

Christ Church Marking Policy

Principles

Our Marking and Feedback Policy is based on the principles that:

- children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Who is involved

Leadership Team : monitoring, evaluation and inset;

Teachers and Support staff: giving a range of feedback in a variety of forms;

Pupils: self-assessment and marking, peer assessment and marking and improving their own work;

Guidance for marking

Teacher marking is only effective if:

- it informs both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to read and respond to the marking as soon as possible
- it is informing the teacher of future learning needs which can be incorporated into future planning

Marking and feedback should take some of the following forms, as appropriate to the work:

- All marking comments will be measured and assessed against the learning objectives and success criteria for each lesson. Success criteria needs to be thought about in advance by the teacher, however, children should have a direct input into creating it during their lesson.
- There needs to be regular stops during the lesson where there is feedback on progress made so far. The use of the following codes can be used to indicate where a teacher or peer has intervened to support improvements within- class.

VS (visualiser stop) - Children write VS in the margin after their last sentence, work is displayed and discussed using the visualizer app and then subsequent learning can be made using a 'polishing pen' in green. **(Coded VS)**

VF (verbal feedback) - If verbal feedback instead of written feedback is given, then it should be coded 'VF'. This verbal feedback and feedforward process should be part of normal classroom practice. Subsequent learning or improvements can be made using the green 'polishing pen'. **(Coded VF)**

CI (cooperatively improved) Both children read and discuss one of their pieces together (not swapping books). The child whose work it is has control of the pen and ultimate say. Together they decide on the best examples, reasons are given and underlined. Together, they should talk and agree about improvements which are made, there and then, using the 'polishing pen'. Space is left at the side of the child's writing or underneath for improvements to be made. **(Coded CI)** Both children initial the improvements.

SA (Self assessment Coded SA) Children self assess and improve their own work with reference to the success criteria. Children need to be trained in how to peer and self -assess meaningfully, in order that time spent in lessons, on this, is beneficial to the learning.

- **Teacher comments** would be the **last piece** in the process. They need to provide specific comments about current quality, cause further thinking, justifications and move the quality level forward by demanding an

additional response.

For some extended pieces, particularly writing, teachers may use highlighting to flag 'Pink to make you think' and 'Go Green'. The highlighter system will be used at the **teacher's discretion**.

Excellent work = Green

Work requiring improvement = Pink

- Overuse of the highlighters is not encouraged, as IMPACT is lost - so being selective is of the utmost importance.
- Highlighting of entire words and sentences is encouraged. A short mark at the start of a line to draw attention to a particular line or paragraph is also acceptable.
- All mistakes in a piece of work **WILL NOT** be rectified by the teacher. But teachers will point out key SPAG errors in the margin and expect pupil correction. (P - punctuation, Sp - spelling, Te - tensing)
- Editing and redrafting is strongly encouraged therefore children using paragraphs should leave a paragraph gap between each paragraph so work can be edited and redrafted thoroughly as part of the drafting process.

Marking Comments - the written feedback process

- Will highlight the success and improvement against the Success Criteria and Learning Objective
- Must be accessible to children. (Including SEN and EAL)
- Not all pieces of work will be 'quality marked' however all written work should be acknowledged. Teachers should always use red pen.
- Focused comment should help the child in 'closing the gap' between what they have achieved and next step improvement.
- The majority of marking comments should be positive and developmental. See examples below.

Positive Non-Specific x	Positive Specific x	Positive Developmental v
"Good work!" "Excellent!" "Well done!"	"Well done, I think you've explained the process clearly using the correct technical terms." " I love the adjectives you've chosen to describe the scene."	"How could you back up your arguments with more evidence? Give an example." " I love the way you have described so vividly. Please add a relative clause into this sentence? What effect did it have?"

There are four techniques of **GAP TASKING** depending on stage of teaching sequence and ability of child.

