Christ Church C of E School Marking and Feedback Policy

Spring 2017

Christ Church
C of E Primary School
Regents Park
NW1 4BD

MARKING AND FEEDBACK POLICY

CONTENTS

Mission Statement

The Christian Faith is at the heart of our school community.   At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims - Every Child Matters

The Ethos of the School

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

The Values of the School

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

The Standards of the School

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school and are appropriately challenged.

Date of policy: Spring 2017
Review date: Spring 2019

Rationale

We have a Marking and Feedback Policy to ensure that all children have their work recognised in such a way that it will improve progress and attainment and identify next steps, develop self-confidence, raise self-esteem and provide opportunities for self-assessment. As a result of this policy, there will be greater consistency in the way that children's work is marked across the Key Stages.

Principles and Aims of Marking and Feedback

The purpose of marking and feedback is:
- to celebrate achievement and effort in children's school work and to provide next steps to help them improve;
- to confirm standards, individually, and within the class;
- to offer children the opportunity to respond to marking for improvement;
- to determine whether a child can work within set time limits or targets;
- to assess and evaluate against the success criteria;
- to measure the school's progress against national expectation.

Marking and feedback should:

- Relate to learning intentions, success criteria and targets (including IEPs – Individual Education Plans), which need to be shared with children.

- Involve all adults working with children in the classroom, where appropriate.

- Be based on the child's prior attainment within the context of marking towards the learning intention.

- Use consistent codes throughout the school. See Appendix for Marking and Feedback Guidelines.

- Be recorded appropriately when given in verbal form, e.g. individual/group conferencing with an adult.

- Give recognition and appropriate praise for achievement e.g. show another adult; a merit award; a sticker.

- Give clear strategies for improvement.

- Give time for children to read, reflect and respond to marking.

- Respond to individual learning needs, marking face-to-face with some and at a distance for others.

- Ensure all children, regardless of ability, are involved in the feedback and marking process (whether oral or written), so that progress is facilitated and next steps identified.

- Ultimately be seen by children as positive in improving their learning.

- Inform future planning and group target setting.

- Be manageable for teachers.

Types of Feedback and Marking

Summative feedback/marking:

This usually consists of ticks, dots, circles etc. and is associated with closed tasks or exercises where there is a correct/incorrect answer.

Formative feedback/marking:

With oral and written feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning intention and IEP/writing/maths target, and secondly, in a quieter voice on an individual basis, on other features.

Penny the Penguin (improvement prompt)

Oral Feedback

When this is used with children, the teacher will conference using prompts individually and in small groups. The code CTC (child/teacher conference will be used).

Self Marking

Maths

This happens in Year 2 and Key Stage 2, where appropriate.

Paired Marking

Before the end of a lesson, children should sometimes be asked to mark work in pairs, e.g. spelling tests, times table tests, science vocabulary and proofreading. Discretion needs to be applied to paired marking as appropriate, for e.g. for lower attainers, children with low self-esteem.

Shared Marking

Using a child's piece of work on the Interactive whiteboard, the teacher models the marking process and teaches particular points at the same time.

Self Evaluation and Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements (see appendices for examples);
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self esteem;
- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task;
- Children should be trained to give an improvement suggestion;
- Children should be given time and opportunity to act upon suggestions;
- The quality of the improvement suggestions and of the peer assessment should be overseen and monitored by the teacher/adult working with the child;
- Self-assessment should be embedded into classroom practice. For some subjects this may be on a lesson-by-lesson basis (e.g. in maths/literacy), whilst for others it may for an end of unit summary of understanding (e.g. science/RE).

Marking and Feedback for Writing and Maths Targets

- Maths and writing targets should ideally be assessed weekly.

- Feedback will focus on the Writing and Maths Target, the Learning Intention and Success Criteria of the task.

