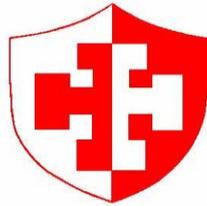


PREES C. E (CONTROLLED) PRIMARY SCHOOL

Marking and Feedback Policy



Believe and Achieve

Prees C.E School Our Mission Statement

Christian values are the foundation upon which Prees C. E. School is built.

St Chad's church is at the heart of our school and the wider community. The cross of St Chad symbolises our link through the ages to the Cathedral of our Lichfield Diocese.

We are committed to promoting Christian values such as love, peace, forgiveness and self-control, to enable our children to develop into the people they are meant to be.



Believe and Achieve

PREES CE PRIMARY SCHOOL MARKING and FEEDBACK POLICY

This policy document should be seen as a product of regular review and revision undertaken by all staff working together, and is subject to amendment when necessary. This review and revision will take place as part of the school curriculum planning cycle (*see School Development Plan*). It should be read in conjunction with the Teaching and Learning Policy Statement and the Positive Behaviour Policy.

RATIONALE FOR MARKING

Staff have agreed:

Marking and feedback:

- are for the benefit of children to ensure that all children know how to improve their learning;
- enable children to know "the desired goal, the evidence about their present position, and some understanding of a way to close the gap" (Sadler, 1989);
- are more beneficial if they take place during the lesson rather than retrospectively and, so, for most children verbal feedback is more effective than written feedback;
- comments recorded retrospectively are made accessible to the children and, therefore, vary in style and language to reflect the age of the children;
- may involve written feedback, verbal feedback, self-assessment or peer assessment - "teachers who use a range of techniques are more likely to be successful in raising standards" (QCA, 2003:17)
- will be offered to children by teachers and key workers.

In writing the policy staff have considered the need for marking and feedback to incorporate:

- What does the child know?
- What does the child not know?
- What does the child need to improve next?
- How will the child be informed of this?
- Is the child encouraged to review their work critically and constructively?

STRATEGIES USED FOR MARKING

It is acceptable to assess a focus group and then assess other successive groups at a later date. In this instance a genuine more detailed assessment is written, eg. A significant achievement or difficulty and diagnostic comment.

- ✓ **Marking in green ink is for children to read and respond to. Other notes or observations recorded in books should be in black.**

Children are encouraged to look at and read their marked work as a routine.

- What has the teacher written? A speech bubble may be used to indicate a dialogue between teacher and child
 - 'Next steps' targets need time allowed next lesson to action and practise
 - Teacher modelled examples
 - What do I need to do about it?
 - Spelling corrections and poor letter formation should be corrected straightaway.
- Marking written in child-friendly language will encourage pupils to take note. Eg.
- Try to count on from 20 to 57 using a number line.
 - Next use bonds of 10.
- Marking can establish a dialogue with the child guiding them to ways to improve and should not simply be congratulatory.**
- I liked your story setting and characters but please revise the ending to conclude with a cliff hanger.
- ✓ **Success criteria are shared verbally in Key Stage 1 and with the use of a marking ladder/writing checklist in Key Stage 2 and 1 as appropriate.**
- Checklists contain objectives, features of a text, opportunities for personal or peer marking, "Next time I will..." comment.
- ✓ **Marking symbols provide a shorthand for teachers**
- eg smiley to indicate work learning intentions demonstrated or positive features of work; sad faces for features missed or things to remember.
 - I for independent
 - VF for verbal feedback
 - WS for with support
- At Key Stage 2 the following symbols are used:
- ^ - omission
 - sp - spelling
 - // - new paragraph required
- ✓ **Verbal feedback and mini plenaries**
- Where verbal feedback is used the symbol VF is used. Mini-marking and mini plenaries throughout the lesson is helpful for keeping children 'on track' throughout the school but especially in KS1.
- ✓ **Evidence of children annotating their own work shows what they have understood.**
- I used a 100 square.
 - I noticed a pattern of even numbers.
- ✓ **Evidence of peer assessment encourages children to make improvements.**
- My friend uses full stops.
 - My friend uses adjectives.

Marking should **not** have a negative impact on a learner.

Marking must be constructive and encourage children to overcome difficulties.

Marking should show evidence of progress over both the short and the long term.

Work is marked regularly with appropriate annotations ie, there needs to be evidence of sufficient marking, which is systematic and helpful.

Not all work needs to be marked and annotated.

It is not effective use of a teacher's time to mark every single piece of recorded work. A class of 30 pupils may generate approximately 100 pieces of work on any given day! Teachers should prioritise which work is ticked as seen and read and which work requires a written comment.

Marking should be specific, make an impact on learning and be manageable!

A rota of detailed marking, focus group verbal feedback and peer marking is appropriate.

Written feedback –a Guide

Highlighting success and improvement needs against the learning intention

- Each child receives this type of written feedback at least once five lesson period (excluding mental maths tests and pre/post-test sessions). This is often, but not always, given when working in a focus group with the class teacher.
- Written feedback reflects the conversations and verbal feedback given during group or individual working.
 - This type of feedback can be recorded by teachers *and* Key Workers.
- Verbal feedback, and related written feedback in books, is proven to have a significantly higher impact than extensive summative comments.
 - This replaces ‘summative feedback’ at the end of the lesson.

