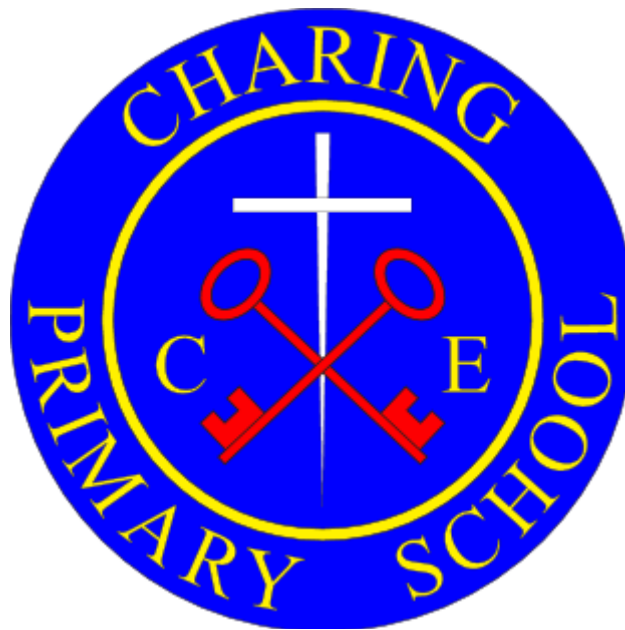


...those who hope in the LORD will renew their strength.

They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Charing Church of England Primary School

Marking and Feedback Policy

Document Information	Date/source of Policy	Responsibility
Date of review	September 2019	EHT/SLT
Date of new review	July 2020	EHT/SLT

Our Vision - *As an inclusive community built on friendship and love, Christian values inspire us through faith in God and hope for the future. Everyone is empowered to recognise their God-given potential and to become lifelong learners. We work together to ensure we achieve our aspirations and encourage independence.*

Love Friendship Kindness Truth Hope

This forms part of our policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment. This range of techniques supports the staff pedagogy.

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes. As a Christian school, our values of Christian faith impacts on children's well-being and achievement and how we view our learning support.

General Principles

- Effective marking is an essential part of the education process. It is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what staff and pupils need to do next, with the primary aim of deriving pupil progress. This is achieved without extensive written dialogue but by being linked with individual assessment questions and next steps linked to teacher planning.
- All children will present their work in line with the gold standards outlined in curriculum policies.
- The **quantity** of feedback should not be confused with the quality. The **quality** will be seen in how a pupil is able to respond and tackle subsequent follow ups.
- Marking is a vital element of teaching. When it is ineffective it is demoralising and impacts on teacher's time and children's engagement.
- A balance between peer marking, self-marking and teacher marking needs to be in place for a consistent approach and building trust.
- **Marking should be Manageable, Meaningful and Motivating.**
 - Manageable** – Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. See assessment policy.
 - Meaningful** – Marking varies by age group, subject, and what works best for the individual pupil and teacher in relation to any particular piece of work. Teachers are trusted to incorporate the outcomes into subsequent planning and teaching.
 - Motivating** – Marking must be used to motivate pupils to progress. This does not mean always writing in depth comments – short, challenging questions are more effective.

Criteria for marking

All subjects

- **Written feedback**

This will be given when the work undertaken is child generated or independent. The type and frequency may vary with subjects but there are common principles and formats which give consistency across the school and all subjects:

- The marking should move the learning forward. If spellings do not improve then the quality of teaching needs to improve.
- Any subject specific common vocabulary as well as dates and learning objectives should be directed to be corrected by pupils.

