

CHRIST CHURCH MORETON C.E.PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY



Our mission is to love all children who are part of our community helping them develop respect, tolerance, self-confidence and to become the best they can be.

We will support our children to develop their God given gifts to the full and encourage a life-long passion for learning which will successfully lead them into secondary school and beyond.

As a church school at the heart of Moreton community, our work is underpinned by the Christian values of *friendship, humility, forgiveness, compassion, justice and service* which Jesus helps us to achieve.

We are a welcoming, caring and inclusive school committed to working in partnership with parents, governors, Christ Church and Chester Diocese Academy Trust.

We strive to provide a rich and varied curriculum which reflects God's concern for the whole child; promoting spiritual, moral, cultural, physical and emotional wellbeing alongside academic excellence and independence.

As a school community, we all work together to provide the very best for our pupils and families; firmly believing that:

Together we can do all things through Christ who strengthens us

Reviewed policy agreed by Governing Body on:
Reviewed policy shared with staff on:
Policy to be reviewed again on:

*If you want a plant to grow it is no good just measuring it,
you need to give it the things that will make it grow.*

Children are the same, measuring them is not enough!

They need to be given learning that makes them grow. Anon

Purpose

This policy forms part of the whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment policy. It acts as a guide to effective learning feedback, both oral and written, to ensure a commonality of expectations and consistency of approach throughout the school.

Feedback on learning

Philosophy

At Christ Church, we believe that how children's work is received and marked, and the nature of the feedback given to them, will have a direct bearing on learning attitudes and future achievements. Feedback and marking should therefore be meaningful, manageable and motivating. Quality feedback assesses the extent to which a child has met the learning intention and informs the teacher's planning. It is a shared, two-way activity that encourages dialogue and develops the self-assessment skills of learners. It must enable children to reflect on their learning and help them to close the gap between what they can currently do and what we would like them to be able to do. In this way they begin to set challenging but achievable goals for themselves. Expectations should be shared with learners through clear learning objectives and success criteria to be aspired to. These expectations should be the main focus of the feedback given by all practitioners: teachers, teaching assistants and individual needs assistants.

This policy adheres to our current Equalities Policy in which we aim to 'sustain a community in which all children will benefit from a broad education, gain a sense of responsibility and have the opportunity to achieve their full potential.' (Christ Church Primary School (2013), Equalities Policy p. 1)

1. Introduction

- Feedback & Marking is an integral part of our assessment procedures and is essential to the teaching and learning process. It is underpinned by the belief that every child has the potential to improve his/her performance.
- The purpose of this policy is to: ensure there are common aims when marking; to advocate consistency so that pupils value and understand the way their work is marked and know how to respond.
- The Marking Policy belongs with the set of policies on Assessment, Record-Keeping and Reporting. It takes into account the school's policy on Equal Opportunities.

2. Aims

At Christ Church Primary School we recognise that marking is an important form of communication between teacher and child. As such, our feedback and marking aim to:

- Relate to learning intentions
- Ascertain a child's progress and attainment against those learning intentions
- Inform the child of his/her progress and achievements
- Give children opportunities to become aware of and reflect on their learning needs in order to move them on in their learning
- Foster a culture whereby it is all right to make mistakes, but then good to learn from and remedy them; ultimately it will be seen by children as positive in improving their learning
- Keep the child informed of the teacher's expectations
- Give recognition and appropriate praise for achievement and show their work is valued
- To encourage, motivate and promote future effort and work so at least good progress is made
- To help children improve their work through the setting of agreed challenging but achievable targets
- To enable the teacher to identify areas for development, give clear strategies for improvement, inform future planning and individual target setting

- Allow specific time for children to read, reflect and respond to marking
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- To evaluate if teaching has been effective and inform the next steps of future short and medium term planning
- Be manageable for teachers
- Use consistent codes throughout the school
- To help motivate pupils to progress
- Encourage and teach children to edit and review their work wherever possible

3. THE ASSESSMENT LEADERS' ROLE

- To ensure that the whole school policy meets statutory requirements
- To help staff in implementing the policy
- To monitor consistency and continuity of policy throughout school

4. STRATEGIES USED IN OUR SCHOOL

The emphasis when marking should be on the learning intention and clear success criteria, as well as the effort the child has made. Feedback, whether written or oral, should help the child in 'closing the gap' between what they have achieved and what they could have achieved, as well as reinforcing expectations for correct grammar, punctuation and spelling.