Less Able, Early in teaching sequence

- Example prompt
- Steps (instructions)
- Reminder
- Challenge - open ended task

More Able, Towards the end of teaching sequence

Examples of these type of prompts:

Example prompt

Remember narratives should be written in the past tense. Can you change this line of narrative so it is written in the past tense?

The giant is screaming and shouting. (highlighted in pink)

Which is correct 'a' or 'b' or try and re write the sentence yourself.

- a. The giant was screaming and shouting
- b. The giant is screamed and shouted.

Steps

Remember a sentence needs:

- 1. A subject and a verb so it makes sense in its own right
- 2. A capital letter at the start of each sentence
- 3. A full stop at the end of each sentence

Can you go through your work and mark every sentence using these steps.

Reminder

Remember if you are writing a narrative your writing should be in the past tense.

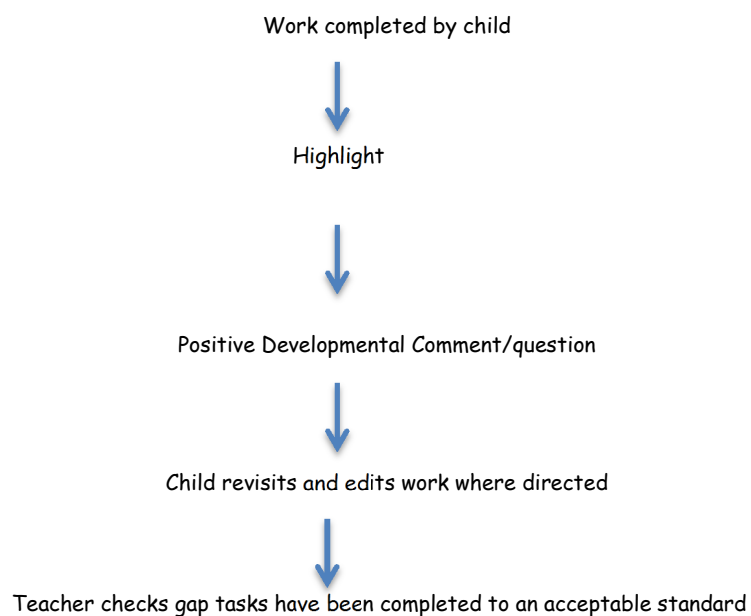
A regular past tense ending would be 'ed'. You have missed 4 regular past tense endings and 2 irregular past tense endings.

Can you find them and correct them?

Challenge

Could you interweave some dialogue into the description of your main character in the 2nd and 3rd paragraphs so that we can get an insight into the character through his words?

- Remember though marking is most effective in the presence of the child.

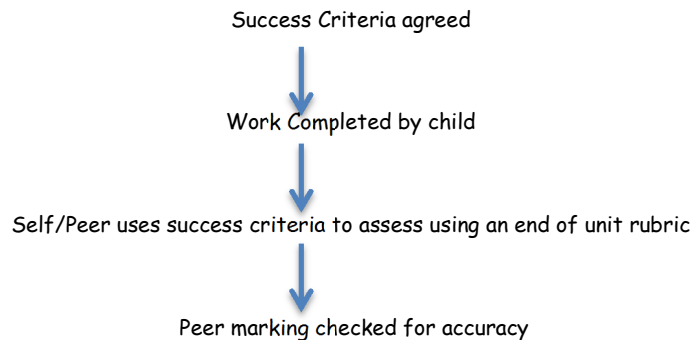


- Children may be coached to routinely make corrections where pink is used to highlight work.

SELF/PEER/COLLABORATIVE ASSESSMENT

- This will take place after work has been completed.
- A variety of scaffolds will be used (at teacher's discretion) to encourage assessment and improvement of work. (See appendices for examples)
- Peer, self and collaborative assessment and feedback/ feedforward should take place as part of normal classroom practice.
- Teachers will plan assessment sessions in lessons to allow the assessment process to take place. A quality over quantity approach will be employed.
- Collaborative assessment (Not to be confused with collaborative improvement) takes place when children work together to **assess** a piece of work (no editing takes place)/ Some teachers may allow children to use pink and green pencil crayons or highlighters, others pencils or verbal.
- Any improvements made after this process, will be made by the individual child.