- Maths and writing target work should be highlighted in pink, with highlighting signalling success to the children. This can take several forms:

  o Highlighting specific examples where a child has achieved their target (e.g. individual questions in maths or specific vocabulary/phrases in writing)

  o Ticking the LI/T stamp in pink to signify that it is a piece of target work

- Where possible, the achievement of maths and writing targets should be referenced in other subjects (e.g. a diary entry in history could count towards a child's writing target).

- Achievement of writing and maths targets will be acknowledged through use of target stamp, e.g.
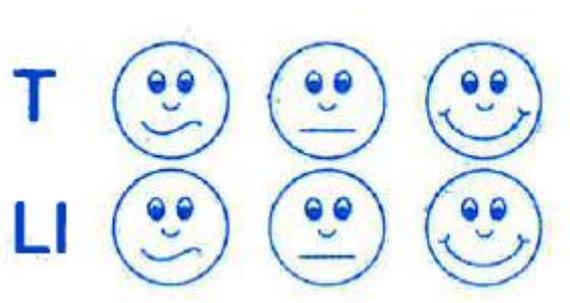
- In order to achieve a maths/writing target, a child should have shown sound/consistent understanding of their target. In maths, this would involve the majority of questions/tasks being correct. In literacy, where longer pieces of writing are being assessed, the target should be consistently evidenced, with a minimum of three good examples where children have been targeted to use certain devices.

Marking and Feedback for IEP work

- IEP work should ideally be set weekly.

- 'IEP' should be recorded at the top of the page and highlighted in green. Individual examples of questions need not be highlighted (as these will usually coincide with maths/writing targets)

Teacher Prompts and Tools

- An asterisk will show where an improvement is needed and a Penny the Penguin teacher prompt is given at the end.

- Penny the Penguin prompts should be left:

  - Once a week in maths and literacy (minimum)

  - Once per unit in all other subjects (minimum)

- Different types of teacher prompt are:

*A **reminder** prompt

This simply reminds the child of something they have missed. E.g. *what punctuation is missing here?*

*A **scaffolded** prompt

Most suitable for children who need more structure than a simple reminder, this prompt provides some support.

Can you describe how this person is 'a good friend'?   *A question*

or

Describe something that happened which showed you they were a good friend.   *A directive*

or

He showed me he was a good friend when ……………. (finish this sentence)	*An unfinished/scaffolded sentence*

*An **example** prompt

These prompts are extremely successful with all children, but especially with younger children or children who find improving their writing more challenging. This prompt gives the child a choice of actual words or phrases.

Choose one of	
	He is a good friend because he never says unkind things about me.
these or your own.	
	My friend is a kind because he is always polite to me.

*A **challenge/extension** prompt. E.g. *How does 10 x 3 help you to work out 10 x 0.3?*

Secretarial Features

Each spelling, punctuation, grammatical error will not be addressed in every piece of writing. The purpose of correcting secretarial features is for children to learn from their mistakes and to improve and develop their skills further, not to make the child feel discouraged or heavily criticised. With this principle in mind, spelling, punctuation and grammar will be corrected in a manner which is focused and beneficial to the child. It may be appropriate to focus, for example, on correcting one paragraph/section of writing in detail, whilst only checking for content throughout the remaining work.

High frequency words, e.g. and, but, then, when, there, because etc. will be prioritised and corrected and in line with age related expectations. Technical vocabulary will also be corrected, e.g. 'rhombus' (in maths) and 'electrical circuit' (science).

When work is finished, children will be asked to check for *things they know are wrong in their work* when they read it through.

Children will be given feedback about the things they have been asked to pay attention to. This will mean some aspects of writing are unmarked, but over time will be marked.

<u>All published work for display should be neatly presented to a high standard based on the child's age and individual ability.</u>

Homework

See Homework Policy

Recording of Marking and Feedback

- Writing and Maths targets and their associated pupil trackers (see appendix 2) are recorded and stuck inside the children's English and Maths books. Tracker sheets should be transferred/copied over when new books are used. There should also be an up-to-date display in every classroom so that children can see their progress at all times.

