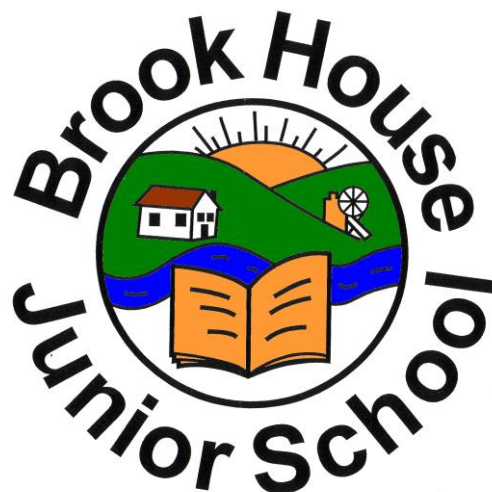


**Brook House Junior School**

# **MARKING, ASSESSMENT AND FEEDBACK POLICY**



**December 2018**

## **Introduction**

At Brook House we will take a professional approach to the tasks of marking work and giving feedback on it. All children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give regular feedback as an essential part of the assessment process.

## **Aims**

We will mark children's work and offer feedback in order to:

- 1 Show that we value their work and encourage them to do the same.
- 2 Boost their self-esteem and aspirations.
- 3 Give them a clear general picture of how far they have come in their learning and where the way ahead lies.
- 4 Offer them specific information on the extent to which they have met the lesson objective.
- 5 Promote self and peer - assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others.
- 6 Share expectations.
- 7 Gauge their understanding and identify any misconceptions.
- 8 Provide a basis both for summative and for formative assessment.
- 9 Provide the ongoing assessment that should inform our future lesson-planning.

## **Principles of marking and feedback**

The process of marking and offering feedback should be a positive one with pride of place given to recognition of the progress made by the child.

The marking should always be in accordance with the lesson.

The child must be able to access the comments made, either by reading them or by verbal feedback. Comments should be appropriate to the age of the child.

Teachers should aim to promote children's self assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning.

## **Guidance for adults providing marking and feedback.**

The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities then errors that need to be corrected will not be so numerous as to affect their self-esteem.

A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

The school encourages children to build self-esteem through completing the learning to the best of their capability.

Different rewards may be used by adults who work with our children to recognise children trying their best and progressing: house point tokens, raffle tickets, reading certificates or children going to see the Head Teacher for a 'Head Teacher reward sticker'. Work that demonstrates a "WAGOLL" (what a good one looks like) is displayed outside each class and changed at least half termly. WAGOLL work is also collected in large A3 hard back books on display in the reception area to share within the school community and with visitors.

When marking children's work teachers will use the limited number of agreed marking symbols which are below. The symbols ensure continuity across the school alongside informing children, importantly, what they have done well followed by an area identified for improvement. The symbols will be shared with children on a regular basis children have a firm grasp of their meaning. It is important all marking in books is done neatly and any written comments made by teachers in books reflect the school handwriting scheme and act as an exemplar to children. The handwriting scheme needs to be displayed in every classroom.

**Agreed symbols are: 'I' = independent, 'S' = supported, 'TT' = talk time, 'PW = partner work, 'SP' = spellings, 'T' = Target, V = Verbal Feedback**

### **Who marks?**

Any employed adult who works with the children.

Children have opportunities to self-assess and peer - assess when directed to do so by the teacher.

When children peer assess this is done in green pen.

### **Purple Polishing**

The principles behind Purple Polishing are ones of encouraging our children to be reflective learners who strive to take ownership in improving their work.

'Purple Polishing' is an opportunity for children to: *improve on a piece of work that has been identified by the teacher, correct spellings, add punctuation, and consolidate a new method in maths.....* Opportunities in the school week are created for children to do 'Purple Polishing' as a form of self-correction and improvement. Children have access to a purple pen for 'Purple Polishing'. Teacher's have a Purple Polishing Stamp which can be used and is more evident in lower school

when children are embedding this skill.

