

# St. Mary's Catholic Voluntary Academy

## Policy Statement for Marking

### Mission Statement:

By working together at St Mary's School we aim through Jesus Christ to share God's love, helping our community to learn, grow and make a difference

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.

### Aims:

At St. Mary's Catholic Voluntary Academy we believe that 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. Our marking needs to be to be manageable for teachers, related to the learning challenge, involve all the adults working in the classroom, give recognition and appropriate praise for achievement, be consistent throughout the school and ultimately be seen by children as a positive in improving their learning.

Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- 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.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

### Objectives:

- Give the children time to reflect and respond to marking.
- Allow children to become independent in self and peer-assessment.
- Inform interventions, future planning and assessment.
- Give the children clear strategies to improve during the lesson, through live feedback.
- Involve the children in the marking process, whether written or verbal, to ensure consistency and continuity.

### Principles and Procedures:

At St. Mary's the emphasis when marking should be on the effort the child has made, the learning led challenge and the clear success criteria set for the lesson. Focused comments should help the child in closing the gap between what they have achieved and their next steps.

- All work marked using highlighters, as much as possible live during lessons.
- Guided group work in core and non-core subjects is identified by the adult leading the group (see code below) and a verbal explanation of the next steps is given where required.
- All marking and feedback is completed using the school's marking code. (Please see below)
- Children should have regular opportunities to peer and self-assess their work, using the 'Green for Great and Think pink' system.
- Children should be able to respond instantly to pink or yellow feedback using their green pen or time should be built into the beginning of the next lesson.

### Whole School:

- Children should be encouraged to self and peer assess their own and others' work whenever this is appropriate related to the lessons clear success criteria. (Peer assessment will not be written into books until UKS2. LKS2/ KS1 to use SC checklists or post-its. FS to use verbal feedback).
- Worked marked by someone other than the class teacher should be initialled alongside the use of the marking code e.g. TA - teaching assistant, ST - supply teacher, PA- peer assessment.
- Any written comments that support children's learning to be written in red pen.
- Adults will use a green highlighter to highlight areas of 'great' work against the lesson's learning challenge. Adults will use the pink highlighter to point out areas for self-correction against the lessons learning challenge. This will link to the 'Green for Great and Think Pink' peer and self-assessment system. Neon Yellow highlighter will also be used to highlight English, Maths and RE non-negotiables which need to be addressed (Year group specific).
- Next step comment/ challenge provided in red pen if work is all green, responded to by pupil in green pen (during or after the lesson).
- For all other subjects success criteria's will show progression of skills and knowledge and highlighters will be used on the grids and pieces of work.

### St. Mary's Marking Code:

LC ✓ Learning challenge met

LC  $\frac{1}{2}$  Learning challenge half met

LC • Learning challenge not met




I Independent work

1MP 1 merit point

VF Verbal feedback given

GG Guided Group (CT/ TA/ ST)

PA Peer Assessment

	<b>'Green for Great'</b> Highlight in green 'great' elements of a piece of work (core and non-core subjects) - assess against the learning challenge/ success criteria.
	<b>'Think Pink'</b> Maths and English (including cross curricular subjects) - highlight areas for self-correction, where answers are not correct, features on S/C are not included, sentence structure or punctuation is missing.
	<b>'Neon Non-Negotiables' (spellings and letter formation)</b> English - Highlight where English spellings and letter formation are not correct. Maths - Highlight where Maths vocabulary and numerals are not correct. R.E - Incorrect spelling of age specific religious words.

## **Questioning**

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including prompting, promoting and probing questions, are recorded in teacher's medium or short term planning. Wait or 'thinking' time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of 'learning partners' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

## **Giving effective feedback to pupils.**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. It 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 improve planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes. Effective feedback comes under the following headings:

**Specific Achievement** feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Challenge / Pupil self-assessment made by traffic light or personalised target set for the individual.

**Specific Improvement** feedback identifies where mistakes or misconceptions lie and how work can be improved by giving time for children to edit their work.

## **Monitored marking:**

The pupils will self and peer assess as appropriate using the success criteria agreed as part of the learning cycle. Their work will be initialed or stamped by the teacher but may not have detailed feedback on it.

## **Monitoring:**

This Policy supports all areas of teaching and will be a central part of the education of the children at St. Mary's. Monitoring will be carried out by the Phase Teams during PPA sessions once every half term. Monitoring by the Leadership Team will take place during lesson observations, book scrutinies, Pupil Progress Meetings and learning conversations with staff and pupils. Leadership Team monitoring will be shared with Governors during Curriculum and Standards Committee meetings on a termly basis to complete the cycle of Quality First Feedback. For monitoring to take place regularly and successfully all books will be in school during the hours of a school day.

**This policy relates closely to, and should be read in conjunction with, our:**

- Provision Policy
- Homework Policy

**Date of Policy:** July 2019

**Date of Next Review:** July 2020