Suggested process for peer assessment:



Teachers should provide sufficient modelling of the assessment process to enable the children to understand this process. Please refer to the Literacy programme of study for individual year group expectations.

Key Stage 1

In EYFS and Year 1, simple and straightforward verbal feedback (use codes) will easily communicate next step advice to the children.

Positive non-specific and development comments may be included dependent upon the child's ability and at the teacher's discretion. Simple gap tasks though should be achievable as part of everyday practise.

Peer assessment will begin with verbal discussions and as the children's understanding of the process develops, this will move on to using a simple success criteria sheet with adult support.

By Year 2, it is expected that most children will be able to move onto the whole school marking method. This will be initiated at the teacher's discretion.

Expectations

All pieces of work in books should be acknowledged either through teacher marking, peer marking or self-assessment. Teachers' handwriting needs to be legible as a model for the child and in red pen.

LSPs working with groups or individuals are expected to mark their work in line with this guidance.

Time to respond to feedback

This may take various forms, is at the teacher's professional discretion, and could include whole lessons. The more immediate the feedback the more impact it will have.

Time should be given for children to read, understand and be aware of their targets for improvement. Then given the opportunity to review and amend the work as appropriate. Regular slots will be highlighted in the planning process.

In order for marking to be formative, '**closing the gap**' information must be understood and acted upon by the children.

Teachers will respond as necessary to any children's comments from the previous lesson. The most powerful form of feedback is that given by the pupil to the teacher. This 'conversation' should be clear to all parties and be revisited after a suitable distance from learning. All dialogue should be constructive and aimed at improving the standards of work.

Children must respond clearly and accurately to the comments.

Children will respond to their gap task in green biro to aid visibility and will respond as near to the time it was set as possible. They must complete the gap task before their next lesson so that they can use this information to move their learning forward from this point on.

Detailed Teacher Marking

- For English and maths, there should be a *fair* balance of teacher and child marking.
- Teachers should be conscious of checking the quality of peer and self-assessments made by children.
- For foundation subjects there should be evidence in topic books of teacher, peer and self-assessment.

How often in English/maths - 'a rough guide'

- Teacher will mark 2 'groups' per lesson.
- '2 groups' of children will self-assess per lesson
- '2 groups' of children will peer-assess per lesson

To indicate who is assessing at the start of a lesson the teacher will put 'stands' on each table - I am self-assessing, I am peer assessing, My teacher is assessing my work.

Alternative ways of sharing/ celebrating a child's success

- Openings of lessons
- Mini-plenaries e.g. 'Why is this good?' (refer to success criteria)
- Plenaries and use of the visualiser
- Peer selection of good examples to share and explain
- Year group assemblies
- Achievement awards
- Excellence or good learning displays with reasons why
- Letters to parents outlining a child's success
- ICT - pictorial storage of good examples

Moderation

It is expected that cross-year group moderation will occur regularly throughout the academic year (3x).

Monitoring

Marking and feedback will be monitored by senior management through taking samples of books and through lesson observations.

Please see attached appendices for further support -

APPENDICES

Appendix 1 - Marking Key needs putting up in classroom

MARKING KEY

 Excellent work

 Work needs revisiting

LO✓ Learning Objective Achieved

VF Work Discussed With Pupil

CI Collaboratively Improved

VS Visualiser stop

SA Self assessment

PA Peer assessment

Appendix 2 - Ideas for developmental gap tasks

Example Developmental Gap Tasks
Are you sitting in the correct position for writing?
Are you holding your pencil in the correct hand?
Are you holding your pencil with the correct grip?
Where on the line do you start your writing?
Can you use your phonics to try to spell a word?
Can you sit your writing on the line?
Can you remember where to use finger spaces?

