

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.

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'.

Context

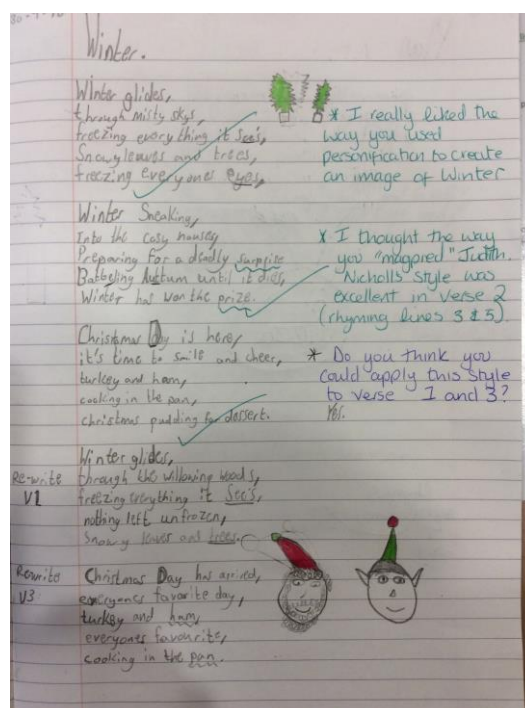
St Clare's Abbey teachers are committed to the principle that **"quality feedback is essential for effective learning and teaching."** (Ref: NIC Curriculum Support and Implementation Box – AFL for key stages 1 & 2). All our teachers put a lot of time and effort into marking pupils' work and it has been 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, drafted in second term 15/16, and first implemented in Summer term 2015/16.

Principles:

In keeping with the NI primary curriculum document 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.....')



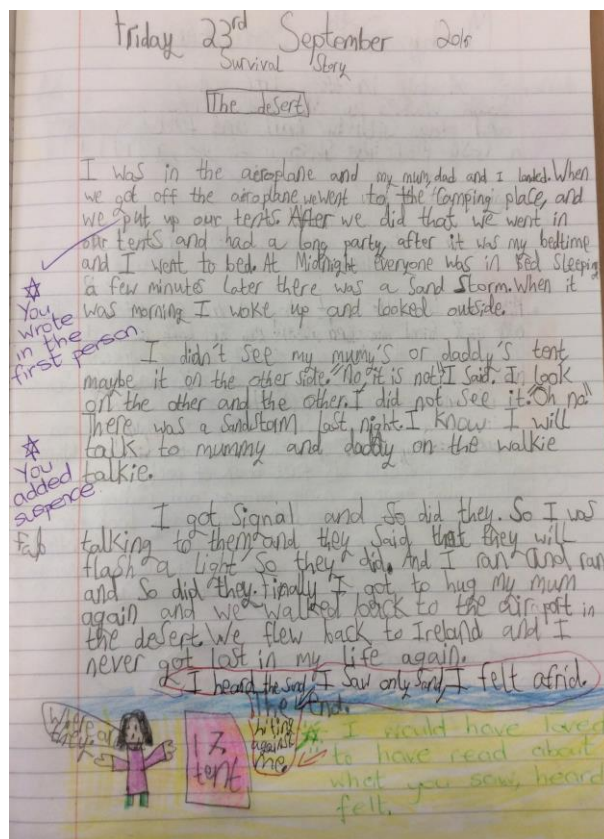
- Encouraging teacher and pupil to use the information gained from marking to set realistic targets for individual pupils e.g. Maths/Literacy target for the term is....."

- 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.

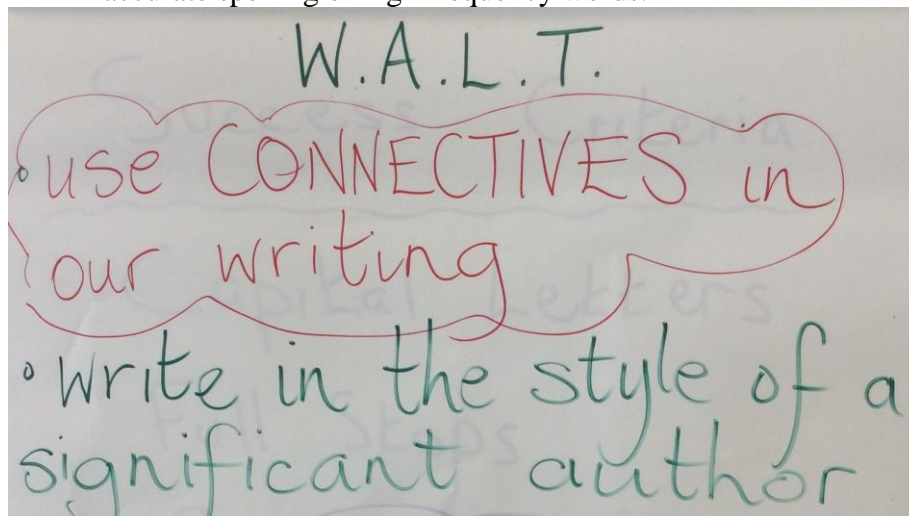
<p>Teachers: Miss Rocks, Mrs Tierney and Mrs Sloan Class: Primary 3 Genre: Fiction - A wide range of texts in print and on screen to include: texts with language play, e.g. riddles, tongue-twisters, humorous verse and stories.</p>	
<p>18/04/16</p>	
<p>Independent Work</p> <ul style="list-style-type: none"> 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>Review</p> <ul style="list-style-type: none"> 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. 	
Tuesday	<p>Talking and Listening</p> <ul style="list-style-type: none"> 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>Shared Reading</p> <ul style="list-style-type: none"> 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>Shared Writing</p> <ul style="list-style-type: none"> 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.)

