St John's CE Primary Academy

Marking & Feedback Policy

Believe to Achieve

Date:- September 2017
Review Date:- September 2018

At St. John's we believe that marking is essential to enhance children's learning.

Aims and Objectives of the Policy
- To make explicit to the whole school community our approach to providing feedback on pupils' work.
- To encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is positive but developmental in nature.
- To make pupils aware of the next steps in their learning.
- To ensure consistency of practice.

Rationale

Feedback is the process whereby children are informed of what they have achieved at a particular time and what they need to do to improve further. Feedback is a positive communication based on learning targets and success criteria (LO and C4S). It can be verbal, written, pictorial or signals and could be from teacher to child, child to teacher or child to child. Written feedback may take the form of Acknowledgement Marking or Focussed Marking. Focused Marking is linked to the learning objective and success criteria. It provides positive comments on what has been completed and provides developments points for improvement.

Principles
Effective Marking and feedback:

- should encourage the ethos of our school and reinforce our motto 'Believe to Achieve'
- is in a different colour than the child's work
- involves all adults working with children in the classroom
- is up to date
- links directly to the learning objective and/or success criteria
- should be seen by children as positive in improving their learning
- provides evidence of achievement
- is meaningful
- directs children with clear strategies for improvement
- motivates the learner
- reflects differentiation and is accessible and inclusive
- is manageable for all teacher and teaching assistants
- informs future planning and individual target setting
- involves children in the marking process, both as self-marker and in peer marking

We believe that through marking we can acknowledge the achievements each pupil makes, regardless of ability.

Sharing achievement

- recognises that high self-esteem is the most significant factor in being a successful learner
- ensures all achievements are linked, as each builds further confidence in future goals
- allows children to see learning as a continuum, which given time, anyone can master
- rewards achievements with praise, stickers, house points, Writer of the week, Mathematician of the week and Star of the Week
- Be aware that some children prefer their work to be celebrated / praised privately rather than publicly.

Types of Feedback

Verbal feedback

It is recognised that verbal feedback is a vital tool in raising achievement. Verbal feedback is varied and tailored to the individual child or group of children. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond. There will be a consistent approach to all forms of verbal feedback from all staff in that it will be specific and feedback will focus primarily of issues linked to the LO / C4S and secondly, as a low priority, about other issues or features of the work. It will be acknowledged on a child's work if verbal feedback has been given.

Peer Feedback and Self-Assessment by Pupils.

Pupils will be encouraged to reflect on how well they are doing in their work through a range of assessment for learning (AfL) techniques.

Strategies for Self –Assessment include:

- Self-assessment against the LO/C4S using the Traffic Light System.
- Dialogue Marking and Reflection.

Strategies for Peer Assessment:

- The emphasis is always on the positive.
- Any peer assessment is initialled or named.
- It is recognised that peer assessment of work is a skill which children will need to be taught. It will be modelled by teachers and learning support staff using examples of work with the whole class. Success criteria form a useful tool for assessment and will be given to children to aid their feedback.

Written feedback

All written feedback will be legible and done in red pen for teachers and green pen for learning support.

Marking and Feedback is therefore a joint task to be undertaken by all adults working within the classroom. This includes teachers, support staff, supply cover and, where relevant, students.

Teachers and Support Staff Marking Responsibility

- ✓ To give clear and meaningful gap tasks for one group of children for Literacy and Numeracy each day.
- ✓ Each teacher will tick the work to show it has been seen.
- ✓ Time will be given for the children to read/respond to marking.
- ✓ To mark their guided group and independent children's work.
- ✓ For the children **not** being gap-tasked, use a traffic light dot next to/on the LI (Children should self-assess by putting their own traffic light dot at the **end** of the objective.)
- ✓ Use the symbols (Appendix) to show whether work is supported or independent.
- ✓ Punctuation and spelling errors will be identified and circled.

Supply teachers marking responsibility
- ✓ To mark children's books they have worked with using traffic lights and relevant initials (I, WS).
- ✓ To write supply followed by name/initials at the bottom of every child's work.
- ✓ To mark in **black** ink.

Student teachers
To be supervised by the class teacher and, dependent upon placement level, follow class teacher marking guideline.

