

Marking Policy
St. Mary's Catholic Primary School

Love, Listen and Learn

Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Introduction

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

In Hattie's research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors.

However feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective ... "feedback must answer three major questions asked by a teacher and/or by a pupil:

Where am I going? (What are the goals?),

How am I going? (What progress is being made toward the goal?), and

Where to next? (What activities need to be undertaken to make better progress?)" (ibid p86)

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At All Saints this important stage of the teaching and learning process is also called 'Developmental Marking'

1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2. Processes

Four types of marking and feedback occur during teaching and learning at St Mary's

- i). Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.
- ii) 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- iii) Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
- iv) Self-assessment and peer assessment of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at St Mary's.

3. Non-negotiable Procedures for Marking.

No marking is to be carried out with a red pen. Other colours are acceptable although green pen is preferable.

All marking is to be done in a clear legible hand aligned to the school handwriting script.

All pupils' work is to be marked to the learning objective at the very least.

In both Maths and Literacy at least 1 piece of work in 3 per pupil should be developmentally marked in depth per week.

In developmental marking:

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.

To manage marking stick-it notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work. Bubbles are encouraged to be placed around developmental marking to ensure the children are aware the feedback needs a response.

Teachers are required to respond to feedback given to children.

Self-assessment

In KS1 pupils will traffic light their work against their learning objective accordingly

Red: 'I find this difficult'

Amber: 'I can do this but need more help to feel confident'

Green 'I can understand and do this and this shows in my work'

(If a Learning Objective refers to Success Criteria – for example key features of a text type or genre in literacy - then it is useful for this to be stuck or written into the exercise book so the child can self-assess against all aspects).

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This can be done in any colour but not green or purple and the peer assessor's initials must be also left.

Responding to comments

Pupil response to comments should be completed regularly. If in KS1 or FS this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

Rewards: as Adults in school we want to recognise good work with stickers, house points, smiley faces etc. However empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners.

3a) Procedures in greater detail:

3ai) The Frequency of Developmental Marking

No work should go unmarked. Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be the form of photocopies of white boards and material captured electronically and reproduced as appropriately. This is important as it charts the process and progress of pupils' learning.

- In Literacy and Mathematics all pupils should have at least one piece of work in every three marked developmentally by their teacher per week. This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.
- In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.
- Additional Developmental Marking may also be used as a strategy to support pupils who are in need of acceleration. This may be particularly pertinent to pupils in receipt of the Pupil Premium Grant and be an agent to close gaps in achievement. In such situations an additional adult could be provided for this purpose.

3ib) Giving effective feedback to pupils.

- Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve. It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.
- Effective feedback comes under three main headings; Specific Achievement feedback identifies specific aspects of successful attainment and or progress. Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved. Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking. When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

- be positive, specifically identifying what has been done well.
- Identify an area for specific improvement followed up with an improvement task

Or

- identify a specific area for deeper investigation/ extension of understanding

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues

- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar

When constructing feedback teachers need to consider:

- 1 Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

3ic) The Frequency and Nature of Pupil Response to Feedback

Work that is marked developmentally requires a response from the pupil. However, developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from FS to Yr6, and throughout the school year appropriately. In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this. Likewise tasks must be effective in improving work, yet brief in execution.

For pupils in KS1 and where developmentally appropriate as designated by SEN Support Plans, communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently.

Acknowledgement of response

This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

4 Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher. Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school. Students in school are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance. Teachers will use professional judgment in discussion with the Headteacher or

Deputy Headteacher to ascertain whether the marking of all pupils' work is monitored or a sample.

5 Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school. Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Assessment Leader to liaise with the Subject Leaders and to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress. It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

6. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

7. SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Support Agreement as required.

8. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes. The Headteacher will also monitor the impact of developmental marking through work scrutiny in both maths and literacy as part of lesson observations to monitor the quality of teaching and learning in the school. Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers. Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.

9. Policy Review

This procedure has been agreed by the staff and Governors in the Autumn Term 2016 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than Autumn 2017.

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