

St Lawrence CE Primary School



Marking Feedback & Assessment Policy

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Version 3.0

Revised: May 2018

Consultation with staff and Governors

and adoption of policy: Autumn Term 2018

Review date: Autumn Term 2021

1. Overview

At St Lawrence C.E Primary School we believe that high quality, consistent and timely marking and feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

In line with the new curriculum and 'assessment without levels' guidelines we have changed the way we report the children's progress and attainment.

Overview of assessment

Attainment means the end of half term and termly results the children achieve. We have national Age Related Expectations (ARE) where we expect the children to reach in line with their age and year group. Progress is the measure of steps in learning the children have achieved from their starting point at the beginning of the year and the beginning of their school journey.

To make good progress children do not necessarily need to be working at ARE.

We have parent meetings in the Autumn and the Spring Term where teachers outline the ARE and the progress made by each child. In the Summer Term class teachers write a personal comprehensive report with end of year ARE and progress made.

The ARE attainment targets we expect children to reach are grouped into 4 as follows:

Emerging

Developing

Secure

Mastery – or deeper learning.

Some children will have made more rapid progress and have reached a deeper level in their learning journey and have a greater depth of understanding of the curriculum taught. This is called Greater Depth. It is not expected that all children will reach this level but our teaching supports children to have a greater depth of understanding by talking about their learning and reviewing their preferred learning styles.

Children will access the level of curriculum that is right for their learning needs. At times this will be higher or lower than ARE. Your child's class teacher will always explain this.

1.1. Exercise Books

We follow a uniform code with book colours and book size throughout the school. The size of books is kept in the school office for ease of ordering. Books are ordered each September for the year. Staff keep a class supply of books in their own classrooms.

- **Literacy – Red**
- **Mathematics- Blue**
- **Science – Green**
- **Topic – Yellow**
- **Homework – Purple**
- **Learning Journey – Yellow**
- **Spelling – Orange**
- **Religious Education - Pink**

2. Aims

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost self-esteem and aspirations, through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning, and what the next steps are;
- Promote self-assessment, recognise their difficulties and accept guidance;
- Promote independent learning behaviour through encouraged use of classroom resources such as thesaurus, dictionaries and use of IT. Also using their own learning journey to support their own exploration of knowledge;
- To promote a curriculum and learning environment that encourages children to apply the skills they have learnt to life problems.
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis both for summative and formative assessment and inform individual tracking of progress.
- To inform future lesson planning.

3. Principles of marking and feedback

The principles we use are:


- The process of marking and offering feedback should be a positive one.
- The marking should always be against the lesson's learning outcome referring to the WALT and Steps to Success.
- Where met, individual learning targets are acknowledged.
- Comments should be appropriate to the age and ability of the child.
- Marking to promote further challenge takes place on a daily basis. We call this 'hub' teaching. The teacher and teaching assistant will work with groups in every session in order to assess any misconceptions and / or to provide further challenge where a child has shown good understanding of the task. This hub teaching provides a valuable dialogue of immediate response in the lesson. The flow of dialogue between pupil and teacher is encouraged and can be evidenced in pupil voice.
- Children should be encouraged to self and peer assess, this will take place at the end of a teaching sequence and allow children to mark against the 'Steps for Success' outlined in their books for that teaching sequence.

Marking alongside the child is most effective when:

- Teachers agree next steps and individual targets with children, and they become involved in setting their own targets;
- Specific advice for improvement is given.
- Teachers follow up agreed targets with the child to evaluate progress;
- It gives children the opportunity to comment upon their work as it is marked;
- It involves dialogue between teacher and child;
- It provides individual strategies for improvement.
- Marking and feedback is also the dialogue that takes place between teacher and pupil while the task is being completed

4. Assessment and feedback during the lesson

All pieces of work will contain the date and Learning Objective (L.O.) or WALT. This can be done either on a prepared label or written by the children if appropriate. The prepared label proforma for Class 1 is:

| | |
|---|---|
| <p><i>We Are Learning To ...</i> <i>Monday 8th May 2018</i></p> <p><i>Retell the story of Handa's Surprise in our own words.</i></p> <p><i><u>Steps to success</u></i></p> <p>⇒ <i>Write in the past tense.</i></p> <p>⇒ <i>Use adjectives and description to add detail.</i></p> <p>⇒ <i>Include words that show the story is set in Africa.</i></p> <p>⇒ <i>Write the story events in the right order.</i></p> |  |
|---|---|

