



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 Policy

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 as the children decide (self assess) to what extent they have met the success criteria
- **Focus Feedback** – after the lesson which includes colour coding assessment ie. stickers (also FF)

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 may annotate their work with **FF** to indicate '**Fast Feedback**' to acknowledge that they have been given guidance to improve their work.

Friendly Feedback - 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.

For consistency – teachers may use the following script:

'Now you need to look at your work and think about the Success Criteria and the Must/Try/Brave. You are going to decide on your Friendly Feedback. Which box are you doing to put it in? If you think you would like some more help, put it in the BLUE box, if you think you have achieved the SC, put it in the GREEN box, if you think you have 'Mastered' your learning for today, and can explain what you have learned to someone else, put it in the PINK box'

Pupils may also be asked peer assess at the end of the lesson, and 'Two Stars and a Wish' may be used.

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. 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)

If a child is assessed by the teacher with a Blue Sticker, the teacher will plan for some follow up and further teaching later that day, or the next day. If the teacher then judges that the child has understood, either the follow up work or the same piece of work will be given a Green sticker.

Blue stickers will have a comment eg. Next Steps so that the child and the teacher/teaching assistant knows what to focus on next to ensure rapid progress.

Focus Feedback (FF) – 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.

Success Criteria

The teacher will plan the lesson with clear Success Criteria so that pupils understand the learning within the lesson and be aware of the expectations for learning.

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). These must be differentiated to ensure that pupils are supported and challenged, to meet their own targets.

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.

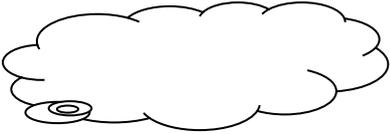
The teacher's evaluation match of the child's understanding will be indicated by a pink/green or blue sticker. This may not match the child's self evaluation. The teacher will use this as a tool for Assessment for Learning so that any misconceptions can be addressed in the next lesson, or unit of work.

Teachers will use symbols for marking to address issues eg. spelling and punctuation, and may occasionally use other means to move pupils' learning forward eg. 2 stars and a wish, as peer review.

The school has agreed the following table of symbols and prompts for correction, feedback and marking:

Symbols to be used when 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 if an adult correcting. No more than six corrections per piece of work 
New paragraph	//
Punctuation missing	Write in or P in the margin. If put in full stop, over-write following capital letter.
Omission	^ for missing letters, words or phrases
Word or meaning unclear	?
Annotation to indicate work has been discussed	VF (verbal feedback)
Correct	✓
Incorrect	Dot ■ or wavy line 
Use focussed marking reflecting the learning objective to measure the learning outcome	Next steps (teacher, peer and self marking) 
Use marking to acknowledge achievement of targets and to set new targets	Two stars and a wish/ My wish is... Next steps (teacher, peer and self marking) 
If the child makes the same sort of mistake, write something to show that you have noticed	VF and relevant comments when necessary.
To encourage a response and highlight marking with points for development, use a 'cloud' leaving enough space for the child to respond.	

Marking should be clearly visible in a different colour to that used by the child.
Transcription may be necessary in FS/EYS KS1 and SEN