- The majority of spellings need to be corrected by the child. The word can be underlined by the teacher, maximum of five spellings per piece of work. Children can use spelling aides.
 - It aids lesson planning, assessment, reporting and target setting. This is a cycle used effectively.
 - It is written in language that the child understands and can respond to. Children must respond during the next, related subject lesson.
 - Sufficient time is given for the pupils to read and respond to the comments on a daily basis.
 - Draw a love heart to symbolise the 'love it' – it must meet the expectations of the curriculum or Learning Objective. These should not be used for a comment you 'like'. This can be where they have met the learning objective something in their work is of a good/high standard and linked to the assessment for each individual.
 - Give a statement of 'I wonder....' Or a question e.g. 'How does...'
 - Learning objectives are set at the start of the task with a question that gives greater depth.
- If written feedback has not been given all written work will be acknowledged by one of the following:

Type of marking	Style	Frequency
Verbal feedback at the point of intervention	During lessons – marked VF	As needed
HLTA / Teaching Assistant	TA at the top of the piece of work. The TA informs the teacher about pupils learning and understanding	Any written work overseen by a teaching assistant. Teaching Assistants should mark the work of children they are working closely with during a lesson.
Pupil	Peer assessment and self- assessment of understanding. Editing and improving in green pen (<i>this still needs to be full circle</i>)	Teachers plan opportunities into lessons.

- Subject specific vocabulary should be used and spelled corrected by the pupil. It should be underlined and an "S" put into the margin.

Type of marking/feedback	When it will be used
Self-assessment/peer to peer sheets	<ul style="list-style-type: none"> • Used 2/5 times of marking. • After the finished piece of work • Pupils may choose to highlight where they have met their targets in their assessment sheets and identify their next steps in learning or improvement. • As a result of marking review- up-levelling

Written comments by teacher.
(for pupils whose reading ability is low written comments may need to be supplemented with additional verbal feedback)

The composition stage is the main marking focus

- Two pieces of work in each book are marked, in 'I wonder' style, at least 2/5.
- Marking is supporting the up-levering of the final piece.
- Correcting any genre specific/age appropriate spellings with an "s" in the margin. No more than 5 per page in red pen. Not for year 6.

APPENDIX 1

Both Documents To be displayed in the Class.

All written work will be acknowledged in the following ways:

Teacher/TA Initial, tick or stamp or use of abbreviations below (i.e. coding or short hand marking). In purple pen.

'I wonder...' marking: These are more detailed comments written by the independent child from the teacher question.

Love its: Teachers draw a love heart in red, around or next to, an aspect of the pupil's work that reflects the LO or curriculum expectations or where they have excelled.

Abbreviations explained that will be used in the pupil's books:

- TA = teaching assistant
- VF = verbal feedback given
- c = correction needed
- CT = Class teacher
- S= spellings
- SO=sentence opener change needed
- V= Verbs
- V+= Adverbs
- Connectives
- Full stops=
- CL= capital letters
- // = Paragraphs
- a = adjectives
- **Punctuation show in a circle**
- T = Tenses
- * = children feel they have met their target.

Abbreviations will be put in the margin in the appropriate place.

Gold Standard Criteria for Effective Teaching and Learning

Presentation

- Learning Intentions are clear – written as questions with reflection on skills
- Work is dated – numerical for maths and jotters – full for all other subjects
- Key words are spelt or copied correctly – by children, not adults. Must be followed by CT / TA
- Rulers used accurately – no free hand lines drawn
- Mistakes are crossed out unobtrusively by pupils. If obtrusive, direct to rewrite
- One digit per square in maths
- Diagrams in pencil
- Any work displayed should be accurate and best copy unless it is a drafting process.

Marking

- Policy always followed
- Symbols used effectively
 - Appropriately selected to focus on pupils' next steps in learning e.g. using question marks
 - Quality not quantity i.e. do not have more than one or two areas of focus
- Marking is developmental e.g.– 5 pieces of work per cycle for all subjects – 2 self/peer marked, 2 developmental questions, 1 VF. Love its highlight LO/targets met
- Symbols or developmental comments lead to pupil response for years 3-5
- Pupil response is acknowledged so that there is full circle learning i.e. error highlighted by marking – pupil has time to respond – teacher acknowledges response
- Green pen responses from children, marking from teachers in purple pen. No felt pens
- Any ongoing, repetitive mistakes should have a quick intervention to move forwards
- Photo pages to have a response from each child at the bottom to explain the learning outcome

Sequence of Work

- Pupils' books show that learning is age and ability appropriate and logical in terms of how skills are developed
- Teachers' know the learning outcome for the unit of work before the first lesson is taught as a starting point, and structure lessons to achieve this aim e.g. what will the pupils in my class know and be able to recall/do after they have studied their history unit on the Romans?
- Areas of studied are refined to ensure manageability, relevance and engagement e.g. focus on what life was like for children in World War 2 instead of tackling World War 2 as an area of study

- There is clear evidence of how a pupil has improved during a unit of work e.g. in spelling; in mastering a calculation
- The appropriate starting point is determined for units of work. What do the pupils know already and how can this be built on? Use pre units to give the starting point, ensure they are not passively used.
- Ensure learning is built on from previous years – refer to skills documents and schemes of work; talk to the previous teacher e.g. does map work in Year 5 look different from map work in Year 3? Refer to books from previous year throughout term 1.

Learning Environment

- Values
The ethos and values of the school are communicated through displays both within and outside of the classroom:
 - our 5 Christian Values displayed in class, relevant per term
 - learning values e.g. independence; perseverance; resilience
 - British values
- Classroom Displays:
 - Comply with our Display Policy – regularly check
 - Are interactive
 - Include high order questions that are changed and used regularly
 - There is a balance in favour of pupil work as opposed to information – including celebrations
 - There is a high standard of pupil work (bearing in mind ability of pupil). No work with errors not addressed to be displayed.
 - Are relevant to current or recent learning
 - Are well maintained – all backed at least once (not working walls) and tidy. Repair
- Reflection/Prayer Areas should be:
 - prominent within the classroom – seen from the door and opportunity for reflection area
 - include opportunities for pupils to reflect spiritually and inter actively e.g. a prayer box
 - relevant and current
 - focus on one of our Christian Values for each term, and a collective worship theme
 - RE topic display in corridor or cloakroom
- Working Walls should:
 - Focus on English and maths – not displays but focus on supporting progression of learning – skills/applied/consolidated
 - English and maths separated as per display policy
 - Include pupil ideas & teacher prompts

- Be accessible to pupils and referred to be teachers – if possible at front of room
- Not be a 'display' (i.e. work should not be mounted)
- Change frequently
- Be up to date
- Corridor Displays
 - Display timetable deadlines are met
 - Comply with our Display Policy
 - Are well maintained, including swiftly repairing any damage
 - Can be a display previously used in class
 - Prayer quotes on all displays
 - Encourage TA role to check high standard displays
- Room tidiness
 - Communal areas are tidy (book corners; cloakrooms)
 - Resources cupboards tidy with staff label on doors
 - All labels in place
 - Within the context of a working classroom, cupboard tops, books, laptops, pencil boxes are kept tidy and free of clutter
 - Pupil resource areas are well maintained: names on all trays; pencil style names on trays; enough stationery for every pupil (e.g. whiteboards and pens)
 - Breakages and damages are swiftly reported to the site manager & repaired
 - Book corners should be maintained in an orderly manner, preferably by the children
 - Lights / boards turned off when classroom is not in use
 - Maintain fire exit
 - Call points to be accessible at all times
 - Teacher desks not to be in classrooms – high cupboard for desktops
- Cloakrooms
 - Pupils are trained to be personally responsible for ensuring their belongings are kept tidily i.e. using their pegs for bags and coats; picking up items from the floor

English non negotiables 2019/2020

All writing must be presented neatly across all subject areas.

All school staff must model high standards in all the core skills of subject.

Writing

Children do not become writers unless they write

- All writing lessons are planned around quality age appropriate texts linked to class learning
- A sequence of teaching is planned to develop the skills needed to produce quality pieces of writing

- The main learning in the writing lessons develops the skills needed to produce effective writing
- Power of Reading plans may be used to support ideas for sequences of teaching but do need adapting to suit our children's needs
- Charing planning formats must be used and put on KLZ at the beginning of the week.
- Please see '4 stages of writing' document
- Writing tasks will need longer than a day for the 4 stages to be effective
- EYFS and most KS1 will be following the Read Write Inc programme for 4 days a week – please see appendix
- The children undertaking the Read Write Inc will have one week a term for creative writing

Handwriting

- Higher standards of handwriting must be built in to every lesson across the curriculum
- Cursive handwriting to be taught from year 2 onwards
- Handwriting will be built in to the timetable for Years 2,3 and 4
- Pen licenses to be given by class teachers at their discretion – pen licences to be carried up the school
- All EYFS and KS1 staff must use the RWI language for handwriting
- Please see handwriting letter sequence in appendix for examples

Reading

Children do not become readers unless they read

- All children should be heard read individually at least once per week
- Some vulnerable children may be identified as needing more regular reading, for example 3 times a week
- The most vulnerable children will have to be heard daily
- Children will be benchmarked to assess find their suitable reading band until they are free readers
- Teachers or TA will regularly (at least 3 times a week) monitor children's home reading to ensure children are making progress

Focussed Reading

- The teacher assesses the children and forms small, flexible groups based on children's strengths and needs
- This must take place daily and evidenced
- A good quality class text (this could be the same as your text used for writing) is used to develop reading skills, confidence and comprehension
- There will be a mixture of the teacher reading to the children, children paired reading and independent reading
- Comprehension and reading response will be developed as a result of this practise
- Teaching assistants will be used to support vulnerable groups either with the class text or using a more appropriate resource.

Spelling

- FS and KS1 will be using Read Write Inc; this will happen four times a week
- Key stage 2 will be using ; this will happen twice a week

Grammar and punctuation

- Will be built into the sequence of teaching of a writing lesson and taught explicitly in Grammar and punctuation lessons twice a week

Mathematics

- Teach, practise, apply and embed approach to be used in all maths lesson.
- Year 1 – Ros
- Different schemes and approaches to be used such as Maths on Target (for the fluency element) and White Rose (for the mastery) to be followed. Teaching is in line with the calculation policy.
- Each lesson must include a ‘daily practise’ which is at least 5 questions that revisit previous maths topics that have been taught and does not necessarily link to that day’s LO.
- ‘Pre teach’ sessions should be used for focussed children (keep up, not catch up)
- The maths plan is to be (briefly) annotated daily, indicating the next steps for children.
- TA should not be working with a specific group all week and their role should be identified on the plan.
- Marking policy should be followed, to support TAPE.
- In KS1 marking may take the form of verbal feedback and any scaffolded marking.
- A consistent approach should be adopted, particularly with the level of challenge for ‘Embed’ activities. Real life problem solving should be included – this could be through practical activities in KS1. There should be sufficient variation. The bar model should modelled and encouraged.
- Maths talk should be encouraged for example using talk partners discussing the inverse and estimation for example. Mathematical thinking and vocabulary to be shared and modelled. Mathematical terminology to be spelt correctly and corrected where not.
- The maths working wall should be used and updated daily within maths lessons to support the teaching and learning. This should support and challenge learning. It should be photographed and retained in a folder, so children can refer to it when they are stuck or have misconception. TAs should in charge of updating this folder.
- Dive deeper should be used as a way for the children to embed their learning. Follow the procedures for dive deeper – draw it; explain it; make a mistake; tell a maths story; prove it (see Sarah Siddiqui for more details)
- All maths learning presented neatly (see presentation non-negotiables for more details)
- Times table practise should be incorporated to lesson at least 3 times a week – if not 5 at the beginning of the academic year.

Leadership

- Pupils to all have an area of responsibility – listed and able to explain from display policy. E.g. locker checkers, floor tidier, meet and greet etc

Assessment

- Assessment sheets in books – up to date and linked to evidence in books
- Class data sheets demonstrate class focus next steps on attainment and progress
 - break down for vulnerable groups. Accessible in classes

Social Skills

- Conduct for pupils and staff at appropriate level
- E-safety referred to regularly
- Staff mobile phones must be turned off unless in staffroom or office
- Plimsolls inside, trainers outside during break and PE only
- PE kits to have appropriate colours
- Uniform policy met and followed by staff when not in place. Staff dress expectations to be followed.