1. Comment intended for teacher’s assessment or planning record

- These comments are recorded by the teacher and/or Key Workers on lesson planning to inform planning for the next lesson.
- Comments are made in relation to children who exceed or do not achieve their learning objective, or in relation to any errors and misconceptions identified but not addressed during the lesson.

2. Acknowledgement marking, e.g. initialled or ticked

- All work that has not received a comment highlighting children’s success in relation to the learning intention – see ‘A1’ above – is ‘acknowledgement marked’.
- ‘Double ticks’ and ☺ within work indicates evidence of learning objective demonstrated within children’s work.

- Where ‘verbal feedback’ has been given to children, ‘vf’ is recorded at the point in the work where it was given, or a ‘verbal feedback’ stamp used.

3. Praise comments in response to work

- Praise comments will be recorded as appropriate alongside ‘next step’ comments and ‘acknowledgement marking’ although it is acknowledged that praise comments alone are likely to have little impact on children’s learning. (QCA, 2003)

A. Verbal feedback

- Teachers will usually work with a focus group of children during the lesson. Written and verbal feedback is ongoing during these sessions. Written feedback will be *during* the group work, to correct misconceptions, support working and assist understanding. (See A1.)
- Each child will work in one of these groups, at least once in a five lesson period.
- Comments are recorded by the teacher, and will be stamped ‘*Teacher assisted work*’
- Children not involved in focussed group work may have a question, or section of work marked as ‘*Teacher assisted work.*’ This will take place when a teacher recognises a *misconception* in a child’s work, and addresses this through verbal feedback and discussion.

B. Children marking their own work

1. Marks own closed exercises

- Children, especially those in KS2, may sometimes mark their own work in response to a few, closed questions.
- Weekly mental maths tests receive verbal, class feedback when self-marking their tests. The discussions between children and adults address correct answers, methods and approaches to solving problems.

2. Identifies where personal target has been met

- Children in KS2 identify where they have achieved their personal target ticking or highlighting their assessment sheet in the front of their maths books. This is done when work is completed *independently*, and will be stamped ‘*independent work*’ in

red by the class teacher. It is expected that the first term, this is less likely to occur as pupils are introduced to a topic for the first time.

- In KS1, the class teachers are responsible for this ongoing assessment.

3. Identifies where improvement could be made against learning intention/success criteria and makes improvement

- Currently this is aspirational.

C. Response partners

1. Swap work and mark closed exercises

- Children, especially those in KS2, may sometimes swap and mark one another's work in response to a few, closed questions.

2. Identify successes and improvement needs against learning intention

- Children, especially those in KS2, may sometimes swap work and identify successes and suggest improvements in relation to the learning intention.

(Statements in bold and listed above taken from Clarke, 2003)

Marking is the responsibility of any adult delivering teaching or support.

Key Workers working with a group are encouraged to make written comments, either on 'post it notes' or in books, in line with the marking policy, and initial KW to confirm. These comments are valuable to both pupils and class teacher.

Team Teaching. In a job-share situation and at other times when this takes place, staff endeavour to mark the work they have taught and give verbal feedback to the class teacher. On occasions, eg meetings, staff Inset or other after school activities will coincide with marking time then brief notes for the teacher will suffice and ensure books remain in school for the following day.

Supply Teachers should mark books as appropriate and leave some notes for the class teacher to say if set work was covered, understood and completed.

Motivating Pupils.

Teachers use a range of rewards and incentives including stars, stamps, stickers, smiley faces and house points being issued. These are useful at times to motivate and reward

effort; however, teachers should be discerning and ensure opportunities for **all** pupils to achieve them.

On occasions, 'Good work' is also shared with the Head, teachers, other staff and pupils in parallel classes or where there are siblings. Celebration assemblies are held weekly. Children's achievements for good work, kind acts, class contribution and sheer effort and stickability are shared by the whole school. Each term there is an opportunity for parents to come into school to share in their child's work and celebrate achievement at an open afternoon, parents are also invited to special assemblies or other events.

PUPIL PROFILES

Reports are issued in the Spring term of each year.

Report/target cards are given at the end of Autumn and Summer term during Parent Feedback evenings.

WHOLE STAFF ANALYSIS AND MODERATION OPPORTUNITIES

- ❖ Writing is moderated each term by Subject leaders during book scrutiny. Writing, reading Maths and Science statements provided in APP/ NC end of key stage statements to ensure consistency in moderation.
- ❖ Staff mark and moderate the tests and assessments of the children they will teach in the following academic year, during the summer term.
- ❖ Increased opportunities for moderating assessment and marking judgements are being planned into the timetable. Early Years and SEND colleagues from the North Shropshire Teaching School Alliance have opportunities to meet together termly for CPD, support and moderation.
- ❖ Schools from the NSTSA also are seeking further opportunities to collaborate and moderate in English and Maths.
- ❖ The Headteacher, Governors and Staff analyse the RAISE online Report in November/December.

TRANSFER DOCUMENTATION

- pupil tracking and monitoring form for the cohort on SIMS, recording SAT's results, teacher assessments, non statutory test results, SEN information, and mobility
- Own whole school tracking and target setting systems completed termly in Pupil Progress meetings with the Head teacher.
- pupil admission/domestic information on SIMS

INDIVIDUAL CHILDREN'S RECORDS

Individual children's records are kept in the filing cabinets in the Headteacher's Office, which should be kept locked when not in use. Individual pupil progress monitoring records will be held by the class teacher in the pupil progress monitoring file in the classroom.