

ST JOHN THE BAPTIST CATHOLIC PRIMARY SCHOOL



'Learning and Growing Together, Unique in God's Eyes'

POLICY FOR:

MARKING AND RESPONDING TO CHILDREN'S LEARNING

Policy reviewed by Staff: October 2022

Policy reviewed by Governors: November 2022



*Learning and growing together,
Unique in God's eyes.*

Vision

At SJB our vision is to provide the highest quality education within a Catholic ethos. Through the love of God, we will foster individual uniqueness recognising every child is created in the image of God (Gen 1:27)

Together, with our families, our parish and wider community, we seek to create a safe, happy and inclusive school where children become confident, responsible, caring citizens, rich with the rewards that faith and learning bring to heart, mind, body and spirit. Learning and growing together; Unique in God's eyes.

Mission

We love one another, just as God loves us.

We are respectful, welcoming, and inclusive.

We learn together, using our unique gifts to achieve personal excellence.

We are active members of our parish, our community and wider world seizing every opportunity to make a difference.

'Love one another as I have loved you'

John 13:34

Links with the School Mission Statement

Embedded within our school mission statement is an ethos which aims to develop in each child a sense of achievement, value and self-worth; and to celebrate the uniqueness of each child, their individual gifts, talents and skills.

We recognise that the ways in which we respond to children's learning will have a powerful impact on this; our aim is to have a positive approach, to celebrate success and ensure that each child understands what they need to do in order to progress to the next stage in their learning.

Marking and feedback should:

- Be manageable for the teaching team and accessible to the pupils.
- Relate to the learning intention.
- Involve the teaching team working with the pupils.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for pupils to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to have live marking where appropriate.
- Inform future planning.
- Use consistent marking code within key stages.
- Ultimately be seen by pupils as a positive approach to improving their learning.

Rationale

The purpose of this policy is to communicate to all concerned, the ways in which to mark and respond to children's recorded learning tasks.

Research has shown that consistent and effective marking has a significant impact on raising achievement. Developmental comments alone raise standards as they help pupils to understand the main purposes of their learning and thereby grasp what they need to do to improve.

Teachers should use a mix of strategies to motivate and encourage pupils' enthusiasm to learn through: Suggesting alternative ways in which they can improve their work; positive acknowledgement of correct work; encouraging comments on areas for development.

Marking and feedback should be immediate where possible. Staff can mark pupils' work giving oral or written feedback during the lesson. In this way, pupils can respond immediately. More detailed, quality marking is to be completed prior to the next lesson where possible so pupils' can act upon feedback.

The methodology of marking pupils' work

The following are methods of marking and feedback.

Our marking key has been included in this policy as Appendix 1.

Oral Feedback

Oral feedback benefits all pupils. This dialogue should focus upon successes, areas for development and to set targets for future learning.

Summative Feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The pupils, as a class or in groups, can also mark this. Green pen is used to identify 'Green for Growth', i.e. ways forward and pink pen is used to identify 'Tickled Pink', i.e. success against the learning intention.

Formative feedback / marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

Quality Marking

Roughly one in every three pieces of work in a subject should be quality marked (but this is left to the teacher's professional judgment). Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child.

When quality-marking teachers:

1. Read the entire piece of work.
2. Highlight where the child has met the learning intention in pink pen for 'Tickled Pink' using the marking key and indicate clearly a focused area for development marking in green pen for 'Green for Growth' with a comment linked to this, which will help the child improve their future learning.
3. Spelling, punctuation and grammar need not be marked in every piece of work but are marked using the marking key. (See Appendix 1 for Marking Key)
4. The adopted marking key use symbols as shorthand when marking. Pupils are to be made clear about what the symbols represent and will be able to see them in their books. When possible and appropriate, pupils should be given a comment, which will extend their thinking.

Marking and Feedback in the Early Years Foundation Stage and Year 1

In the Foundation Stage, marking and feedback strategies include:

- Verbal praise
- Stickers and stamps
- Written annotations, short and narrative observations
- Annotation of work and photographs by staff
- Oral dialogue with pupils about their play, work or special books
- Use of marking key at an appropriate stage

Pupils' response to the comments

Self-Marking and evaluation

- Pupils should be given time, to read and consider the written feedback.
- Pupils should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Pupils should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.
- All pupils should be encouraged to self-evaluate and older pupils should be encouraged to identify their own successes and look for an improvement point. The plenary can then focus on this process as a way of analysing and learning. Children will use a circle next to the WALT using pink (achieved WALT) or green (not yet achieved WALT).
- Pupils should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Marking Symbols

WALT is marked against with

- / beginning to understand the objective
- ^ working towards understanding the objective
- △ understood the objective
- *△ a greater depth understanding of the objective

T worked with a teacher

TA worked with a teaching assistant

I worked on your own

V adult chatted with you about your learning



Pink writing is what we are impressed with.

=>

Green writing is what you can do to make your work even better (sometimes your teacher will ask a question or set you a challenge).



finger spaces



full stops



punctuation



capital letters



adjectives



conjunctions



read your writing again and check



check your spelling



paragraphs