Where do you need to use capital letters ?
Does your sentence make sense?
Is there a better choice of word you could choose here?
How could this sentence be improved?
Re-write this sentence, adding a/an (adjective, verb, conjunction)
If I remove this full stop , which word would you use to join the two sentences together?
'The volcano exploded like ...' Finish this sentence.
Write me 3 adverbs that could be used to start this sentence: '_____ the boy climbed up the old oak tree.'
What do you need at the beginning of a sentence?
Can you add an adjective to this sentence?
Letter formation: can you trace over my letter then write me three more?
(Highlighted word) can you use our classroom resources, or ask a friend, to find the correct digraph for this word?
(Highlighted word) can you use our classroom resources, or ask a friend, to find out how you spell this sight word?
Can you tell me a word that is a conjunction ?
Can you add a pink dot where your finger spaces should be?
Can you use a conjunction to make these two sentences into one?
What punctuation do you need to use when writing a list?
Please highlight the compound sentence in your work. Why is it a compound sentence ?
Add adjectives to this sentence to make it more descriptive?
Change this noun into an extended noun phrase .
Can you start this sentence in a different way?
How do you think this character will feel?
What will happen next?
Could you open this sentence with a verb ? What effect does that change have?
Could you open this sentence with an emotion word ? What effect does that change have?
Could you open this sentence with an adjective ?
Could you open this sentence with a fronted adverbial to show when it happened?
Could you open this sentence with a fronted adverbial to show where it happened?
Could you open this sentence with a fronted adverbial to show how it happened?
Could you open this sentence with a subordinate conjunction ?
Punctuate the example of speech below properly please.
Choose a conjunction which correctly completes the sentence below.
Circle the relative clause, determiner, preposition, subordinating conjunction, etc. in this sentence.
Can you insert a comma in the right place in this sentence?
Create a sentence showing how a comma can change the meaning of a sentence.
Explain why the sentence below uses an exclamation mark .
Which word class is - a noun, determiner, adverb, adjective ?
How do the words...at that moment ...function in the sentence below e.g. as a noun phrase, a relative clause, a fronted adverbial, as a conjunction.
Draw a line to match the pronoun which replaces the noun in this sentence .
At the start of this story some of the punctuation is missing . Insert the correct punctuation in the spaces.
Complete this sentence with the correct
Re-write the simple sentence with a more powerful verb. Why is it a simple sentence ?

Read this out loud to a friend. What improvements can you make?
Which Alan Peat sentence would work well in this paragraph?
Is this sentence a command, statement, exclamation or question ?
Can you insert a question tag into this paragraph? What effect does it produce?
Can you link these two paragraphs with a fronted adverbial for when ?
Choose a suitable adverb to follow this verb .
Circle the determiner used in this sentence.
Use a modal verb to show us how certain it is for the event to happen.

Appendix 3 - E.g. of SC

SC is based on what 'good' looks like for that piece of work, the must, should and could just provide an increasing level of challenge. Must is the very basics - the essentials, the should is what it should like to be age expected in this piece of work and the could is what else you could do to show a greater depth of understanding.

	Teacher	Self Assessment	Peer assessment
MUST			
Put in chronological order			
Use an imperative verb			
SHOULD			
Use adverbs or adverbial phrases to add detail			
COULD			
Include advice showing established viewpoint			

Appendix 4 - Ways of scaffolding/supporting self and peer assessment

How can I improve?
How can I help my friend improve?
Next Steps?

OR

What did you like about the writing?
What could be improved to achieve the success criteria?
Can you give them a challenge?

OR

I like this part but have you thought of...
What made you use this word/phrase/simile/metaphor and not another one?
The best part is when you...
I think that next time you should think about...
I think you have achieved these 2 success criteria but I'm not sure about the third one, what do you think?

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