



Marking/ Feedback Policy

The best interests of our children must be a top priority in all our actions - Article 3

We are a school committed to promoting the rights of our children as per the UNICEF Rights Respecting Schools programme.

Our work in this aspect of school life promotes the following articles:

Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 28: Every child has the right to an education. Primary education must be free.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights.

Reviewed Sept 22.

Changes made – amend the amount of Seesaw marking following a review of its inclusion in 21/22 version of Marking/ Feedback policy.

History of policy: Devised: Term 1 & 2 2015/16

Drafted: Term 2 2015/16

Approved by Board of Governors – April 2016.

Review date: Term 3 16/17

Reviewed: April 2019.

Changes made- removal of learning goal photograph which made reference to Alta Maths. Reference made to the 'SeeSaw App as an assessment tool'.

Reviewed: Sept 21.

Changes made to articulate how Seesaw marking would continue post Covid Closures in an aim to enhance parental Engagement.

Reviewed Sept 2024.

Context

St Clare's Abbey teachers are committed to the principle that **"quality feedback is essential for effective learning and teaching."** (Ref: NIC Curriculum Support and Implementation Box – AFL for key stages 1 & 2). All our teachers put a lot of time and effort into marking pupils' work and it has been difficult to establish consistent, meaningful and manageable procedures to ensure that it is a purposeful and productive use of time for teacher and learner. However, we have engaged wholeheartedly in the process and are eager to make the most of this valuable teaching and learning tool. Consequently, we have agreed upon the following policy and procedures.

This policy helps us to fulfil our school aims of 'Loving Others and Loving Learning' by:

- Showing our pupils that we value them and their work.
- Showing them very clearly that we expect to see them improving all the time with the aim of becoming the best that they can be.
- Motivating our pupils by building their esteem (NB we don't just tell them to improve we give appropriate prompts so that the improvement we seek is achievable)
- Establishing a culture that values competing against one-self rather than one's peers.
- Contributing to whole school improvement.

Principles:

In keeping with the NI primary curriculum we believe that our assessment of pupil work is only effective if:

1. It informs future teaching and learning by –

- Showing pupils **where** their work can be improved and **how** such improvement can be achieved. Hence we try to avoid bland and unhelpful comments such as 'good work', 'could do better' or 'improve your spellings', choosing instead to make constructive comments that will show the steps to be taken to achieve a higher standard, e.g. this writing could have been even more descriptive if you had provided a simile e.g. 'she was as gentle as.....'
- Encouraging teacher and pupil to use the information gained from marking to set realistic targets for groups of pupils e.g. Writing targets for the term. Teacher analyses children's work as per class groupings then discusses appropriate targets with the children for the term ahead.
- Creating an evaluative culture in which teachers will reflect on their assessment observations and indicate in their planning how these will impact on future teaching strategies. In practice this looks like a printed planner used by teacher and classroom assistant annotated as the plan unfolds. See below:

<p>Teachers: Miss Rocks, Mrs Tierney and Mrs Sloan Class: Primary 3 Genre: Fiction - A wide range of texts in print and on screen to include: texts with language play, e.g. riddles, tongue-twisters, humorous verse and stories.</p>	
<p>Independent Work → HA and MA - These children will return to their seat with their seat and complete a word sort of the words for their spellings this week. They will then write sentences using these words. • LA - Alpha to Omega Stage 1 or sentence writing with HFWs (see evaluation sheet).</p> <p>Review → Children will return to the carpet area and they will share with the rest of the class what they have written. • Together we will record on the whiteboard other sound words.</p>	
Tuesday	<p>Talking and Listening → Revise how we have been looking at tongue twister and jokes where we have been playing with words. Today we will be looking at riddles. Explain that a riddle is a word puzzle. Riddles can be set out in different ways, for example, as a joke or rhyming verse.</p> <p>Shared Reading → Read the two riddles by John Cunliffe, asking the children to guess the subjects. • Are all the children familiar with the saying, "Time flies"? Ask them to point out the rhyming pairs in each riddle, checking with Annotation sets a and b. • Read Valerie Bloom's riddle, which describes the metaphorical clothing worn by a tree as it changes throughout the seasons of the year. Ask the children to point out the rhyming pairs, and to find all the colour words, checking with Annotation set c. What colour is "crimson"? Can they think of other words for shades of red, such as "scarlet"? Which of the three riddles do the children like best? Why?</p> <p>Shared Writing → Model how to write a simple riddle for a familiar object, such as a pair of glasses. (I have two windows but no doors; I have frames but no pictures; I can be folded up but I am not made of paper.)</p>

2. It actively involves the pupils in their learning by –

- Taking time at the start of the year to share a 'best piece' of work from the previous year to set expectations. From this a set of '**Given Expectations**' will be negotiated by the teacher and pupils in each class which will show the things that are always expected to be working towards e.g. the correct use of punctuation, the accurate spelling of high frequency words, the regular use of cursive handwriting.

- Sharing the focus of the learning in individual planners with the class and helping them to understand what is expected from them from the outset and helping them to realise that that is what their work will be marked against. Teachers decide how best to do this within their own year group and, having done this at the start of the planner, it is revisited as an integral part of the learning process for its duration.

- Showing pupils what they have to do to improve and then handing it to them and their parents to consolidate. This level of pupil ownership is very important if we are to produce independent and responsible learners.

We have found that effective use of the Seesaw App enhances this as it enables us to share the feedback with the child and his/her family.

We ask parents to look at our feedback with their child and reinforce its message in the child's subsequent work. A response to the teacher's feedback outlining what the child has taken from it and will try to build into their future writing would be the gold standard of child/parent and teacher working together to secure improvement.

We address this with parents at our start of year curriculum meetings and repeatedly throughout the year. We consulted with parents to establish how often they felt this feedback could be managed.

