BURLAIS PRIMARY SCHOOL
YSGOL GYNRADD BWRLAIS
MARKING POLICY

'Working Together, Learning Forever'

The United Nations Convention on the Rights of the Child (DRC) is at the heart of our school's planning, policies, practice and ethos. As a rights respecting school we not only teach about children's rights but also model rights and respect in all relationships. This policy is linked to Articles 17 and 28.

INTRODUCTION

There has been a great deal of research and discussion about the way in which pupils' work is marked and how this impacts upon their learning. Simply giving marks or grades does not improve learning or performance. Likewise, awarding stickers, stars, house point etc, whilst being desirable for children, is actually only an extrinsic reward and has little to do with self improvement i.e. intrinsic reward.

At Burlais we believe that the best kind of marking consists of both feedback and feed forward comments which are linked directly to learning objective and success criteria. We believe that is important to reinforce pupils' strengths whilst at the same time informing them of the next steps in their learning.

We recognise that Peer and Self Assessment help pupils to become effective learners by enabling them to reflect on:-

- ❖ Their knowledge of themselves as both thinkers and learners
- ❖ Their understanding of the task in hand
- ❖ Their tactical knowledge of how to improve their own learning

Involving pupils in their own assessment will enable them to become increasingly responsible for their own learning.

Consistent Peer Assessment is a powerful tool which allows pupils to develop new strategies by scrutinising the work of others and becoming more efficient in using assessment criteria.

Assessment to raise standards of achievement follows the premise that feedback to enhance learning has three essential elements:

- ❖ Awareness of the success criteria/learning objective
- ❖ Evidence of the learner's present position
- ❖ An understanding of how to close the gap between these two

It is with this in mind that we have reviewed our school policy for marking.

AIMS

As school we aim to:-

- ❖ Make marking a positive experience for our pupils

- ❖ Involve pupils in the process of assessing their own performance

- ❖ Use learning objectives as a basis for shared success criteria

- ❖ Involve pupils in the process of deciding on success criteria

- ❖ Use effective questioning techniques to assess and further pupils' learning

- ❖ Use feedback and feed forward strategies to inform pupils about their progress

- ❖ Give time and opportunities for pupils to reflect and evaluate their own work

Our pupils need to be encouraged to consider:-

- ❖ What have I learned?
- ❖ How did I learn this?
- ❖ Why is this new learning useful to me?
- ❖ What shall I do to continue my learning?

MONITORING AND EVALUATION

Feedback to pupils will be monitored as part of ongoing work scrutiny and lesson observations.

This policy will be reviewed regularly.
Policy Reviewed: September 2016, March 2023, March 2024

GUIDELINES FOR FEEDBACK/FEEDFORWARD AT BURLAIS PRIMARY SCHOOL

General Points:-

- Ensure that congratulatory comments are made in Welsh (Appendix 1) and reflect the language levels appropriate for the child/year group
- Make sure that any work undertaken by another teacher/TA/Student is signed and dated
- All comments by teachers should be written in green

Setting the Learning Objectives

1. During the weekly planning meetings teams will agree the Learning Objectives (LO) for the week ahead and record these on the planning sheets.
2. All teachers will share the Learning Objective with the children at the beginning of the lesson.
3. Learning Objectives will also be displayed within the classroom and when appropriate written into the child's book

Learning Objectives will:-

- Specifically identify what will be achieved in the lesson
- Be Skills based (LNF/NC)
- Be brief and very clear to learners, teachers and support staff
- Be easy to break down into success criteria

Success Criteria

1. This will be generated by both teacher and pupils and shared with support staff
2. The success criteria may take the form of a list on the whiteboard, an anchor chart or a label in the pupils' book. The success criteria must directly link back to the Learning Objective (Appendix 2 contains a list of useful verbs to help form your learning objectives)

How do we determine success criteria?

- General class discussion
- Analysing a good/bad example
- Activating prior knowledge
- Comparing two different examples

Success Criteria should:-
- Specifically detail what is needed to meet the objective
- Be in "child speak"
- Be shared and discussed with the learner
- Be appropriately differentiated as necessary
- Be used as a reference point throughout the lesson for staff and pupils
- Form the core of feedback or feed-forward

The following is a good example of good success criteria:-
Learning Objective – to use the features of narrative writing (mystery)

Success Criteria:-
- Third Person
- Engaging Beginning
- Good Vocabulary – adjectives
- Variety of sentence openers
- Extended sentences for descriptions

Extension
- Simi lies
- Short sentence when building suspense
- Triply "ly" or "ed" words e.g. scared, frightened, terrified

It would be expected that all pupils are able to meet the first few bullet points of the success criteria. The majority will then meet the rest with the More Able pupils meeting all and possibly some of the extension criteria.

Marking and Feedback

Marking at Burlais Primary may take the form of Social, Congratulatory or Formative marking. The aim of formative marking is to "*Close the Gap".*

The majority of marking in books will be formative, however this may vary according to the needs of the individual or the class. Congratulatory comments can be evident but they must be used in addition to the **"Close the Gap"** target.

There will be opportunities to give quick feedback which consists of an acknowledgement response by teachers/support staff.

Spelling, Grammar and Handwriting must always be addressed (SPaGH) in line with school policies.

Please note formative comments do not start with CAN YOU?/HAVE YOU?/NEXT TIME…

How often do you give formative feedback?

