Autumn term 2025

Appendix 1

Agreed codes to use for evidence in-the-moment support.

Code	In the moment support given
U	Checked for understanding: Regularly assessed child to understand what support they need.
AfL	Provided additional examples: Explained the concept in a different way or provide more examples.
	Broke down tasks: Provided step-by-step instructions to help child chunk tasks into more manageable pieces.
	Adjusted the pace/pitch: Change the pitch or pace of my teaching.
	Used diagnostic or pre-planned hinge questions: asked questions to probe further and provide stretch, includes rephrasing the question and language flexing.
W/VF	Provided written and verbal feedback/direction: Provide written as well as oral directions, and have students repeat directions (although written should be obvious in the work)
ULA (e.g ULA manipulatives/word mat)	Used learning aids e.g. word mat, multiplication grid, number square, counters, dictionary, thesaurus
PT	Pre-Teach: pre taught activities before the learning
S	Scaffolded e.g. increase/removed scaffolds at the right moment (only use this if the resource has not been stuck in)
D	Differentiated: when a task is completely different to the rest of the class activities.
I	Independent work – only to be done if you supported the child at the start and then they worked independently after your input.
GW	Guided Write: this is a task that is planned to help support a specific group of children's writing and increase their vocabulary.
WO	Working Out: children to write this in the maths workbooks when they have completed working out in their blue maths books.

Additional annotations/expectations: To denote overall assessment against LO/SC, support from adults or actions required from children.

Code	Other codes used at our school
Sp	I need to check my spelling
P	Punctuation problem which could include upper/lower case issues
	Needs checking and correcting (maths)
~~	Check for sense (you may need to use VF to support this)
	Word missing

*	Upleveling to indicate a next step for vocabulary
TBAT/SC- Fully highlighted – fully achieved	
TBAT/SC- Part highlighted- partially achieved	
TBAT/SC- Not achieved yet	

NEW: Appendix 2 – Adaptive/In the Moment Feedback Examples

Literacy

- Key word/letter formation corrections e.g. write the letter e correctly a number of times (as appropriate) or write the word 'because' X times
- As per marking code, underline to show spelling errors/other codes
- Correct spellings and write a sentence for each one with the word spelt correctly
- The word 'spectacular' means something amazing or extra special. Try writing another sentence with this word in.
- Use dictionary to correct your spellings and write them correctly 5 times each
- Describe {in two sentences} how would the character feel/ what the setting looks like.
- Write a sentence with the adjective '.....' in.
- Now write a sentence using an adverb e.g. amazingly to start a sentence.
- Add a full stop, comma, question mark, inverted commas etc. to this sentence (can be re-written or one highlighted in the child's work)
- Rewrite the highlighted sentence adding an interesting adjective.
- List five synonyms for 'nice'.
- Correct this sentence.
- Highlight/underline the verb in this sentence.
- Tick the sentence that makes sense/is correct.
- Choose three verbs/adjectives/adverbs you have used in your writing and change them to make them more powerful.
- Now write 5 adjectives to describe ...
- Copy this sentence (highlighted) out in your best handwriting, remembering to ...

Maths

- Now try this one.
- Try this one again
- Next try
- Try this question again remembering to
- Now go on to section
- Move on to question
- Solve this problem:
- Look at number ... and try it again.

- Look at your errors, explain in a sentence where you made a mistake.
- Now try this method ... (show example)
- Write a number problem including these numbers.
- Write a question that could have the answer 15.
- Find the mistake in this calculation.
- Look at number 15 and find your mistake.
- Show this time on the clock.
- Draw an array for this multiplication calculation.
- Write the multiplication calculation for this array.
- Show me another way of making 50p using only silver coins.
- Now add 3 amounts together.
- Rewrite this calculation in the squares like this (give example)
- A question to challenge e.g. problem solving/reasoning.
- Draw 3 different acute angles accurately using a ruler.
- Draw this shape again using a ruler.

Foundation subjects

- List five effects of ... e.g, global warming
- List three facts about...e.g. The Great Fire of London
- Why is/was...important? What impact did ...have on life today? E.g. Mary Seacole/Sir Issac Newton/The Roman Empire/The Maya
- What are the...? E.g. oceans/continents of the world
- Name 3 countries in Europe/Africa/Asia etc...
- Predict what Dagenham will look like in 100 years from now.
- What colour do you think of when you're angry? Why?

NEW: Appendix 3 – Adaptive/In the Moment Feedback Expectations

Reading

- Comments given in Reading Record files following guided reading
- Big picture highlighted and marked by CT weekly
- Selfies not highlighted but acknowledged by tick or dot
- Checking and dating of target booklets in lessons

Writing

- LO & SC highlighted for every lesson
- Regular use of the range of codes and strategies in Appendix 1 and 2 (?)
- Edit marks for corrections/improvement need to be given, children given time to respond and checked for accuracy by the CT/OA. Every child should have at least 2 pieces of VF or WF a week visible in blue pen which uses the editing codes (this can be done in a guided group, intervention marking or after the lesson).
- Assessment checklist used after all assessments
- Editing lessons- CT needs to indicate where improvements needs to be made using a box, star etc (from previous inset on editing)
- Checking and dating of target booklets in lessons (in relevant lessons linked to targets x per half term?)
- No need for written next steps as the focus is on editing/improving/assessment grids/target booklets etc

Maths

- LO & SC highlighted for every lesson
- Regular use of the range of codes and strategies in Appendix 1 and 2
- Blue dots for corrections need to be given, children given time to respond and checked for accuracy by the CT/TA
- Checking and dating of target booklets in lessons
- No need for written next steps but there should be a weekly reasoning activity linked to the strands 'Prove It' which teachers need to indicate next to the chosen question in blue pen. (1 per week but doesn't need to be the same lesson and can be completed in the lesson).
- Arithmetic doesn't need to be highlighted but needs to be self or peer assessed – completed in the back of their book.

Wider curriculum (where evidence is not through Class Floorbooks)

- LO & SC highlighted for every lesson
- Regular use of the range of codes and strategies in Appendix 1 and 2