The prepared label proforma for Class 2 and 3 is:

| | | | | |
|---|----------------|--------------------|-------------------|----------------------|
| <i>independent</i> | <i>teacher</i> | <i>focus group</i> | <i>pair/group</i> | <i>investigation</i> |
| <p><i>We Are Learning To ...</i></p> <p><i>To write the main plot point of the story of Poseidon.</i></p> <p><i><u>Steps to success</u></i></p> | | | | |
| ⇒ <i>I can use my word boxes.</i> | ✓ | ? | M | PM NM |
| ⇒ <i>I can use appropriate vocabulary.</i> | ✓ | ? | M | PM NM |
| ⇒ <i>I have used strong descriptions.</i> | ✓ | ? | M | PM NM |

The teacher will share the 'Steps to Success' which will be differentiated according to the National Curriculum year group objectives for English and Maths. Again, this can be communicated to the children in different ways (such as on a label) but must also be verbalised so that children have a clear understanding of expectations.

The teacher will discuss the 'Steps to Success' during the lesson having made an observation as to the children's progress, drawing the children together to address a misconception or move learning on where progress is good.

The children will be encouraged to assess their learning against the 'Steps to Success' and talk about their learning in each lesson. Each

class will use one agreed self- assessment system. Self -assessment will give the teacher a quick snapshot as to the child's own feelings about their learning that day.

In Class 1 children are asked to give verbal feedback at the end of each lesson to see if they have met the WALT by including the Steps to Success.

In Class 2 and 3 children will mark the success criteria after the lesson.
✓ for understanding
? for not feeling confident at the end of the lesson. Teacher will indicate where curricular teaching took place.

When appropriate, children may mark their own or another child's work, but the **teacher must always review this marking**. Children will edit their work using a purple pen known as the polishing pen and this will be done when a teacher feels this is appropriate. Teachers will use green pen for daily marking. In key stage 2 (Class 2 and 3) teachers will use a red pen for challenge marking and in Reception and Year 1 this red/pink marking denotes a close the gap task known as 'Pink for think'

Child will peer assess by:

Commenting positively on work that meets the 'Steps to Success' and target areas where work has not met the success criteria. All comments from children will be supportive and not derogatory. The comments will be written under the heading 'Peer assessment'. In class one the teacher will use a stamp to show that they have had a learning discussion with the child.



5. Assessment

- In Class 2 and 3 The teacher will mark against the “I can, etc.” Success Criteria.
- M = success criteria met.
- PM = partially met
- NM = not met

- Teachers will comment on spelling and grammar only in the following cases:
 - if spellings and grammar were part of the lesson focus/objective;
 - if it is a spelling/high frequency word or phoneme that all pupils should know;
 - if it is related to the child’s target.
 - if it relates to technical/ key vocabulary.This may be addressed during hub teaching.
- Written comments should be neat, legible and written in green for teacher marking and in red for response. In Key stage 1 this is known as ‘Pink for Think’. In Key stage 2 this is known as Red for Respond.
- The teacher should mark work prior to the next lesson. Marking comments could have :
 - REMINDER PROMPTS
 - SCAFFOLD PROMPTS
 - EXAMPLE PROMPTS

6. Symbols and Abbreviations

The following symbols/ abbreviations are used:

I = independent (when appropriate)

Tick = correct

? = incorrect

Red pen indicates extended thinking challenge in Year 2 and Key stage 2

Pink pen – indicates Pink for think in Reception and Year 1.

Child could peer assess in variety of ways. Useful comments could be:

-You have usedwell.

-Next time try to use.....

7. Specific guidelines for literacy

- All pieces of work will be marked.
- Where possible, we need to show the children that their writing has a genuine audience, someone who is interested in what she or he has to say and is not reading their work merely to find errors. Children need to feel their writing is valued.
- Replying to children's work by sharing our own experience shows that the writing has a reader who is not passive but wants to share the experience and ideas. By making a pupil aware of the needs and responses of the reader, we can show them areas which can be developed.
- Marking forms a learning dialogue between the child and the adult.
- The challenging marking comments provided will depend on the age and stage of the child. See Appendix 1 for examples.
- During the composition phase of a unit, Success Criteria (steps to Success) will be developed with the class, showing the essential features of a particular genre. These will be displayed and discussed on the English learning wall and/ or in the children's books using a success criteria ladder where appropriate.
- Teachers will encourage the children to check that their writing meets the Success Criteria during any part of the lesson, not just the plenary, as a form of reflection and self-evaluation.

8. Specific guidelines for numeracy

All pieces of work will be marked.

