



**St Thomas More
RC Primary School**

Whole School Feedback and Marking



Policy Statement

January 2016

St Thomas More RC Primary School

Mission Statement

Based on the teachings of Jesus Christ and the Church and with the help of everyone involved in the school we aim to form a truly Christian Community. We aim to help pupils acquire skills, attitudes and values from the curriculum and to help in their spiritual development. We will provide a happy, well ordered environment where everyone feels secure and loved. The school encourages children to be responsible members of the wider community.

Our policy is written to underpin the development of a living school Mission Statement.

Whole School Marking Policy

The Purpose of the policy

*The purpose of this policy is to make explicit how we will strive for excellence for all of our pupils through the marking of children's work the feedback given to children. All members of staff are expected to be familiar with the policy and to apply it **consistently**.*

We believe marking and feedback must provide constructive feedback to every child, focusing on success and improvement against learning intentions and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

Rational

In writing this policy, the school recognises that the most powerful feedback is that given to the teacher by the pupil during the lesson at the point of learning. Mid-lesson learning stops allow the sharing of excellence and the modelling of the improvement process and allows children to act there and then. **Teacher marking and pupil response is a visible sign that this is happening.**

Aims:

Effective marking should:

- Give feedback to children, inform them of their achievements and the next steps in their learning
- Relate to learning intentions and/or success criteria for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps in Learning
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment

- Help parents to understand the strengths and areas to develop in their children's work.

The methodology of marking children's work

The following are acceptable examples of methods of marking and feedback, however a minimum of one in every third piece of work in a subject should be quality marked. Mark schemes have been included in this policy as appendices.

Cooperative Peer Marking

Cooperative and peer marking is more effective than swapping books, with both children deciding on the best bits and making improvements there and then. Teachers should be conscious of checking the quality of peer and self assessment made by the children.

Oral Feedback

It is important for all children to have oral feedback from a member of the teaching team **regularly during the learning episode.** This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the performing arts areas.

Summative Feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

Formative feedback / marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

Marking and feedback given by members of the teaching team other than teachers.

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.

Detailed marking.

Not every piece of work should be deep marked. **A minimum of one in every third piece of work in a subject should be quality marked.** Teachers should focus **first and foremost** upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child.

When quality-marking teachers could:

1 Read the entire piece of work.

2 Highlight up to three examples of where the child has met the learning intention and indicate clearly a focused comment linked to this, which will help the child improve their future learning.

3 Spelling, punctuation and grammar need not be the primary focus of marking in every piece of work and will depend on the individual child.

4 Symbols will be used as shorthand when marking, where they are, pupils need to be clear about what the symbols represent. All the children should have a comment. When possible and appropriate, children should be given a comment, which will extend their thinking.

Appendix 1

Marking and feedback:

The Learning Intention (L I) will be recorded when it is a detailed marking piece of work (Y2 – Y6). Where the work is a skills exercise the title should be explicit and therefore sufficient. All marking and feedback by adults will be with pink and green highlighter; basic marking symbols and comments must be written in green.

Basic marking

Basic marking would include one or some of the following:

- Verbal comments and oral feedback **during** the learning – in KS2 children will record this themselves 'My teacher said.....'. This will be recorded in **pink pencil/ pen**.
- A very basic level of marking (specific codes used after the lessons or during a guided writing session by the teacher).
 - Highlight the acronym L.I. in green if child achieved - with the areas highlighted in green within the child's work
 - Highlight the acronym L.I. if partly achieved in pink. with the areas highlighted in pink within the child's work.
 - Mark the acronym L.I. with a pink dot if not achieved.
- **No comments need be written at the bottom**, but teachers will take the opportunity to pick up on spellings, grammar, presentation, layout, number formation etc.

BASIC MARKING SYMBOLS

| | |
|-----------------------|---|
| I | Independent work |
| G | Guided activity |
| C | Collaborative work |
| Sp Fre <u>in</u> d | Placed at the end of the line where a spelling mistake occurs, i.e. in the margin The word is underlined (max of 3 in Y 1 – Y3 and max of 5 in Y4 - Y6) In KS1 focus on high frequency words - KS2 continue focus on HFW and then on subject specific & adventurous vocabulary or linked to current spelling list |
| ~~~ | Look carefully – what is wrong? |
| ∧ | Something is missing (word, letter, punctuation) |
| Vfg | Verbal feedback given |

Detailed marking

This must relate to the Learning Objective only. This should be done ideally once a week or several times when appropriate in a unit of work. **Teachers should use the language “Green to Grow” and “Pink to Think”. (This replaces 2 stars and a wish)**

GREEN TO GO

Examples to show where children have achieved the success criteria in a piece of work will be highlighted GREEN by the teacher.

