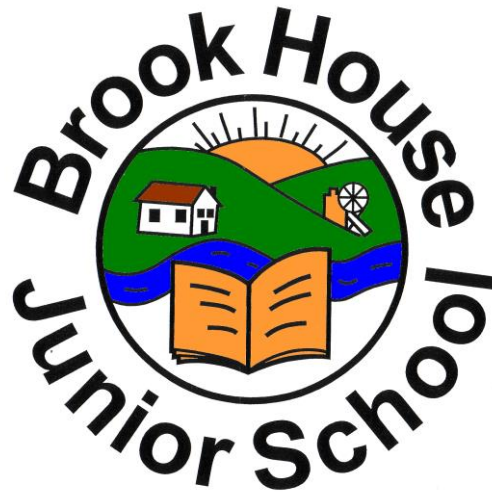


Brook House Junior School

MARKING, ASSESSMENT AND FEEDBACK POLICY



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 points, raffle tickets, 'writer of the week' certificates, 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 agreed marking symbols which are attached to this policy. These symbols will be on display in the classroom.

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 (and clearly on display in the classroom) so 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.

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'.

'Two Stars and a Wish'

Our school uses '2 stars and a wish' to mark work. This focuses on finding two things the children do well and one point for improvement. To make this manageable our school has created a set of marking symbols that summarise comments in Writing and Maths. These are stuck into the back of each child's literacy and maths books and children are encouraged on a regular basis to refer to them so children are fluent in their meaning.

The school uses a stamper for the 2 stars and a wish to go into books.

In the appendix is a summary of what these symbols equate to.

Progress Checkers

The school uses a self-assessment tool of 'progress checkers' (the stamp looks like a traffic light) that are stamped into literacy and maths books on a daily basis. Children colour in where they start the lesson in regard to their 'steps to success' and the colour they evaluate where they have progressed to. E.g if a child begins the lesson on amber but feels they have moved on to a green level they will colour it in amber at the bottom and progress upwards to green as the next light coloured in. If a child starts on green teachers may use a 'purple challenge' activity to give these children the challenge of moving from where they began the lesson.

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).

In some instances when a TA marks work a stamper may be used 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. Refer to the symbols
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. Where possible in literacy and Maths use the children's targets which are located at the front of their books as a prompt for improvement in their learning.
5. We use highlighter pens of pink and yellow to guide children. 'Tickled Pink' is used in marking 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.

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

Hard mark once a week. Areas of achievement and a suggestion for development need to be made through 2 stars and a wish.

Science & Theme Books:

One hard mark within Science and theme book work on a fortnightly basis. Where possible it is recommended that '2 stars and a wish' are also used in this format.

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.

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

- 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 or black berol handwriting pen.

- 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.
- Children in Y3 should progress to pen as soon as it is judged that they are ready.
- Children who have received a pen license may have it revoked and go back to using a pencil should handwriting regress.
- Maths should be completed in pencil.
- Only black handwriting pen will be used in books.
- 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.

Hot and Cold Assessment

As part of our assessment practice we ask the children to write on a small A5 or A4 sheet (blue border/cold title) a short piece on a chosen genre to show how they would approach this style of writing without teacher input, After a series of lessons on the chosen genre, children get to write the genre piece again-hot assessment (red border/hot title) and this is placed on the page in their literacy books next to their cold assessment. This hot and cold page will clearly demonstrate the impact of teaching and the progress made by the children. Hot and cold assessment should take place a minimum of at least once a half term in Literacy.

STAT Assessment

In writing we use an individual record sheet based on incremental steps of ability, which we place in the front of Literacy books and constantly review as we cover each strand of a designated step including KPI's (Key Performance Indicators) which must be covered in order to move up to the next step. Teachers will date against a criteria to show where to find evidence in their books and they will date three times to show they have embedded that area and are secure to move to the next step.

In reading we use group records based on ability guided reading groups approximately 5-6 pupils per step sheet. Again progress within a step until it is embedded and assessment is ongoing, as groups work alongside the teacher. All records are dated three times to show each area of the step is covered especially KPI's before moving to the next ability step.

In Spelling, Grammar and Punctuation we use a whole class record which is differentiated into ability steps for groups of children within each class (approximately 3 bands mirrored by the spelling lists given out by individual teacher/year groups. A triangle is created next to individuals, as each point is covered on each record sheet.

In Maths records are grouped by ability within maths sets. Electronic spreadsheets have been developed by staff to be RAG rated to show the 3 step progress to embed each criteria within the step. Paper copies are also available. Staff have also devised a system of assessment tests based on coverage within each step.

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