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

- Sharing the focus of the learning with them 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.



- **(Sharing the Learning Intention and Success Criteria).**
There will also be a set of '**Given Expectations**' negotiated by the teacher and pupils in each class which will show the things that are always expected to be correct e.g. the use of punctuation and the accurate spelling of high frequency words.



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

Winter.

Winter glides,
through misty sky,
freezing everything it sees,
Snowy leaves and trees,
freezing everyone's eyes.

Winter Sneaking,
Into the cosy houses,
Preparing for a deadly surprise
Babbling Autumn until it dies,
Winter has won the prize.

Christmas Day is here,
it's time to smile and cheer,
turkey and ham,
cooking in the pan,
christmas pudding for dessert.

Winter glides,
through the willowing woods,
freezing everything it sees,
nothing left unfrozen,
Snowy leaves and trees.

Christmas Day has arrived,
everyone's favorite day,
turkey and ham,
everyone's favourite,
cooking in the pan.

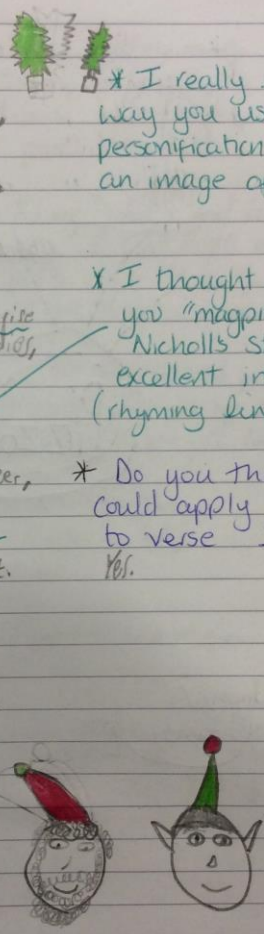
* I really liked the way you used personification to create an image of Winter

* I thought the way you "magpied" Judith Nicholls style was excellent in Verse 2 (rhyming lines 3 & 5).

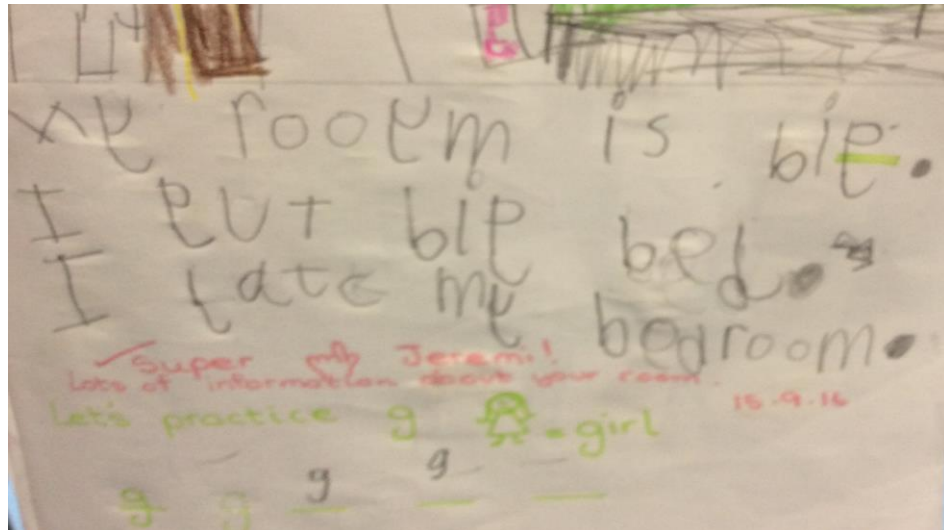
* Do you think you could apply this style to verse 1 and 3?
Yes.

Re-write V1

Re-write V3



- 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.)



I am happy with
your work.



Can you try
harder next
time?



Have another
look.



Leave a finger
space.