Detailed, formative feedback will be carried out at least twice a week for writing tasks and teachers should aim to carry out this detailed feedback with the children at least on one occasion during the week. Teachers will decide on which task will be formatively assessed during their planning meetings.

In Maths, marking will focus on strategies and feed forward comments e.g. *Which was the hardest calculation and why?* (Please see Appendix 3 for further examples). Individual target sheets also provide a means of identifying the next steps in pupils' learning (See Maths Target Sheets). Please remember pupils do not need to prove that they understand a concept by completing pages of the same type of work. The focus is on uplifting and moving them forward.

WOW's (Ways of Working) are vital when undertaking problem solving activities and should encouraged to allow the children an opportunity to show their thought processes

Meeting the Learning Objective/Success Criteria

After the lesson the **Learning Objective** needs to be ticked as follows:-
- One tick – beginning to understand
- Two ticks – developing the concept
- Three ticks – achieved and understood the concept

Teachers may want to indicate the level of support provided to the pupils by using the following codes:-

- 1:1 – one to one support

- WS – with support
- IW – independent work
- GW – group work

When pupils have achieved any part of the **success criteria,** teachers will double tick above that part of the success criteria in the pupil's work to demonstrate that the child has achieved that part of the success criteria. At this point teachers should provide a feed forward comment to enable the pupil to move forward in their learning.

For example in literacy:-
"***The final paragraph needs to be more scary. Look at the POWER WORDS we created on your palette and add at least 4 of them with your purple pen***"

During the following lesson, if appropriate, pupils will be given 5 – 10minutes of **DIRT** (**D**irected, **D**edicated, **I**mprovement and **R**eflection **T**ime) time to reflect and review their learning from the previous lessons. In this time pupils should then verbalise or record why that section of the success criteria has been double ticked. This will ensure that the success criteria are recorded in their books.

Verbal Feedback

In Nursery/Reception feedback to pupils is mainly verbal and the teacher/support staff member records the dialogue in the pupil's book. Verbal feedback will relate back to the success criteria of the lesson.

In Y1 –Y6 verbal feedback is still appropriate but now forms a contract with the pupil. During Verbal Feedback the pupil will write a VF in a circle which indicates that a contract has been signed between the child and teacher. The child must then act upon the advice given in the feedback and make any necessary amendments using the purple pen.

When giving verbal feedback it is useful to remember to your ABCDE

- A AMAZING – "You have done very well with…"
- B BETTER – "Look at this part."
- C CHECK – "Can you remind me of exactly what you will do…"
              "Please put a V there so I know to look for the
              changes that you are going to make"

- D "Do it"
- E EFFORT – "You've worked so hard at……..and because of this .."

Other verbal feedback strategies can include:-
- Pole Bridging – talk me through how you did that one
- Commentary – saying what someone is doing

Helpful stems:-
A list of helpful stem words is available in Appendix 4

Role of support staff in marking/feedback

Support staff members have a pivotal role to play in providing effective feedback to pupils. They need to be fully aware of the success criteria. They need to be able to follow up on mis-conceptions.
When providing feedback to teachers they must specifically feedback on individual successes and barriers to learning. Feedback should be on what was the barrier and why?
Support Staff may be used as on official reporter or photographer, illustrating where the success criteria has been met by a pupil or capturing peer/self assessment.
Support staff can be used to focus on targeted groups of learners (e.g. eFSM)
Teachers need to remind support staff of the importance of giving good quality verbal feedback (ABCDE).

Peer/Self Assessment

In the Foundation Phase **"Thumbs Up/Down"** Sheets are used to self assess practical work and these include success criteria and points for development (Appendix 5). Pupils are encouraged to give verbal feedback to each other where appropriate during activities.

Y1-Y6 Pupils should be encouraged to peer and self assess their work. Self Assessment will be done using the purple pen and peer assessment will be carried out using a red pen.

Peer/self assessment strategies must include the following:-
- Box Editing (Appendix 6)
- 3 dots (Appendix 6)
- Circle Editing for KS2 (Appendix 6)

- Peppering the Pot (Appendix 7)
- Two Stars and A Wish **(make sure the wish is linked to the success criteria ie.the feed forward comment)**
- Assessment labels

AFL structures which build assessment capacity in the child to improve their own work (our core classroom business)

Structure	Impact
Growth mind set, understanding learning, no ability grouping other than RWInc	- Know what learning is - Can't do yet culture - Praise for achievement and effort, not ability - Higher expectations for all
Know LO & co-construct SC	- Know what is aimed for - Prior knowledge more rigorous - Immersion in subject matter - Key skills shared - Pupils' ideas collated and used
Effective talk and questioning, prior knowledge lesson starts, ongoing individual questioning, random talk partners, no hands up, mixed ability	- Greater thinking and responses to questions - Improved involvement and ownership of learning - Monitors understanding
Analysis of good/poor examples	More likely to apply excellence
Mixed ability	Using pupils as resources
Walkabouts with help	Efficient interventions
SNOT	Increased self-reliance
Visualiser stops	Models excellence and improvement
Peer coaching	LA more likely to understand, HA more likely to extend understanding
Self- assessment	Improvements owned by the pupil
Cooperative improvement	Two heads better than one
Teacher response marking	Develop pupils' learning and monitors attainment
Differentiated challenges, choices, growth mind set ethos	Allows teacher/pupil control over appropriate learning level