- The purpose of marking is primarily diagnostic. It will inform the day to day planning for the teacher. It will communicate to the child whether or not she / he is successful and will act as a motivator.
- Comments will be made to emphasise the open-ended nature of mathematics and will encourage the child to feel safe when tackling problems.
- Phrases such as 'show me', 'prove to me', could be used to enhance challenge. This model encourages children to develop their independent learning skills.
- Comments will reflect the stage of mathematical thinking that the child is at and will encourage further development.
- Children should be given time to respond to next steps/ extended learning challenges.
- Occasionally the 'next step' comment won't require a written response from the child.
- Success Criteria (steps to success) will be developed with the class at the beginning of a unit, showing the essential features of a particular area of mathematics. These will be displayed on the mathematics learning wall and/or in the children's books where appropriate.
- Teachers will encourage the children to check that their work meets the 'Steps to Success' during the plenary as a form of reflection and self-evaluation.
- Mathematics will be written as the short date on the left and underlined with a ruler.

9. Other subjects

- Marking should be specific to skills highlighted in the lessons and subsequent follow up work.
- Pupils should be able to use the comment and advice to further develop their skills.
- They should be helped to understand the purpose of any comments made.
- Focused marking or feedback should be related to the objectives of the lesson and not necessarily based upon language and spelling.

10. Individual targets

Children are assessed as Emerging, Developing or Secure within the curriculum. Each child can see the next steps clearly as they are displayed in the inside cover of their English and Maths book in the form of 'I can' statements.

Format of success criteria label in each book.

To be printed on white paper with black ink.

Key stage 1 – We Are Learning To ...(WALT)
Success Criteria will be listed in child friendly speak
'Steps to Success'

Key stage 2 - We Are Learning To ...(WALT)
Success Criteria will be listed in child friendly speak
'Steps to Success'

APPENDIX 1:

English 'Close the gap' marking comment examples:

| Range of Prompts | WILF | What the child Wrote | Improvement Prompt (AA-A) | Scaffold Prompt (A-BA) | Example Prompt (BA) |
|------------------------------------|---|--|---|---|---|
| Why? Justifying a statement | Your letter explains your character's feelings | 'It was <i>dismal</i> ' | Say why you thought this. | Why was it a dismal time? Why did you hate being there? | Choose one of these: <i>'It was dismal because... ...I was bored all the time. ...I only had my granddad to talk to'</i> |
| How? Giving more detail | Your story dilemma tells the reader what your character is thinking | ' <i>Nobody believed him</i> ' | Say how you think this made him feel. | How do you think Darryl felt about not being believed? Write an extra sentence that tells us. | Tick how he felt: ...Angry. ...Annoyed. your idea. _____ |
| Add something | Your account contains effective adjectives and adverbs. | <i>The burglar ran towards the car park and drove off.</i> | Re-write this sentence using a better adjective for sad and an adverb here. | Fill in the gap with an adverb: <i>The burglar ran _____ly towards the car park and drove off.</i> | Tick which adverb would describe how the burglar ran: <i>The burglar ran... Quickly? Slowly? or _____ your choice</i> |
| Change something | Your description uses powerful adjectives | ' <i>He was a bad monster</i> '. | Think of a better word than 'bad'. | What kind of monster was he? Think of another word that means the same as 'bad' and write it below. | Which of these words describes the monster better than 'bad': <i>Ferocious? Evil?</i> _____ <i>your idea.</i> |
| Tell us more | Your story opening introduces the character. | ' <i>James went to school</i> ' | Describe what James is like. | What type of boy is James – good, bad, excitable? <i>James was a _____ boy.</i> | Choose one of these to describe James character: <i>James was a kind, likeable boy with a great sense of humour. For instance... James was often excitable and loud, like when he...</i> |

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| Range of Prompts | WILF | What the child Wrote | Improvement Prompt (AA-A) | Scaffold Prompt (A-BA) | Example Prompt (BA) |
|---------------------------|-------------------------------|---|---|--|---|
| What happens next? | Your story has a clear ending | <i>'At last the merman saw the mermaid'</i> | End this story with a piece of direct speech. | What do you think the merman said to the mermaid before they went home together? | Write one of these or your own ending: <i>'I love you' said the merman and happily they swam away.</i> <i>As they swam away, the merman said</i> ' _____' -' |

APPENDIX 2:

Self Evaluation Questions

What really made you think/did you find difficult when you were learning?

What helped you when something got tricky to learn?

What do you need more help with about learning to...?

What are you most pleased with about learning to...?

What have you learned that is new about...?

How would you change this activity for another class/age group?

How will learning about... help you in the future?

Give an example of when you were resilient, responsible, resourceful, reasoned, reflective, reflexive?