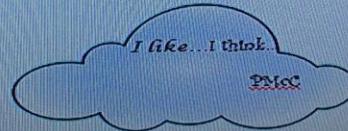
How do we assess our work?

Self-Assessment



(S.A.) Sometimes we self-assess and make a comment on how we think we did and what we might do to improve. I can also use thumbs up, traffic lights or smileys.

Peer Assessment



(P.A.) We look at our friends' work and assess how well they carried out the task. We might point out what we think is good about it and what might make it better. We discuss this with our friend, draw a cloud around it and sign our comments.

Primary 6. Let's get better together.



Mrs Donnelly uses a purple coloured pen to mark our work- if we see a comment in purple we know we have done very well and should read the positive comments. We can reply back to show how we feel.

Mrs Donnelly uses a green coloured pen to:

- Show us words which we need to learn to spell.
- Show us where and how to make improvements.
- Advise us for future tasks.



We need to edit our work to show we have listened and understood.

When we 'self-assess' we think about the part of the work we did well and any ways we could improve it in the future.



When we 'peer-assess' we look for positive things to comment on relating to our partner's work – did our friend do what was suggested by the success criteria (WILF)? We can also offer suggestions for how our friend could improve upon their work.



During Silent Reading Time or before beginning a new task we try to edit our work for improvements. This shows that we have listened to the advice given and have learned from it. We try not to make the same errors again.

Each of these is a two way process involving teacher and pupil.

Our aims:

By regarding and using feedback as a highly valuable tool for enhancing teaching and learning we aim to:

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

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 formative use of summative assessment outcomes*** (NB this latter part can be referenced in our Assessment Policy & the work of our Data Team and its outworking into each teacher's classroom organisation file)
- ***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;***
- ***pupils are involved in helping to identify personal learning targets;***

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.

Types of marking undertaken in St Clare's Abbey:

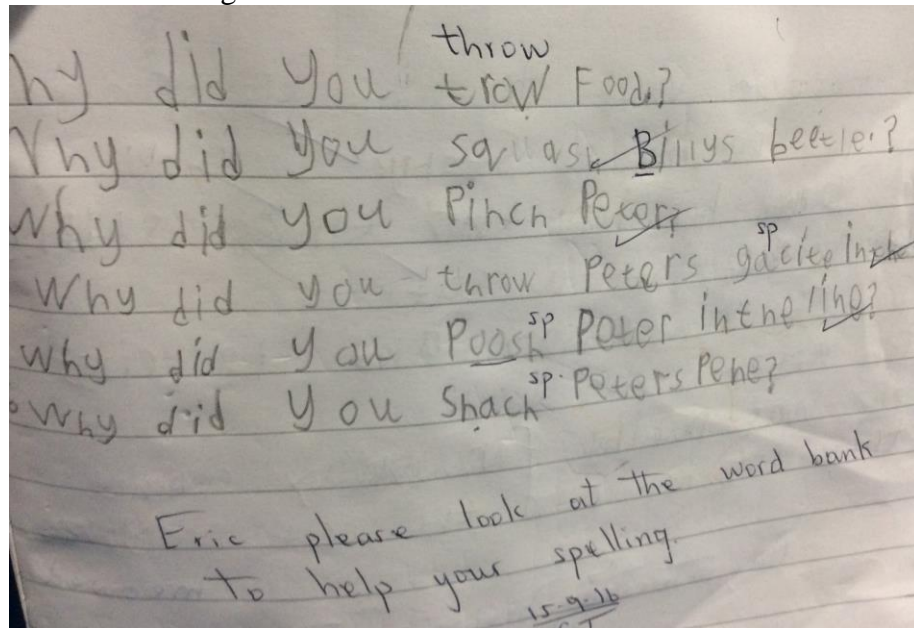
1. **High quality feedback linked to the Learning Intention and Success Criteria underpinning the learning, which provides tangible steps for improvement.**

We will do this by providing:

- A) **A reminder** (most suited to most able pupils to stretch them further),
- B) **A piece of scaffolded learning** (suited to average pupils who require greater guidance for improving work) or
- C) **An example prompt** (suitable for pupils struggling with the task in order to ensure that they can choose the example that would be most effective in the hope that this will extend their understanding.)

Our staff recognise that high quality formative feedback related to Learning Intentions and success criteria is the ideal type of feed back. However given the demands of life in the classroom they also acknowledge a need for other types of marking which whilst not being as good do need to be incorporated for the following reasons:

- Manageability,
- Addressing individual recurring issues in pupils' work that may not relate to Learning Intentions and success criteria



- The pleasure that many of our pupils continue to gain from receiving stars, stickers and stamps.

