

# **Chancellor Park Marking & Presentation Policy**

## **Introduction**

Effective Feedback is integral to effective teaching and learning, going beyond the 'marks on the paper', where teachers make response to pupil outcomes.

It occurs:

- a) In the communication of explicit intentions and expectations for the learner and learning;
- b) In teacher/pupil and pupil/pupil interaction during the learning phase;
- c) In constructive responses to learning, marking of work, focussed reflection and plenary discussions.

This policy defines the principles and strategies for achieving effective feedback and constructive responses to learning. A staff meeting was held on 18<sup>th</sup> January 2016 to review the marking and presentation policy.

## **Aims**

In general terms there are three main aims for marking work and/or feeding back to the pupils. These are as follows:

- ✓ To develop pupils who, as reflective learners, feel involved in their learning and are aware of their own progress and are aware of their next steps.
- ✓ To raise attainment and maximise progress for all pupils.
- ✓ To ensure effective practice in and links between teaching and learning.

## **Objectives**

The objectives when giving feedback are as follows:

- ✓ To be meaningful and constructive. Feedback should be based around the shared objectives and success criteria.
- ✓ Pupils are encouraged to reflect on themselves and their peers as learners.
- ✓ Feedback is selective, focussed and constructive, indicating where success has been achieved (attainment) and how progress might be made (improvement)
- ✓ Feedback is seen as an essential and valued part of the learning process, encouraging and enabling pupils to strive for progress.
- ✓ Feedback is readily accessible and meaningful to the pupil.
- ✓ Pupils are aware of the 'next steps' for progress in their learning and increasingly involved in determining what these might be.

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## Strategies for Implementation

The agreed practical strategies for marking and giving feedback are set out on the following pages.

These are grouped using the following objectives:

- To be meaningful and constructive; feedback should be based around the shared objectives and success criteria.
- Pupils are encouraged to reflect on themselves and their peers as learners playing an active part in assessing their own progress and identifying ways to improve their work.

- ✓ 'Can I...' statements are always shared with the children at the beginning of each activity.
- ✓ By being expressed in pupil friendly language (*Can I...*)
- ✓ They will be written on the board or similar display board.
- ✓ Pupils write them at the top of ALL of their written work (or stickers stating the 'Can I' are used from some pupils in KS1) - This ensures that the children are able to focus their attention on the precise objectives for the task as well as guiding and clarifying how the work is marked.
- ✓ Verbally, with repeated reminders throughout the session.
- ✓ By involving pupils in discussion as to what the desirable outcomes of a task may be (developing criteria for success);
  - By reinforcement through teacher intervention, for example "*think again about what you are trying to learn/achieve*" or "*can you remember why we said we were doing this activity?*" and so on.

Pupils will be made explicitly aware of what achievements will mean in relation to the shared objective/criteria in the following ways:

- ✓ Through discussion at the beginning of the task with the whole class or peer group;
- ✓ Through access to and discussion of, examples of successful outcomes or appropriate marked work. This work may be drawn from a variety of different sources including those beyond the particular classroom. The aim is to provide positive models or provoke discussion about what could be done to improve less successful outcomes.
- ✓ Through effective questioning and interaction with groups and or individuals.

Pupils will be encouraged to reflect on their learning, development and achievement in relation to the shared objectives/criteria in the following ways:

- ✓ By maximising opportunities for reflective whole class and group plenary sessions across the curriculum.
- ✓ By modelling and encouraging pupils to use questions which enable/require the learner to think about what they have learnt.

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- ✓ Pupils to record self-evaluations about their understanding and achievement towards the 'Can I' at the end of a lesson in maths, and at the end of a unit/genre in English. In maths this is recorded using a traffic light system whereby red means the child did not understand, yellow indicates the pupil felt okay with the lesson content, and green reflecting that they felt they had met the lesson 'Can I'. In English the child is encouraged to identify a 'star (strength) and a 'next step'.
- ✓ By group and paired discussions with peers at the end of each session and before the whole class plenary.
- ✓ 'Purple polishing pens' are used for the children to either edit their work to improve it further either prior to marking from the class teacher, or in response to their teachers next steps.

- ✓ Feedback is selective, focused and constructive, indicating where success has been achieved (attainment) and how progress might be made (improvement)
- ✓ Feedback is seen as an essential and valued part of the learning process, encouraging and enabling pupils to strive for progress.

Pupils will be made aware or where the stated (or unplanned but equally valid) objectives were successfully met (positive feedback) by:

- ✓ Selective marking which focuses on the shared objectives rather than all aspects of the work;
- ✓ Written comments at the bottom of work highlight positive aspects of the work;
  - *Well done, you have correctly been putting full stops at the end of your sentences.*
- ✓ Ticks are used for correct responses, dots and c's are used for incorrect answers.

Pupils will be made aware of a manageable number of areas in which improvement/progress could be made with the strategies for achieving this in the form of a 'next step'.