### **'Two Stars and a Wish'**

Our school uses '2 stars and a wish' to mark work in Literacy books. This focuses on finding two things the children do well and one point for improvement. The expectation for '2 stars and a wish' is for it to be used whenever children do unaided writing.

In maths '2 stars and a wish' is not used but there is an expectation for comments to celebrate and move forward on a regular basis.

### **Does every piece of work need to be marked?**

Yes - in some format the work needs to be marked. There should be some evidence that every piece of work has been looked at by an adult (either teacher or TA).

When a TA marks work they should write their initials to indicate that the work has been marked by a TA.

If a supply teacher has marked work then a specific stamper is used alongside the work to indicate that the work has been marked by a supply teacher.

### **Which colour should we mark in?**

All work marked by an adult is in red.

## **HARD MARKING**

### **What is hard marking?**

Hard marking is detailed marking designed to assess the child's learning and provide targeted feedback in order to move the child on.

### **How do we hard mark?**

1. Underline and/or circle areas for development.
2. It may help to highlight a target which needs development on the Success Criteria (teachers can use their professional judgement) with a direction from you saying, 'Now go and ...' (In the appendix of this policy are suggested prompts for hard marking).

3. If appropriate, give examples of how to achieve the target next to the symbol for 'wish'.
4. We use highlighter pens of pink and yellow to guide children in Literacy. 'Tickled Pink' is used in marking literacy books to highlight what a child is doing well where we want to acknowledge it. Yellow is used to highlight something that requires improvement or is wrong.
5. Provide challenges in Maths for the children to complete to move their learning forward

### **How often should work be hard marked?**

#### **Literacy:**

On average, once a week. This is a minimum and the rest is down to professional judgement. Areas of achievement and a suggestion for development need to be made through 2 stars and a wish.

#### **Maths**

Marking consistently calculations across the work the children have done in the books.

#### **Science & Theme Books:**

Books are to be marked regularly with elements of the marking expected in Literacy and Maths books to be in evidence at least once in a half term. It is optional whether teachers use yellow and pink to highlight work in books. There should be evidence of 'purple polishing' for children to respond to marking once a half term and also to address spelling mistakes that have been corrected x 3

In Science books at least two investigations are to be in evidence over a half term.

#### **Other subjects**

All pieces of work need to be marked (evidence the teacher or HLTA has viewed the piece of work).

#### **Home Learning**

Minimal marking is expected. Work must be ticked to show it has been reviewed or a stamp used to show it has been checked and received.

### **Peer marking**

When pupils interact in the marking process they will be more engaged and receptive to correction.

When appropriate, children may mark their own or another child's work. However, the teacher must always review this marking. Peer marking is completed using a green pen which children have access to.

Children should be encouraged to self-assess and/or peer assess their work ahead of final marking using the success criteria. This helps the children to self-reflect at each step of the learning process.

### **Presentation of work**

#### Cover Page

- Teacher to add a label on the book for name
- Written in ink
- Name of child
- Subject:
- No decorations

#### Content Pages

- Date, underlined
- Title of work, underlined
- Learning objective or individual target, underlined
- Commence new work without leaving large spaces and wasting paper
- Write on every line
- In squared math's books use one square for each digit and set out neatly, as appropriate.
- Use small cross at the end of a word to signal that the child knows that he/she has made a mistake.
- Children should use a sharp H.B pencil. A black handwriting pen is to be used for best copy.
- Children who are not maintaining neat style are to use a pencil.
- No decorations

### **Handwriting**

- All classes should follow the agreed handwriting scheme.

- Where possible teachers will use the cursive handwriting script as an integral font within flip charts to act as a model to children.
- Each child should have a handwriting book.
- There should be regular handwriting practice. This lesson can be combined with spelling practice. .
- Maths should be completed in pencil.
- Only black handwriting pen will be used in books for copying work up in best.
- We try not to use rubbers in books –following practice in KS1 where they are banned.

