



INTRODUCTION

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at St Stephen's Primary School.

Please read this policy in conjunction with our other policies:

- Teaching, learning and assessment
- SEN and Inclusion

RATIONALE

St Stephen's Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is an important factor in pupil learning, so this policy is crucial for St Stephen's Primary School. The 'Effective Marking' model, which we subscribe to states: 'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'.

At St Stephen's Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

PRINCIPLES OF EFFECTIVE MARKING

Effective marking should:

- Be manageable for staff.
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular, at least every third piece of work marked in detail and every piece seen
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning intention/target of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking guidelines (See Appendix 1) to correct errors that go beyond the learning intention
- Positively affect the child's progress.

PROCEDURES

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning intention and target. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups, layered targets, etc. as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement, as an illustration of completion of the learning intention and target.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know. Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

EFFECTIVE MARKING AND FEEDBACK STRATEGIES

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children.

A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

2. Peer Marking

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed, such as listening, confidentiality, etc. By KS2, children should be able to point out things they

like then suggest ways to improve the piece but only against the learning intention or target. The pairing of children should be based on ability and trust. Children could write a comment(s) in another child's book in a different colour pencil, which is then signed.

3. Quality Feedback Comments

Personalised quality feedback comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning intention and target. 'Target met' work is highlighted and areas for development are commented on. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "closing the gap" comments are:

- *A reminder prompt – e.g. "What else could you say here?"*

- *A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".*

- *An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"*

Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

4. Effective Marking Stickers

Effective Marking Stickers are used both to motivate the pupils and to ensure that marking is as efficient as possible a process for the teacher, in order that the maximum can be achieved for the learner. All stickers used must clearly relate to the learning intention and/or target. The following stickers should be used:

- **Praise stickers.** These are used to praise and make explicit the learning achieved: for example, 'Fantastic—stickers may be differentiated, such that some children may receive a sticker saying, ' Well done you are beginning to ... '.
- **Target stickers.** These are used to make clear the key area which is a next step for the children. Generic targets can be made for key learning intentions, and personalised targets should also be set.

'If a question is worth writing for a child, it is worth making sure every child is able to respond.'

- **Self assessment.** Children can be encouraged to self-assess effectively against specific learning intention. Stickers can be used too to provide children with lists of aspects to consider which teacher and child can tick.

MONITORING AND JUDGING MARKING

Outstanding

Strategies exist to acknowledge / celebrate the achievements of children and they are involved in setting next steps for improvement

There is a very good level of response to personalised comments from teachers

There is subsequent response from the teacher

Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge

Children actively demonstrate understanding of next steps

Good

All children are set relevant, accurate next steps on a regular basis

Self-assessment is a regular activity: children know what they are good at and what they need to do to improve

Children revisit and respond to previous learning through written, post-task questions

Children respond to personalised comments from teachers

Satisfactory

There is sufficient work in the children's books to allow marking to have impact (reflecting a well-planned curriculum)

Work is marked regularly

Children know how well they have done in relation to the objective

Marking helps to build confidence

The majority of marking is about recognising success

Some relevant targets are set

The teacher's handwriting is easy to read

The teacher's spelling and use of standard English is accurate

At St Stephen's we aspire to the criteria described as outstanding marking above. A non-negotiable is that all marking is at least consistently good. Marking / pupil books / outcomes will be monitored on a regular basis by subject leaders Senior Leadership Team (monitoring and evaluation schedule), where feedback and priorities for development will be given.

REVIEW AND EVALUATION OF THE POLICY

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Agreed by Governors



Policy Due for Review:

September 2018



ST. STEPHEN'S MARKING GUIDELINES

✚ Learning Intention (L.I – I am learning to....) traffic lighted by pupil in coloured pencil:

 = Learning Intention met

 = Learning Intention partly met

 = Learning Intention not met

✚ Teacher Assessment triangle – used to show how well the CT/TA thinks the child has achieved the Learning Intention:

 = Learning Intention met

 = Learning Intention partially met

 = Learning Intention not met

✚ Level of support identified:

Independent = I

Class teacher Assisted = CT

Teaching Assistant Assisted = TA plus Initials

Group work = G

Paired work = PW

✚ Marking symbols

☆ = Positive Comment – make it explicit what the pupil has been successful at – link back to L.I or Success Criteria.

✉ = Read and Respond – this could be a task or question for the pupil to complete, editing punctuation or spelling, it is something for the child to do.

✚ Targets

Clearly state when a child has met a target(s) by ticking and dating target card.

Celebrate on children's work with sticker/stamp.

Highlight the piece of work to show where target has been met.

- ✚ All marking to be completed in green pen
- ✚ Don't forget stickers and stamps – make sure pupils know you value their work and effort!
- ✚ All handwriting to be printed (EYFS/KS1) and cursive(KS2)