Where possible:

- Children's work should be responded to either as they are working or as soon as possible thereafter
- Children are given verbal feedback about their work
- Work is marked by teachers in the presence of the child where possible, enabling verbal explanation of the feedback given to the child

'Tickled Pink and Green for Growth'

- Teachers tick the learning intention at the top of the work of a child that has met the success criteria for that piece of work. They may also draw a smiley face next to the tick. Children are to be made aware that this means they have been successful with that piece of work and praised accordingly.
- Green pens are used to margin mark a child's work and indicate a line where improvements can be made. Teachers are to differentiate their margin marking to suit the child: for example, some children will benefit from having the incorrectly spelled word underlined in green, as well as an S in the margin.
- Comments at the end of work are not necessary, but should a teacher wish to make a comment it will be completed in pink and green. Pink would indicate successful aspects of a child's work and green will be next steps.
- Pink will outweigh green.
- Children will address the green marking and edit and review their work using purple pen 'Purple Polishing time'. Teachers will dedicate time to teach the children techniques to check work and, where possible, mixed ability pairing will be used to purple polish work. Purple polish work may also use a particular focus, for example sense, punctuation, spelling, grammar.
- Sometimes teachers may gather a collection of common errors or misconceptions and ask the children to purple polish that piece of work, rather than their own work.
- If a child's work has been marked 100% correctly then a challenge could be set in green. Teachers will regularly include a green next step comment to encourage deeper thinking in R.E. books.
- Teachers will pay attention to phonics and spelling patterns in literacy work. The marking will address misspellings. They will be underlined with a green line and written in

green at the bottom with the sound buttons underneath (as appropriate), for the children to copy out at least three times in KS1. In KS2, margin-marking will address errors appropriate to the year group and the task, except for SEND children, when for the most appropriate 3 to 5 errors will be indicated, allowing the children to correct these words as part of their 'Purple Polishing time'.

- It is not necessary for a teacher to write VF if verbal feedback has been given on a target, if improvements and impact can be seen in the work.
- Where possible, Maths work will be marked during the lesson, so that feedback can be given immediately and misconceptions cleared up. It is not necessary to write comments on a child's Maths books.

Self and Peer Marking

- There will be an increased amount of self and peer marking evident in books.
- Children will be encouraged to mark their own work in relation to the objective set.
- Children will also have opportunities to assess their learning partner's work, either in a pair together, or by swapping work. Children's work could be marked together to model and help children improve their own work. Staff may use a child's work as an example (with their permission) and assess/mark the work together with the class (this should be modelled).
- Children will reflect on their purple polish work to generate their own individual targets.
- Pink and green marking will be used in conjunction with child-generated success criteria, as it makes the process and outcome even clearer for the child.

Early Years Foundation Stage and Year 1:

The same marking policy will be used by the Foundation Stage policy, although they will use the code TT to indicate Teacher Talk, or verbal feedback, and margin marking is not adopted until Year 2.

Consequently:

- Time should be built into lessons for children to read marking comments and marking must be positive whenever possible. Key Stage Two children should be encouraged to mark their own work whenever this is appropriate related to clear Success Criteria (this should be modelled and taught). Their work may be initialled by the teacher but may not have detailed feedback on it.

5. SUCCESS CRITERIA

Correct spelling, punctuation and grammar, taking into account prior learning and the learning for that year group, should be an expectation for every piece of writing. Children should read their own work through when it is finished and then edit and revise their work. The teacher should use their own professional judgement and knowledge of the individual children to decide how many corrections to make to a piece of writing, with the aim, however, of developing accuracy and preventing common spelling and punctuation errors becoming ingrained. All children should be encouraged to self-assess their own work and may be supported by the teacher, teaching assistant or by their learning partner.

6. MONITORING AND EVALUATION

Monitoring will be carried out by the Assessment Leader and / or subject leaders at least termly, in a variety of ways such as:

- ☺ Lesson observations
- ☺ Book scrutiny (see appendices)

- ☺ Learning walk
- ☺ Incidental discussions with staff and pupils.

SEN Interventions

Planning and Assessment for intervention sessions are based on highly-personalised learning with individual needs monitored daily. The practitioner and child reflect together and verbal feedback is given throughout the sessions.

In other intervention group work, verbal feedback is given at the end of each session as part of the general reflection on learning, and the children also self-assess in line with whole school policy.

Evaluation will be built into on-going monitoring by subject leaders and SLT and under the guidance of the Head Teacher