



St. William of York Primary School

Brockley Park, Forest Hill, London SE23 1PS

The purpose of St William of York Primary School is to educate children in an atmosphere of Christian love, within the Catholic tradition.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.

Managing Marking, Making Progress

It is vital that our approaches to marking and feedback are consistent and systematic throughout the school and that assessment forms a continuous part of planning for children's learning, so that children make rapid progress in all subjects.

A consistent approach is used for feedback & marking in all areas of the curriculum. It is important that the child recognises the purpose of the feedback & marking and then benefits from it. Marking and feedback redirects or refocuses either the teacher's or the learner's actions to achieve progress. Time must be given to consider, correct and improve the work as a consequence from the feedback.

Feedback & Marking needs to be specific, accurate and clear. It must be consistent and regular and may come in many forms, eg. written, verbal, self assessment, peer feedback etc. During lessons, work is acknowledged through 'Fast Feedback' ie. timely and prompt discussion and feedback. Feedback should be about challenging and extending children's skills and knowledge, and give them the opportunity to respond. Marking needs to differentiate between errors (misunderstandings) and mistakes. Marking should be meaningful, manageable and motivating for the pupil.

There are 3 ways that feedback is provided:

- **Fast Feedback** – at the point of teaching (FF)
- **Friendly Feedback** – at the end of a lesson/task (this may be self or peer assessment)
- **Focus Feedback** – after the lesson (includes colour coding assessment)

The school has agreed the use of codes for marking (see Appendix A), colour coded stickers (see below) and different colour pens to support marking and feedback.

Purple Pen – Teacher/Teaching Assistant

Green Pen – Pupil Editing

A different colour pen may be used to transcribe, or scribe for a child. Transcription may be necessary in FS/EYS KS1 and SEN.

Fast Feedback will be used during a teaching session. Teachers and/or Teaching Assistants will intervene and provide support to move learning on, clarify or challenge a pupil to ensure that they are making progress. The pupil will annotate their work with **FF** to indicate '**Fast Feedback**' and acknowledge that they have been given guidance to improve their work.

Friendly Feedback - the pupils may peer assess at the end of the lesson, and 'Two Stars and a Wish' may be used, or pupils may assess against the Must/Try/Brave criteria. To support self and peer reflection, or assessment, sentence starters may be given as prompts.

It is important for children to evaluate their own progress and learning, and to develop the necessary skills to reflect on their progress. This will enable them to identify areas for improvement and seek ways to address challenges and difficulties that they encounter.

In addition, pupils will be asked to place their finished work in one of 3 coloured trays to indicate their own assessment of their learning. The 3 trays are Blue, Green and Pink. Pupils will make their own assessment initially against the Success Criteria. In some lessons the 'Must/Try/Brave' replaces the Success Criteria and pupils will assess

against the Must and Try. They will make a self assessment of 'Pink' if they can provide evidence that they have included the 'Brave' element in their work.

Further explanation of the Colour Coding is as follows:

Fuschia Pink – *I have mastered and I can explain it to someone else* (the pupil has achieved the success criteria and will be challenged to deepen or move on to new learning at the next opportunity)

Lime Green – *I have achieved this and I can apply it in the next lesson* (the pupil is making progress but may need some additional practice to become secure in their understanding)

Midnight Blue – *I would like some help* (the pupil may have a misconception or may need an aspect retaught in order to achieve the learning objective)

Focus Feedback – After the lesson, teachers will evaluate progress and make an assessment, against the Success Criteria or Must/Try/Brave. Teachers will judge whether the child is ready to move on, needs more practice or needs additional teacher input to understand the task. The teacher will use the same coloured stickers to match the coloured trays.

The teacher may make an assessment and indicate with either a Pink, Green or Blue sticker and then work with a pupil(s) on a focus task to clarify learning. The teacher will then make a second assessment and indicate with a second sticker whether the child has achieved the Success Criteria, or may need additional practice to secure learning or need an aspect retaught to understand the concept.

Must/Try/Brave

Teachers may use Must/Try/Brave instead of Success Criteria to provide children with opportunities to meet the lesson's Success Criteria (Must) and give them the opportunity to apply previously taught objectives or challenges that deepen their understanding (Try/Brave).

Focus Feedback

This needs to be done at the end of each day, so that teachers can use this information to plan for the next steps, the following day (or even later the same day).

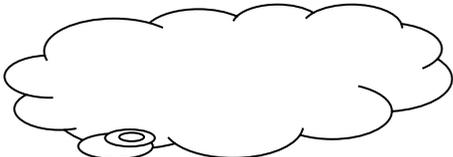
Teachers need to ensure that all children receive feedback throughout the week or unit of work. The exact time and number of feedback sessions will inevitably vary from child to child. There is no expectation of a particular type of note or record-keeping; teachers must be responsible for this to inform planning and assessment.

There is not an expectation that teachers should write lengthy responses to a piece of work. Effective feedback is in the quality of teacher/pupil interaction and discussion.

The teacher's evaluation of the child's understanding will be indicated by a pink/green or blue sticker. This may not match the child's self evaluation. The teacher will use this as a tool for Assessment for Learning so that any misconceptions can be addressed in the next lesson, or unit of work.

Symbols to be used when editing and/or marking

These symbols will be introduced as and when appropriate to the child's ability, age and understanding.

Wrong case either upper or lower	<u>Straight underline</u>
Spelling mistake 	<ul style="list-style-type: none"> • Underline with a wavy line and write the correct spelling or • Write Sp (Spelling) in margin • Write Hp (Homophone) in margin • Not all spellings will be corrected • Target spellings will be practised 3 times
New paragraph	//
Punctuation missing	Write in, circle or P in the margin. If full stop added, over-write the following capital letter.
Omission	^ for missing letters, words or phrases
Word, phrase or meaning unclear 	Underline phrase or sentence with a wavy line and add a ? in the margin
Annotation to indicate work has been discussed - Pupil or adult will mark in the margin that feedback has been given.	FF Fast Feedback (intervention at the point of working, from the Teacher. Or Teaching Assistant)
Correct	✓
Incorrect	Dot . or wavy line 
Use of coloured stickers provide focussed marking reflecting whether a child:	Blue - Need more support/intervention to meet Green - Met the success criteria Must/Try/Brave Pink - Ready to deepen or move to new learning
Peer or Self Assessment – linked to the Success Criteria or recent learning	Two stars and a wish/ My wish is... (peer and self marking)  
If the child repeats the same mistake/error regularly, write something to show that you have noticed	FF and relevant comments if necessary.
To encourage a response and highlight marking with points for development, use a 'cloud' leaving enough space for the child to respond.	
Teacher/Teacher Assisted/Independent Work stamp may be used	

