This document is a statement of the aims, principles and strategies for marking and feedback to evaluate the learning at St Bartholomew's C of E Primary School.

It was initially implemented in July 2014, following consultation with teaching staff, support staff and Governors. It was reviewed and updated in June 2017 to reflect changes in the curriculum and the introduction of interim statements issued by the Standards and Testing Agency.

St Bartholomew's C of E Primary marking and feedback practices stated below are based on the assessment for learning principles as detailed in our assessment policy. This policy provides a framework for marking and feedback which enables all staff and children to consistently evaluate the learning taking place.

Aims:

Our aims for marking and feedback are to:

- Provide feedback for children about their learning promptly and regularly
- Provide children with opportunities to assess and evaluate their own and others' learning
- Ensure that children understand their achievements and know what they need to do next to make progress
- Use information gained to adjust future plans
- Recognise, encourage and reward children's effort and progress
- Be related to the learning objective (WALT) and steps to success
- Be used consistently across the school

As such, marking and feedback are key parts of the learning process and this policy should be read in conjunction with the policies for learning and teaching and assessment.

Marking and feedback:

Below is a toolbox of strategies for high quality marking which should be applied as appropriate:

- Involves all staff, should be manageable for staff and learners and is carried out sensitively and constructively.

- Examples of good achievement will be highlighted as 'pink for perfect' and next steps in learning will be highlighted as 'green for growth.' These will usually be used in either teacher or peer marking and should be related to the steps to success which will have been shared or agreed with the children. Teachers should aim to ensure a balance between pink and green comments with no more than two green comments for any single piece of work.

- Comments are referenced to the pink and green. The green comment should be developmental indicating the next steps for learning.

- Feedback could also be given against the learning objectives (WALT), curricular and personal targets (eg: spelling or punctuation) when appropriate.

- When marking work orally with the child, the verbal feedback stamp is used and the Feed Forward written on the chart. There is no need for written comments. (See Appendix E, for guidance on verbal feedback.)

- The steps to success are easily accessible to the child and will often be in the form of a checklist stuck onto the page or displayed clearly in the classroom.

- The child ticks off the points on the checklist as a self-assessment. The teacher is responsible to ensure children are taught how to self-assess and if children tick off points that they have not completed then the teacher follows this up with the child.

- Time is to be planned into lessons for children to read and respond to marking and edit their work.

- Learners take part in self-marking and evaluation to empower them to realise their own learning needs using the 1,2,3, system which is displayed in the classroom (see appendix).

- Peer assessment is used to reinforce the new learning for children by critical review against the steps to success and the WALT.

- Learners take part in peer-marking using the pink and green code. Peer marking (written) should be in pen/pencil. Every time that children are

directed to mark their peer's work this must be modelled by the class teacher with reference to the WALT and steps to success.

- Editing and responding to feedback should be done in red pen.
- Checking for CHIPS (Capital letters, Handwriting, Interesting words, Punctuation, Spellings)

- The visualiser is used for shared marking to encourage collaborative learning.
- Mini plenaries should be used regularly throughout the learning process to review progress at whole class and group level
- The codes G for guided work and S for supply teacher should be used (see glossary)

Written feedback:

Written feedback carried out by staff and learners is part of the wider feedback process and requires more specific guidelines:

- Deep marking is required to inform future planning. Teachers should use their professional judgement to decide how often they need to provide pupils with 'next steps' feedback. This will vary depending on what is taught.
- There is an expectation that written 'next steps' feedback is there to be put into action by pupils.
- Written feedback must be legible and in clear, child-friendly language
- All work that is not marked verbally with the child should have written feedback
- Summative feedback, usually consisting of ticks and crosses, is used with closed tasks
- All marking by staff must be with green ink
- All marking by children must be with the pink and green highlighters or red pens.

<u>Examples of developmental feedback:</u>

These examples are taken from Shirley Clarke – *Unlocking Formative Assessment.*

- **A reminder prompt**:

  For use with the more able child – this prompt simply points to a possible improvement, eg: *Say a bit more about this character; tell me more about the way you feel about ……..*

  NB – Most children need more support than this to improve their work

- **A scaffold prompt:**

  For use with children needing more support – can be phrased as:

- *A <u>question</u>, eg: Can you describe how this person is a 'good friend' ?*
- *A <u>directive</u>, eg: Describe something that happened that shows they were a good friend.*

An <u>unfinished sentence</u>, eg: *'He showed me he was a good friend when…'*

- **An example prompt:**
  Successful for all children as a modelling tool (especially with lower attaining children) - this prompt gives the children a choice of words or phrases:
  Choose one of these or your own: -
  He is a good friend because he never says unkind things about me
  Or
  My friend is a good friend because he never gets angry with me
  Or
  Use one of your own that you can think of that may be better

For all these types of developmental feedback children must be given quality time to respond and develop their work.

Markbooks:

Markbooks (paper or electronic) held by staff are a formal record of children's attainment and achievement. In all subjects a simple and manageable 'scoring' system, similar to the pupils' self-assessment system is used to record key learning against the objectives being taught (See Appendix A):

In the core subjects, the school's assessment criteria are recorded alongside this scoring system. Assessment criteria in reading, writing and mathematics are recorded termly; achievements in science are recorded at the end of each topic with a final standard awarded at the end of each academic year, two RE levels are recorded at the end of each term (one focussing on AT1 and one on AT2). Details of homework and specific assessments (eg: arithmetic, mental maths and spellings) are also recorded in the markbooks.

Marking and Feedback Policy – Appendix A
Teachers' Assessment Code

Higher achievers (Greater depth)	exceeded expectations, eg: can apply skills/understanding in other contexts; can confidently explain to others	3
Middle achievers (Expected)	Achieved or mainly achieved expectations, eg: can use skills/understanding in this context with occasional errors and required limited support	2
Very limited achievement (Working towards or below year group)	did not achieve expectations	1
Absent		A

Marking and Feedback Policy – Appendix B
Pupils' Self-Assessment Code

Green	I'm confident	3
Amber	I'm nearly there	2
Red	I'm not sure	1

Marking and Feedback Policy – Appendix C
Marking Codes

I – Independent work

G – Guided work

S – Supply teacher

V – Verbal feedback*

1-3 Scoring system (Appendix A and B)

*Teachers are encouraged to make a brief note next to the 'V' recorded in the child's book, as an aide-memoire for the feedback given verbally.

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  Choose one of these or your own: -

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  Or

  Use one of your own that you can think of that may be better

For all these types of developmental feedback children must be given quality time to respond and develop their work.

Verbal feedback should form part of a teachers daily toolkit to give children feedback (often personalised) to help them understand the next steps in their learning. When verbal feedback is given the teacher/ LSA should write 'V' in green pen or use a verbal feedback stamp. Teachers should make a note of the verbal feedback as part of their own assessment for learning knowledge of the child's progress so that they do not need to remember everyone's feedback in their heads.

Verbal feedback should be given often but used in conjunction with written feedback. There should be a balance of written, verbal, self and peer feedback in children's books which result in children making good progress.

When verbal feedback is given in one lesson, teachers can give written feedback in future work to comment on the child's progress against that verbal feedback.