Progression of marking and feedback within our school

I	Work completed independently
VF	Verbal feedback provided and a brief outlined of what has been discussed written into books
WS1(staff initials)	Some support provided
WS2 (Staff initials)	Lots of support provided

EYFS
Staff to complete one formal observation of each child every half term. Next steps are written on the main planning wall. Then evidence for the next steps is collected and put into appropriate books.
All assessments to be kept in children's individual learning journey which are updated by the EYFS team.
Where applicable marking should indicate the independence of work.
After each adult led activity, highlight in green if the LI is achieved.
Pupils to self-assess using the smiley faces and colouring the appropriate face.

<u>Dialogue Marking</u>
Dialogue marking is an interactive tool that can be adjusted to meet the needs and ability of the children. Its core principles support assessment for learning and allow children opportunities to self-assess and be engaged in their own learning.

It can:

- ❖ Provide communication links between the teacher and focus groups.
- ❖ Give pupils access to you when they want to ask questions or feedback.
- ❖ Be a way of setting extra questions to confirm and reinforce understanding.
- ❖ Be a way to extend or challenge thinking.
- ❖ Be used in a flexible way to match pupil needs and age.
- ❖ Promote self-assessment.
- ❖ Act as a log book for learning and progress made.

It is done from Year 2 onwards.

<u>Key Stage One</u>
<u>Learning Objectives and C4S</u>
Every activity will have a learning objective written in child speak. The learning objective will begin with **LI.**

<u>Self Assessment</u>
When confident children are encouraged to traffic light mark next to the Learning Objective on the right hand side. They will also mark against the C4S. Dialogue Marking will be introduced into year 2.

<u>Key Stage Two</u>
<u>Learning Objectives and C4S</u>
Every activity will have a learning objective written in child speak. The learning objective will begin with **LI** (Learning Objective). At the end of every lesson the children self-assess against the **LI**. The children record this feedback with a coloured dot at the end of the **LI**. For some pieces of work, the children will also write their own AFL comment.

<u>Pupils Up levelling own writing</u>

As part of the writing process, children are taught to make changes/improvements to their own work. These are indicated by the children using a 'Purple Pen of Power' (PPoP).

<u>SATs Year Groups</u>
Children in years 2 and 6 will follow the DfE guidance for spring and summer terms. This is due to the reference made to independence.

Appendix

Marking and Feedback symbols

Traffic Light Assessment

🟢   I have achieved the learning objective and understand what I have to do. I have made progress.

🟡   I needed some support to achieve the learning objective and I need to practice my skills.

🔴   I still need some support to achieve the learning objective.

Marking Keys

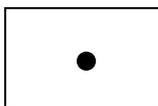## EYFS / Key Stage1 Marking Key

Target Stamps for Key Stage 1

finger spaces · listen for sounds · oops! spelling mistake

full stops · pencil grip · dog handwriting (ascenders/descenders)

Aa upper/lower case letters · target reached · look carefully

letter formation · great ideas · I capital I

Writing:

GREEN FOR SEEN: Adult highlights/underlines in green highlighter 2/3 good aspects of work: eg correct use of punctuation, ambitious vocabulary, good sentence opener etc

PINK FOR THINK: Adult highlights/underlines in pink highlighter 2/3 aspects of work to be addressed/improved. These may form the gap task.

Numeracy:

●	I need to look at this problem again.
✓	I have understood the problem.

Gap Tasks:

My teacher wants to **check** my understanding of this subject.

I have met the learning objective and my teacher wants to give me a **challenge.** (Draw a circle around the star. Red for teachers/Green for TAs)

Next Steps to be written under the pupil's work and stamped in the top left margin of the next new page to remind the pupil the following day.

Gap Tasks follow up:

Once a Gap Task has been completed by the child, it will be RAG marked by either a teacher / LSP using the traffic light marking system (Green to indicate it was completed correctly, orange to indicate a good attempt was made and pink to indicate that the task was completed incorrectly).

If the task is marked orange or pink, then another task may need to be set in order to check the child's understanding.

Key Stage 2 Marking Key

P	Punctuation
Sp	Spelling
//	Paragraph
◯	Key errors circled to highlight to pupil.

Writing:

GREEN FOR SEEN: Adult highlights/underlines in green highlighter 2/3 good aspects of work: eg correct use of punctuation, ambitious vocabulary, good sentence opener etc

PINK FOR THINK: Adult highlights/underlines in pink highlighter 2/3 aspects of work to be addressed/improved. These may form the gap task.

Numeracy:

[•]	I need to look at this problem again.
[✓]	I have understood the problem.

Gap Tasks:

My teacher wants to **check** my understanding of this subject.

I have met the learning objective and my teacher wants to give me a **challenge.**   (Draw a circle around the star. Red for teachers/Green for TAs)

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