- ✓ Written comments (*Next time..., Try..., Go back and...*)
- ✓ Reference to/comparison with parts of the work where the objective was achieved;
- ✓ *You made good use of objectives at the beginning of this story. Try next time to keep it going for the whole story.*
- ✓ ^ within texts to indicate the areas to be revisited, developed and corrected. These will then be written at the bottom of the page indicating that the spelling/correction needs to be re-written at the review of marking stage.
- ✓ This can be linked to a teachers comment in the margin or at the bottom of the work to give guidance and if necessary be discussed at a later date.
- ✓ Underlining spelling mistakes or indicating with 'sp' (or subject matter or high frequency words), which can then be rewritten 3 times in their books.

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- ✓ Giving examples of how sections/aspects could be improved or next steps, for examples, in mathematics suggesting methods for calculation or a way forward in problem solving, which may take the pupil forward.
- ✓ Feedback is readily accessible and meaningful to the pupil.

When marking pupil outcomes:

- ✓ Teachers use a consistent and agreed system for marking and annotation – See Appendix 1 & 2. This is displayed in each classroom;
- ✓ Teachers mark in green ink so that this is clear and stands out from the child's work.
- ✓ Pupils are clearly made aware of when corrections are to be made or when improvement is to be aimed for in subsequent work;
- ✓ Pupils' can read and understand the marks teachers make on their work, or are made aware of them verbally. This may occur when the work is marked with the pupil and may only consist of a brief indicator to remind pupils of the focus of the discussion;
- ✓ It is vital that pupils are given a regular directed time in which to read, reflect and/or act on any comments or corrections that have been made as soon as possible once they receive their marked work back. This will then ensure that pupils are aware of their own progress and thus adapt future work accordingly where necessary. Specific time slots have been added to the timetable to allow this to happen effectively throughout the school.

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| <ul style="list-style-type: none"> <li>✓ Pupils are aware of the 'next steps' for progress in their learning and increasingly involved in determining what these might be.</li> </ul> |
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Individual learning targets are communicated to pupils and progress monitored in the following ways:

- ✓ Targets for children in English & Maths are displayed in every classroom.

Pupils are involved in discussing and reviewing progress against their own targets in the following ways:

- ✓ Regular discussions/reviewing/praising of individual targets between the pupils and teachers/support staff.
- ✓ Small group, Teacher/ TA/pupil discussions/verbal feedback providing additional guidance in how to improve their work in English and Maths.
- ✓ Through access to annotated work and/or personal targets.

**Formal Assessments**

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Formal Assessments will take place on a regular basis throughout the pupils' time at Chancellor Park. These are age appropriate and will consist of some or all of the following:

- ✓ Baseline Assessment completed at on entry to Yr R.
- ✓ Phonics/High Frequency Words Progress Tests (class R)
- ✓ Standard Assessment Tests (SATS) at the end of year 2 and year 6.
- ✓ Abacus ½ termly/termly assessments
- ✓ Phonics Testing – year 1
- ✓ Weekly Spelling Tests/Investigations in (Yr's 1-6)
- ✓ Mental maths tests(Yr's 3-6)
- ✓ Twinkle Assessments in Reading and SPAG (Yr's 3-6)
- ✓ Half-termly science tests – end of units (Yr's 1-6)
- ✓ Weekly Times Table Practices in (Yr's 1-6)
- ✓ All children are expected to read at home on a daily basis.

The results are used to support teacher's assessments from pupil's day to day work, and progress is evident in their books and is used to track pupil progress.

### **Monitoring and Evaluation**

- ✓ The implementation of this policy will be monitored in the following ways:
- ✓ Systematic tracking of every pupil throughout the school for both progress and attainment.
- ✓ Subject leaders will collect and analyse assessment data within their subject and make a record of specific areas of strengths/weaknesses.
- ✓ The SMT collates teacher assessment data termly in order to analyse the attainment and pupil progress in order to inform next step planning.

**This policy was reviewed: Spring Term 2016.**

**This policy is reviewed every 3 years.**

# Appendix 1

## Knowing our Marking symbols in English

**NS** – This means Next Steps – what we have to do next in our learning.

**SP** – This means Spelling – please check if your words are spelt correctly.

**C** – This means Correct your work if you have an incorrect answer.

// - This means a New Paragraph in your work should have been started. Remember to indent!

**CT/TA** – This means you worked with your Class Teacher or a Teaching Assistant to complete the work.

○ - This means you need to look closely at your Punctuation.

**P** - This means you need to look closely at your Presentation.

? - This means you need to check your work carefully to ensure that it makes sense.

**VF** - This means that Verbal Feedback has been given about this piece of work.

- **CT/TA** – This means you worked with your Class Teacher or a Teaching Assistant to complete the work.

### In class R

T / TA / I - shows whether you completed your work with the help of a Teacher, Teaching Assistant or Independently (all by yourself). It will also show if you worked with some of your friends, how many there were working with you.

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## Appendix 1

### Knowing our Marking symbols in Maths

**NS** – This means Next Steps – what we have to do next in our learning.

**SP** – This means Spelling – please check if your words are spelt correctly.

**C** – This means Correct your work if you have an incorrect answer.

**CT/TA** – This means you worked with your Class Teacher or a Teaching Assistant to complete the work.

 This means you need to look closely at your Presentation.

**VF** - This means that Verbal Feedback has been given about this piece of work.

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T / TA / I - shows whether you completed your work with the help of a Teacher, Teaching Assistant or Independently (all by yourself). It will also show if you worked with some of your friends, how many there were working with you.