These other types of marking include:

1. **Acknowledgement marking** will be provided regularly. Stickers and stars may also be used with this type of marking.
2. **Peer & Self assessment**, we encourage our pupils to monitor and evaluate their own work using a variety of methods including:
 1. Thumbs up/down
 2. Traffic lights
 3. Pupils own individual learning targets.
 4. Comments/smiley faces on their own work
 5. Buddy/ Peer marking on paper and on See-saw.
(Insert photo of Peer marking on See-saw)

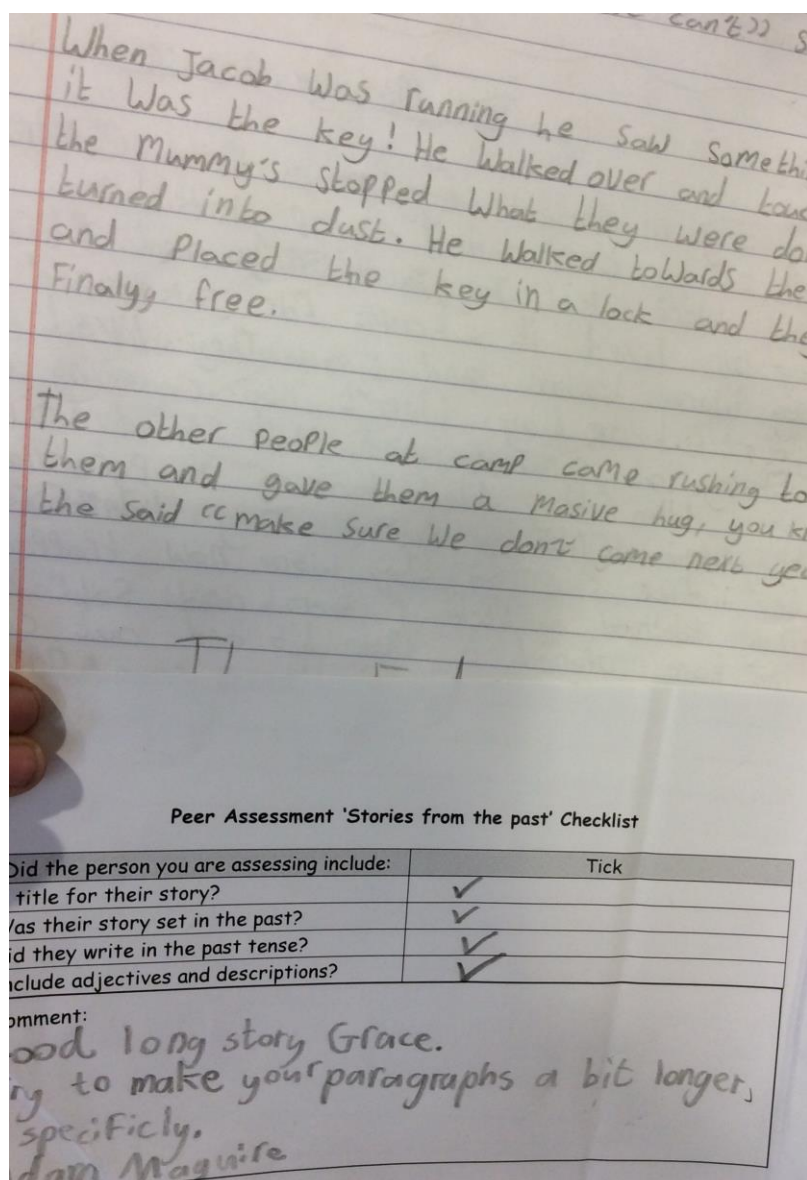
because I got in trouble for beating up Noah. I have been sleeping on the streets of central London with no food, until today when a boy only a couple of years older than me told me he could get me a house to sleep in with food. So me being so tired and starving, I was so excited, so of course I said yes. The boy who was called Dodge started taking me through the backstreets of London so I started to worry. As we were walking there was a horrible smell and everything was dirt and filthy.

Once we got there an old, creepy looking man greeted me, he didn't greet me very nicely, had thin, red, dirty hair a wispy beard and a wicked thin smile. He was very unpleasant and acted quite odd. He kept me locked up for a few days and I got used to the stench. After a few days Fagin let me out of the cage. Fagin and boys performed a big show telling me that I have to pick pocket, I'm not sure how I feel about that but I'm getting somewhere today and I get food.

have written

A) I could ~~of~~ wrote more about the feelings. Apart from that I think I did quite ~~good~~ ^{well} and I enjoyed doing that.

Yes you did Ella. It was very good.



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 help to identify personal learning targets	There is evidence that attainment has improved as a result of effective marking
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2. SMT & 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.

Children were asked as a precursor to updating this policy how their teacher's marked their work. Some of the replies are as follows

'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

We will continue to involve our pupils in the feedback process as we truly believe that we are making this huge investment of time to help them therefore we need to monitor on an ongoing basis that it is actually benefiting them.