Success criteria will be recorded in books when it is a detailed marking piece of work.

PINK TO THINK

Teachers will give children prompt for improving work relating to the success criteria.

This is an area for the child to work on and improve. Teachers should include a response ‘bubble’, i.e. space for response defined before the next piece of work.

Checklists and marking ladders showing the success criteria should be available for the children to use as self assessment. This would be a scaffolded process, **ideally part of a guided session** in Y1, with children becoming more independent self assessors as they mature.

Within lessons, teachers should ensure frequent referral to learning outcomes and build in time for mini plenaries with opportunities for children to reflect on success criteria, checklists and marking ladders, making improvements to work during the lesson. When you have completed work using a particular checklist or marking ladder, this can be placed into the children’s records of achievement.

Fix-It and Growing Time

Planning for learning **must include Fix-It or Growing Time within the learning episode**. This will allow time for the children to revisit their work and address the growing points made in the marking and feedback. This can be done at the start of the lesson when children receive a marked piece of work, during the lesson as a guided activity, as an independent activity at the start or end of the school day.

Periodically, children should have the opportunity to record in their books how they have responded to marking and feedback. For this they will be invited to look at their books and identify two stars (elements of their work that are particularly successful and why)

Children will be required to use their PURPLE POLISHING PEN, for work completed during Fix-It and Growing time. Where children have responded to feedback marking in books, **teachers should initial their feedback to acknowledge the child’s response.**

Appendix 2

EXAMPLES OF MARKING IMPROVEMENT PROMPTS

Read and respond (RAR) statements take many forms:

- Reminder prompt: linked to success criteria and L.I. e.g, Say more about..... Explain this for me....
- Scaffolded prompt: A sentence given by teacher with missing words or an open ended question e.g, Could you try and make the ending more interesting? Describe the...
- Example prompt: give two or more alternatives or ask the child for an idea of their own.

RAR comments to close the gap and move children's learning forward will consist of at least one of the following criteria:

- 1) Thought provoking open question (useful to clarify thinking or stretch thinking)
- 2) An action (useful where explicit improvements need to be made)
- 3) A challenge (useful to extend learning and/or challenge)

Examples of QUESTION RAR to move the children's learning forward

- Where can you improve your work to include the relevant success criteria?
- How did you choose the sci-fi setting?
- How many ways can you find to solve the second problem?
- Who is the predator in this food chain?
- Which method did you find most useful?
- What have you learnt today that you can use in another maths problem?

Examples of ACTION RAR to move the children's learning forward

- Re-write your sub-headings as questions
- Look again at question 4. Use the words I have underlined to help you solve it.
- This sentence doesn't make sense. Use commas to show where the subordinate clause should be.
- Find three places where a capital letter should have been used. Change them please.
- Show me the places where you start a new paragraph. Use this symbol //
- Add three adjectives to your second paragraph when you are describing the setting.

Examples of CHALLENGE RAR to move the children's learning forward

- Look at question 3. Write this as a word problem for your partner to solve.
- Look at this calculation. Can you solve it? Look carefully at the brackets first.
- Re-write the second paragraph but extend the description of the main character to include far more about feelings and motives.
- Have a go at this.....

For children in Foundation and Y1:

Feedback can be given by teacher or TA with an individual child or with a group of children looking at a piece of work, identifying together successes and areas for improvement. Much of this will be oral; the children will be taught to explain why a piece of work is good. "This is good because... "

"It would be even better if....."

Improvements made to one child's work by a group of children should be adult scribed and "peer marked" written alongside, with a symbol written on the other children's work to show they have taken part in the assessment and feedback process.

Basic Self assessment

Children in Y1 – Y6 should draw smiley face or face with wiggly line (I need more practice).

Effective (Quality) self assessment

Children will be taught to identify areas of success during the lesson and highlight it in green pencil (relating to success criteria). Children should highlight an area to work on (parts of success criteria not yet achieved), highlight or star in pink pencil and make improvements. This can be done either as mini plenaries within the lesson or at the end.

Parent Involvement:

Once every half term, parents will be invited to view work books. This will be accompanied by a proforma for parents to complete and return "Pick out your pink and give us your green".

Marking in Learning Logs:

It is an imperative that all homework is marked as soon as possible and at least before the next piece of homework is set.

The Learning Intention and date must be written for each piece of work.

Marking learning log should follow the same format as above.