- Ensuring that pupils understand the marking approach used by their teacher and that they can read and understand their teacher's comments and that they have an opportunity to act on the teacher's suggestions for improvement. (These approaches will be negotiated within each class at the start of the school year so that children and adults have a shared understanding of what symbols and comments made by the teacher means. A pictorial representation of these agreed procedures will be displayed in the classroom as a reminder for pupils, a way to ensure consistency in the event of temporary staff being employed.)

- Encouraging self-reflection assessment as appropriate (within particular pieces of writing and as part of the review of the termly target setting process)
- Encouraging peer assessment. We feel that the most appropriate way of doing this is teacher led through sharing/casting of pieces of work for group/whole class discussion.

Hard copy marking in each year group:

- Stamps/ticks (CA & T) (work will indicate if it has been assisted by CA/teacher)
- Commented work (e.g. mark 1/2 and 1/2 self-assess against a given template developed at the start of the term in keeping with the targets). Foundation stage – no comments due to children's inability to read what has been written. In the moment/shoulder to shoulder marking verbally, stamps used to indicate teacher/CA led work or independent work.
- Children ticking their own responses- to answers called out.
- Self- assessment (P4 – P7 linking to termly targets)
- Peer assessment may not be evident in books as this will be done in small groups/whole class led by teacher. This will be referenced in our planners.

Digital/SEESAW marking in each year group: Linking to Numeracy, Literacy & WAU:

Detailed Feedback is given through seesaw in an effort to make parents a key player in the assessment process for their child. The feedback will be:

Literacy:

- Screen recording/voice note of teacher talking through the photographed piece of work giving suggestions for improvement to be visible in the follow up piece sent from home.
- Parent and child will provide a voice/typed message to the teacher referencing the teacher feedback and a piece of writing will be uploaded showing how the child has attended to this feedback (this will be the homework for this week).
- Teacher will acknowledge completed work and thank parents for their support.

Numeracy:

- Screen recording/voice note/explanatory video talking through a particular problem/set of problems and how it was solved.
- Teacher sets a task (new problem to be solved or challenge for child to create a similar problem etc.)
- Parent and child will work on this and send their recording/piece into school.
- Teacher will acknowledge completed work and thank parents for their support.

WAU/PBL:

- **Teacher will upload video/imovie/just2easy piece/book creator relating to STEM experiment/local study/focused interest study.**
- **Teacher will ask parent/child to explore further aspects relating to above.**
- **Child & parent will feed back with new knowledge/skill.**
- **Teacher will acknowledge receipt of same and thank parents for their support and commitment.**

The Bloom Room

As the focus for the children in the nurture room differs from that of the children in their base classes, more of a focus will be placed on feedback to the pupil regarding their Boxall targets. Feedback regarding curricular based work will mirror that of above, however as more time is focused on developing social, emotional and behavioural skills the children will review their progress weekly regarding these with nurture staff.

Types of feedback provided within St Clare's Abbey.

Rather than being too prescriptive in terms of the minutiae of marking strategies used we have secured commitment among all staff to the indicators of effective marking identified in the TTI document- ETI. As a full staff and within key stages we have discussed the indicators and how these translate into practice in our classrooms.

- ***teachers use an appropriately wide range of assessment for learning strategies, including, self and peer-assessment, and use of summative assessment outcomes*** (NB this latter part can be referenced in our Assessment Policy & the work of our Data Team)
- ***pupils are involved in helping to identify appropriate learning targets by analysing baseline pieces of work in core subjects;***
- ***the pupils' work is marked regularly, and consistently in ways which highlight the strengths and give feedback on what the pupil needs to do in order to improve, taking into account:***
 1. ***teacher time budget allocations***
 2. ***demands placed upon our teaching staff within increasingly complex classrooms.***
 3. ***the legacy of action short of strike***
 4. ***the different demographic of pupils and the impact this had had on available non-contact time***

Prior to this most recent review we **had** been more prescriptive, adopting specific strategies explored in the NIC Assessment publications to specific classes, e.g. 'Tickled Pink' or 'Two Stars and a Wish' marking' however teachers felt that such a degree of prescription limited the individuality of marking within each class. Therefore, it was agreed that each staff member would personalise his/her marking as per his/her interpretation of the quality indicators. It was also agreed that approaches would be shared across year groups and across key stages to share good practice and develop good consistency and continuity, whilst recognising that a teacher's marking of his/her books is a very personal extension of his/her personality and relationship with his/her pupils.

Arrangements for monitoring the quality of our marking and feedback:

1. Teachers will compare pupils' books within/ across year groups and discuss how effective and manageable the various approaches are. They will use the ETI quality indicators identified in TTI as a guide for establishing how effective their own marking is and to ensure that there is consistent good practice across their year group, within their key stage and in relation to their preceding/ successive key stage:

Child	Work is marked regularly	Work is marked consistently	Marking highlights strengths in pupil's work.	Marking gives feedback on what the pupil needs to do in order to improve.	Self-assessment is used as a marking strategy	Peer assessment is used as a marking strategy	Pupils, in conjunction with teacher, help to identify personal learning targets.	There is evidence that attainment has improved as a result of effective marking
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2. SLT & MMT will monitor samples of pupils' books as part of the monitoring and evaluating strand of their responsibility post, using the same good practice audit tool used above.
3. Pupils' views will be sought on the effectiveness of our feedback procedures.

Final words on this policy go to our children:

'Our teacher writes a note on your maths to show you the way you should have done your work.' P6 student

'My teachers asks us to mark our friends creative writing and tell them what we thought about it.' P7 student

'Our teacher writes in green if our work is good and she puts pink if we need to make it right.' P4 student

'I like stickers and stamps for my good work.' P2 student