- The learning intention (L.I.) is recorded at the top of each piece of work – either written by the child or the teacher.

- Practical lessons are recorded in the children's books in a fashion best matched to task, for example; drawings, sticky labels, photographs etc.

Monitoring and Review

The Head teacher and SLT will regularly (book looks, learning walks and observations) monitor the effectiveness of the policy to ensure that marking

systems are upheld and that every child receives positive, constructive and timely feedback.

Appendix 1- Agreed Marking and Feedback Guidelines


Appendix 2 – Target tracker sheet

Marking and Feedback Guidelines

1. Achieved writing and maths targets are highlighted in pink.

2. IEP work is highlighted in green.

3. Symbols from the "Smiley Face" marking stamp will be ticked in red/pink (for target lessons) to demonstrate whether the achievement of the subject learning intention has been achieved, partly achieved, not achieved.

4. In-depth marking takes the form of a 'Penny the Penguin' prompt. This is a character developed by the school, offering an improvement prompt for children's response. This is used at least once a week for English and Maths. Children respond using a green pen. Penny stickers are used so that feedback prompts are easily seen by the children.

5. A star/smiley face will identify an example of particularly good writing, or where excellent effort has been made, at least x1 per piece of focused marked writing, per child.

6. An asterix will show where an improvement is needed and an asterixed Penny the Penguin prompt is given at the end of the work.

7. Common words that the children should know, which have been misspelled, will be underlined and opportunities for correct rehearsal provided.

8. TS – teacher support, TAS – teaching assistant support, LSA – learning support assistant, CTC – child/teacher conference, GW – group work, PW – pair work, I – independent, will be indicated next to the stamp.

9. Other codes to indicate missing punctuation or organisational elements of writing will be used consistently by the class teacher, but may vary according to age group.

Please remember to give the children time to read and respond to marking using their green pens.
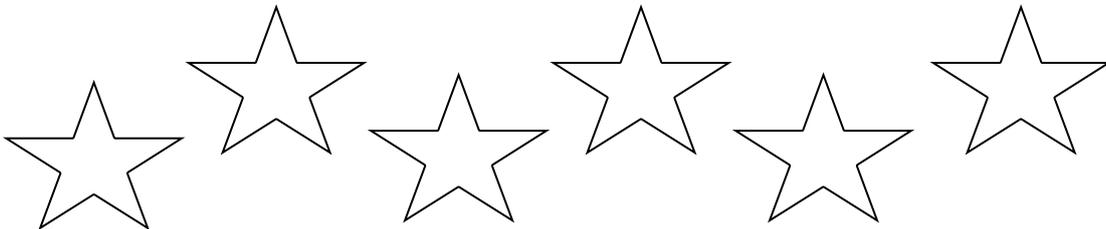
Maths targets

Maths target 1
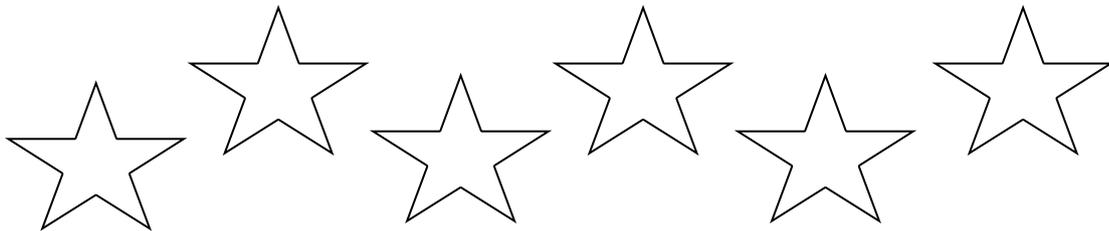
Date achieved:

Maths target 2

Date achieved:

Maths target 3

Date achieved: