

# St Francis CE (Aided) Junior School



## **Marking Policy**

### Our Vision

St. Francis' is a school where Christian Values underpin all interactions between stakeholders. We value all learners and promote inclusivity so all members of our St. Francis' family can be the best they can be (Matthew 5: 14-16). Our ethos is one of compassion and responsibility to everyone in the community. Within St. Francis, we encourage all children to show humility and endurance in lifelong learning.

Written: December 2021

Reviewed: July 2022

Next Review: July 2024

Written by: Mrs Lakey and Mrs Pickett

## CONTENTS

INTRODUCTION .....	2
KEY PRINCIPLES .....	2
FEEDBACK AND MARKING PRACTICE .....	3
MARKING APPROACHES .....	4
Colours .....	4
Checklists .....	4
Routine Symbols and Abbreviations.....	4
Extended Writing .....	5

## INTRODUCTION

At St Francis' Junior School, we recognise the importance of marking and feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are also mindful of the workload implications of written marking, and of the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF). Their research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly, so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

## KEY PRINCIPLES

Our policy on marking and feedback, has at its core, a number of principles. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit, to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching, both within and across a sequence of lessons.

Therefore:

- The sole focus of feedback and marking should be to further children's learning.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Written comments should only be used where they are accessible to students according to age and ability.
- Feedback delivered closest to the point of action is most effective, and as such, feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils, as part of assessment processes in the classroom, and takes many forms, other than written comments.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity, so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.
- Feedback is a part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

## FEEDBACK AND MARKING PRACTICE

Type	What it looks like	Evidence
<b>1. Immediate</b>	Includes: <ul style="list-style-type: none"> <li>Teacher-gathering of evidence e.g. work on mini whiteboards.</li> <li>Often given verbally for immediate action.</li> <li>May re-direct the focus of the teaching or task set.</li> <li>May include annotations following our school's marking code.</li> <li>Any marking is completed alongside the children and is quick.</li> </ul>	Lesson observations Some evidence in books Evidence on assessment sheets
<b>2. Summary</b>	<ul style="list-style-type: none"> <li>Takes place at the end of a lesson or activity.</li> <li>Provides an opportunity for evaluation of learning in the lesson.</li> <li>May be peer or self-assessment (pink pens).</li> </ul>	Lesson observations Book scrutiny Pre and post teach sessions
<b>3. Review</b>	Takes place away from the learning. May involve: <ul style="list-style-type: none"> <li>Written comments for the pupils to respond to.</li> <li>Lead to challenges being set for pupils' future attention or immediate action or as a starter activity at the beginning of the next lesson. This provides teachers with opportunities for further assessment.</li> <li>Leads to adaptation of future plans.</li> </ul>	Lesson observations Book scrutiny Adaptations to future teaching sequences Use of annotations to inform future groupings

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be the most effective in driving further improvement and learning.

As a school, we place considerable emphasis on the provision of immediate feedback and have small class sizes to promote this. Excellent work should always be acknowledged with house points, stickers or a Deputy/Headteacher's award.

## MARKING APPROACHES

All work will be acknowledged in some form by class teachers. This may be through simple symbols, such as ticks, codes or stickers. Children should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above.

Written marking and comments should be used where meaningful guidance can be offered, in which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, a comment may not be needed in books. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

At St Francis', we adhere to the following:

### Colours

1. All staff will mark in green pen.
2. Children self-mark, correct, edit and improve their work with pink pens.
3. Peer and Self-Assessment is in pink pen.

### Checklists


1. Checklists are used in some lessons, to assist the child / peer in assessment of the skills demonstrated in the lesson.
2. Child ticks in blue pen.
3. Peer ticks in pink pen.
4. Teacher ticks in green pen.

### Routine Symbols and Abbreviations

ST	Supply Teacher
I	Independent (when appropriate)
GWSI	Guided group with staff initials (SI)
✓	Correct
X	Incorrect
MAPW	Mixed ability, paired work
SAPW	Same ability, paired work
Wavy Line	Does not make sense
Sp	Spelling error
Sr	Spelling rule error
T	Incorrect tense

## Extended Writing

Pupils benefit from more detailed feedback when completing extended writing. In this instance, these additional marking routines are used:

<b>Highlighted (purple)</b>  <b>Highlighted (orange)</b>  <b>Highlighted</b>	Purple patch - objective met - teacher  Self-assessment - child  Peer assess - child  Green to grow - development point - teacher
NSNL	New speaker new line
//	New paragraph
/	New line
**	Edit, improve
	Punctuation incorrect