

**Our Vision Statement**

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

**Aspire**

* Motivating and exciting all to become life-long learners

**Believe**

* Developing the skills and confidence to foster self-belief

**Create**

* Engaging all learners through creative practice and personal reflection

**Achieve**

* Experiencing success and embracing future challenges

**Our Aims**

To place the child at the centre of all that we do.

To foster positive, supportive relationships with families and the wider community.

To provide models of excellence drawing on the expertise of our highly skilled team.

To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.

To promote life-long learning through developing a whole school culture

of challenge and growth.

To prepare learners for a future in an increasingly interconnected global economy.

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| Policy Reviewed  |  January 2016 |
| Agreed by Staff |  January 2016 |
| Ratified by Governors |  February 2016 |
| Date due for review: |  January 2018 |

***“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops’ of feedback”***

**Professor John Hattie (Influences on Student Learning), 1999**

We believe that feedback and marking should provide constructive feedback to every child, enabling children to become reflective learners and helping them to close the gap between current and desired performance. Evidence of successful Assessment For Learning (AFL) and feedback will be seen through expectations and progression through and across sequences of lessons, clear teacher modelling of relevant skills (informed through AFL) and learning dialogues in books.

Marking and Feedback should:

* Be relevant to that child’s stage of development as judged by the teacher
* Be manageable for teachers
* Give pupils the opportunity to reflect on their next steps and allow specific time to read and respond to marking.
* Give recognition and appropriate praise for achievement
* Give clear strategies for improvement
* Inform future planning including focus groups and individual target setting
* Use consistent codes throughout the school, built up from KS1 to KS2.
* Involve children as active participants in their learning.
* Encourage and teach children to self and peer mark where appropriate.

**Summative feedback/marking**

This usually consists of ticks, dots for incorrect answers, question marks etc. and is associated with closed tasks or exercises. Wherever possible, children should self-mark or the work should be marked as a class or in groups.

**AFL (Formative feedback) / marking**

When the task is open or narrative, feedback should focus first on the learning challenge (LC) and children’s individual targets. The emphasis on marking should be on both success against the LC and Steps to Success and improvement needs against the LC and Steps to Success. Focused comments should help the child in ‘closing the gap’ between what they have achieved and what they could achieve. Codes can save time and make feedback more accessible to the child. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form. Useful ‘closing the gap’ comments are:

* A **reminder** prompt (e.g. ‘Which calculation could have been used?’)
* A **scaffolded** example (e.g. ‘What was the boy doing?’ , ‘The boy was so angry that he…’, ‘Describe the expression on the boy’s face’.)
* An **example** prompt.

With extended pieces of literacy writing, elements of writing are colour coded (highlighted): Vocabulary – yellow, Connectives – green, Openers – orange, Punctuation – pink.

The teacher reads through the piece of writing then re-reads for marking, highlighting ambitious vocabulary, connectives, openers and punctuation that are *at their level and above.*

Only one example of each correct punctuation example need be highlighted.

Where pupils are working towards, and within a level 4, the 4 VCOP colours should be used to highlight work. Where pupils are working towards and within a level 5, elements which focus on the LC and the child’s individual targets can be highlighted in yellow. This allows teachers and pupils to focus on areas such as paragraphing, ‘voice’ and themes within a piece of writing.

**Secretarial features**

Expectations of spelling, grammar, handwriting and punctuation should be the same in every piece of work, with the children working against their individual targets. When work is finished, ask children to check for things that they know are wrong in their work when they read through it. They should not be told to correct all spellings.

**Self-Evaluation**

Children should self-evaluate wherever possible and be given time to reflect on their learning. Children can identify their own successes and look for improvement points. The Steps to Success can be used to support children’s self-evaluation.

**Shared marking**

Shared marking is an effective way of modelling the marking process to scaffold peer and self-assessment and also teaching particular points . Teachers could use a piece of work from a child in another class or from a previous year to mark as a class, using the visualiser or show two pieces of work with the same title and discuss their differences.

**Peer evaluation**

Before ends of lessons, children should sometimes be asked to mark narrative work in pairs. The following points are important:

* Children need to be trained to do this, though modelling with the whole class.
* Ground rules (listening, interruptions, sensitivity…)
* Encouraging children to talk about what they have learned.

**Organisation**

* Where possible, teachers should give immediate feedback, written or oral.
* Plan time for children to go through work and mark as a class or focus group
* Distance marking should be accessible to children and manageable for teachers
* When work has been distance marked, time should be given to children to read and respond to marking.

**We expect**

All members of staff model quality handwriting in line with the school policy.

Teachers mark in red and pupils edit in green.

Children are given time to respond to all feedback marking.

All work is acknowledge marked or given a comment (if appropriate).

**Maths**

* Should be marked each session to inform planning
* Work should be developmentally marked once a week with an example of how to improve or a question to develop learning and a scaffolding comment if appropriate.

**English**

* Should be marked after each session to inform planning. Handwriting books should be acknowledged.
* Sustained writing is taking place weekly and linked to literacy unit or another curriculum area.
* Work should be marked developmentally once a week with an example of how to improve or a question to develop learning and a scaffolding comment if appropriate.
* Writing is marked using the highlighters (see policy)

**Science**

* One piece of work per unit should be marked developmentally with a focus on knowledge/understanding and “Working Scientifically” enquiry skills.
* All other work is acknowledged

**Foundation subjects**

* A balance of quality and acknowledgement marking should be used. Marking should be supporting pupils in understanding how successful they have been in meeting the LC as well as well as how they could improve.

Quality development marking is at its best when it is purposeful. Time should be planned so that children have time to address the next steps in their learning. This can be done as a whole class or in groups. Evidence of this will be in planning and children’s books and through children’s articulation.

Teachers and children can use Learning Journey’s in maths, literacy and science to support developmental marking, achievement and next steps.

**Codes for marking for KS2**

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| **Code** | **Meaning** |
| **Sp** | **Write sp in the margin where a word has been misspelled and underline the part of the word spelled incorrectly.** |
| **P \_** | **Write p in the margin where punctuation is missing and underline place where it should go.** |
| **//** | **New paragraph needed here** |
| **/\** | **Used to show there is a word missing. Pupil to add missing word** |
| ✓✓ | **Good point** |
| **I** | **Independent work** |
| **TA** | **Worked with Teaching assistant** |
| **T** | **Worked with Teacher** |
| **T1)** | **Evidence of personal Target** |
|  | **Incorrect use of punctuation is circled** |

**Codes for marking for EYFS (where appropriate) and KS1**

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| --- | --- |
| **Code** | **Meaning** |
| **a** | **Correct letter / number formation is correctly modelled.** |
|  | **Finger spaces** |
| **P \_**  | **Write p in the margin where punctuation is missing and underline place where it should go.** |
|  | **Incorrect use of punctuation is circled**  |
| ✓ ✓             **w o s**  | **Correct sounds used within words are acknowledged by a tick end of a piece for pupils to complete.spellings can be given atve marking. as a form of positive marking. Can be used for high frequency words or good attempts at difficult words. Correct spellings can be given at the end of a piece for pupils to complete.** |
| **I** | **Independent work** |
| **TA** | **Worked with Teaching assistant** |
| **T** | **Worked with Teacher** |