APPENDIX 3:

Example of marking ladder

What I liked about your letter

- It was well phrased and interesting.
- It contained most of the ideas hinted at in the story.
- It used a wide vocabulary, including some polysyllabic words.
- It sounded as if it was written long ago, e.g. you altered word order for effect.
- The "voice of Mr Field came through clearly, with his sense of fear and disappointment.
- It was well presented.

You could improve this and future pieces of work by

- Using a dictionary to check longer words.
- Using a thesaurus to extend your vocabulary.
- Reading widely to gain a surer grasp of the difference between spoken.
- Use the re-drafting process to make improvements to your work, e.g. looking for small errors and improving the flow of your writing.
- Referring to a text with care, making sure to include more if the details it contains about plot, setting and character.
- Reading widely, including pre-twentieth century books, so that you will find it easier to write in a variety of styles.

APPENDIX 4:

Tips for improving feedback to learners

Can these approaches be adopted in this school?

1. Always provide pupils with clear learning objectives or intentions – try to explain why the work is important and where it is leading to in the longer term.
2. Make sure that feedback reflects this intention and overtly praise progress made towards it. Comments should always move the learning on, deepen the learning or address misconceptions as soon as they arise.
3. Value and think carefully about verbal feedback as well as written marking. Ensure that written comments can be read and understood by each pupil and pitched at an appropriate level.
4. Be clear about the next steps of learning which are planned. These will be particularly important for the most able pupils and this will require thinking ahead.
5. Make sure that feedback points out clear and manageable short steps forward towards longer term goals or targets.
6. In class 1 to discuss comments individually with the child and allow time to respond. Allow time for pupils to read and absorb comments. Expect there to be some improvement to those aspects highlighted in the feedback.
7. Use what you discover



Marking Symbols

Sp. = *spelling error*

= *missing capital letter*

= *incorrect or missing punctuation*

// = *new paragraph*

t = *word underlined* = *incorrect tense*

In Mathematics

—
All errors to be circled

Pink for Think (KSI)

Red for Respond (KS2)

Tasks and activities to move the learning on.

Teaching Assistants to initial their marking in green.

Approval Information - Governors

| | |
|-----------|------------------------------------|
| Position | Chair of Governors/Parent Governor |
| Name | Mr Paul Evans |
| Signature | |
| Date | |

| | |
|-----------|-----------------|
| Position | LA Governor |
| Name | Mrs Helen Ashby |
| Signature | |
| Date | |

| | |
|-----------|---------------------|
| Position | Foundation Governor |
| Name | Rev H Morby |
| Signature | |
| Date | |

| | |
|-----------|---------------------|
| Position | Foundation Governor |
| Name | Mrs P Jones |
| Signature | |
| Date | |

| | |
|-----------|-------------------|
| Position | Co-opted Governor |
| Name | Mrs Alison Moore |
| Signature | |
| Date | |

| | |
|-----------|-----------------------|
| Position | Co-opted Governor |
| Name | Mrs Rachel Voiculescu |
| Signature | |

| | |
|-----------|-------------------|
| Position | Staff Governor |
| Name | Mr Laith Al-Asmar |
| Signature | |

Approval Information - School

| | |
|-----------|------------------------|
| Position | Executive Head Teacher |
| Name | Miss Helen Osterfield |
| Signature | |
| Date | |

| | |
|-----------|----------------------------------|
| Position | Head of School / Class 1 Teacher |
| Name | Mrs Alison Moore |
| Signature | |
| Date | |

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| | |
|-----------|-------------------|
| Position | Class 2 Teacher |
| Name | Mr Laith Al-Asmar |
| Signature | |
| Date | |

| | |
|-----------|---------------------|
| Position | Class 3 Teacher |
| Name | Mrs Claire Standish |
| Signature | |
| Date | |

| | |
|-----------|---------------------|
| Position | Class 1 & 3 Teacher |
| Name | Mrs Emily Barker |
| Signature | |
| Date | |

| | |
|-----------|-----------------|
| Position | HLTA |
| Name | Mrs Kerry Tudor |
| Signature | |
| Date | |

| | |
|-----------|---------------------------------------|
| Position | Cover Supervisor/Lunchtime Supervisor |
| Name | Mrs Tracey Jenkins |
| Signature | |
| Date | |

| | |
|-----------|---------------------------------------|
| Position | Cover Supervisor/Lunchtime Supervisor |
| Name | Mrs Caroline Sankey |
| Signature | |

| | |
|-----------|---------------------------------------|
| Position | Cover Supervisor/Lunchtime Supervisor |
| Name | Mrs Heather Kynaston |
| Signature | |
| Date | |

| | |
|-----------|--------------------|
| Position | Teaching Assistant |
| Name | Mrs Anita Pollard |
| Signature | |
| Date | |