### **Monitoring and review**

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis so that we can take account of improvements made in our practice. Staff will review this policy at least annually and more than this if changes need to be made.

### **Maths – Pre assessments**

At the start of any unit of Maths work children do a 'Pre Assessment' to measure their level of understanding and for the teacher to judge for the gaps in their learning. This is stuck into books at the beginning of the unit. Sometimes the teacher may decide to stick it in at the end of the topic along with an opportunity for the child to 'purple polish' any mistakes they made first time round and to demonstrate the progress they have made in their learning.

### **Tracker + assessment**

Our school has adopted Tracker + to assess our children from spring 2018. This acts as a summative assessment tool for maths, reading, writing and SP&G.

Summative assessments are done each term using a range of measures from teacher's on going assessments to short tests to guide the teachers' judgements. At the end of the school year in years 3 – 5 we use NFER tests to further guide our overall judgements on attainment.

Our school measures attainment and progress using PITA (Points in time assessments). We use a 7 point scale with '5' representing 'working at age related expectations' and 7 being 'Greater Depth'.

Assessments for all children are completed on a termly basis. All children are given an end of year Pita target based on where they need to be to achieve good progress from starting points at our school.

In Spelling, Grammar and Punctuation one assessment tool the teacher may use is 'SPAG.com'. This allows us to make summative assessments on children on a termly basis and provides feedback on both individual children and the whole class in regard to areas of SP&G our children are finding difficult.

*December 2018*



## Appendix:

### Literacy comments to move the children's learning forward

1. Put a conjunction here. Choose either suddenly, meanwhile...
2. Change this conjunction. Choose one of the following: at that moment, suddenly...
3. Re-read this sentence. Does it make sense? Should it be:  
was look at the tree  
or he looked at the tree?
4. What piece of punctuation could you use to replace these 'ands' ?
5. There is some information missing in this text. What could they use to climb over the tree?
6. You need to link the beginning of the narrative with the end of the narrative. For example...
7. How could you finish this sentence so that it makes sense? Try – Suddenly the heavens opened and raindrops the size of...
8. Try putting a feeling here.
9. What adjective is missing here?
10. You have opened your paragraph with an ly word followed by an ing word. Now try using a connective to start the next paragraph. (give examples)
11. You have used ideas from the learning wall. You have said they were excited but how do you think they felt when...
12. Try up-levelling the sentence by using an adverb here. Choose from: slowly, extremely...

13. You have used lots of powerful vocabulary. Now try starting a sentence with an adverb (give examples)
14. A very descriptive opening with lots of adjectives. Now choose 3 better verbs for how the character moves.
15. When do we use a capital letter? Look back at your work...
16. Check your writing. Should it be- it be's or it is?
17. You've used the features of the genre. Remember to use paragraphs. Have a go at showing where the paragraphs start and end by using the symbol //
18. Close procedure. Try improving this sentence. Fill in the missing words- Secondly the --- h--- is --- ( etc)

### **Numeracy comments to move the children's learning forward**

1. Remember which way round your numbers go.  
(give examples)
2. Don't forget one digit per box.  
(give examples)
3. Look back at the success criteria, number ? can you underline the key words and numbers.
4. What units of measure should your answer be in, circle the one you think.  
Cm mm g kg (etc)
5. Fantastic! You have followed the success criteria well – now can you do this challenge.  
(write a challenge in their books)
6. You have worked hard to follow the success criteria, do you think you are ready to... (give examples)

- add up with carries
- subtract with exchange
- divide with remainders

7. You have achieved the learning intention, now do you think you can label the success criteria.

8. I'm tickled pink you have followed the success criteria and can now.....

Can you work this out (give an example)

9. Good estimating, you have followed the success criteria perfectly, now think what could be a different way to check your answer?  
(eg with a calculator, using the inverse)