



St. Anne's CE Primary and Nursery School

Marking, Feedback and Assessment Policy

**Reviewed and updated
September 2021 (Mrs. L. Sixsmith)**

Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.

Jesus summed up his most important teaching by quoting the greatest commandment – love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39) At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

Why are we here? These are our values:

Loving God with all of our heart

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest.

We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

Loving God with all our soul

We want to nurture the spiritual life of everyone in our school family recognising that "spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force." Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

Loving God with all our mind

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

How then do we live? All of this shapes our school life.

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

Marking and Feedback Policy

‘Minds to Learn, Hearts to Care’

‘The best interests of the child must be a top priority in all things that affect them’.



Article 3 of the United Nations Convention on the Rights of the Child.

Rationale

‘Minds to Learn, Hearts to Care’

Always mindful of our vision and its impact on both the adult and child members of our Christian community, we believe verbal feedback and support are the best forms of marking that a child can receive to move them on in their learning, so we limit the amount of written marking in children’s books. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses. It should ultimately be seen by children as a positive approach to improving their learning.

The child-friendly version of our policy is included in the Appendices.

Aims

We mark children’s work and offer feedback in order to move children’s learning forward.

We:

- Show them we value their work and we encourage them to do the same.
- Boost self-esteem and aspirations through the use of praise and encouragement.
- Instead of marking each piece of work with written comments, we will make a note of any misconceptions, as well as achievements, and they shall be addressed at the start of the next lesson known as **‘Wows!’ and ‘Wobbles’, with next steps or a challenge recorded as ‘Wow! Now ...’**

This provides ongoing assessment that informs future planning.

Marking Procedures

- We use a shape marking system, in Years 1- 6. (see Appendix 1)
- At the end of every piece of work, the children use a stamper of three shapes; a triangle (referring to the learning objective), a square (for effort) and a circle (for presentation). The children will give themselves a mark out of three for each area (1-

3 scale), where they have self-assessed each piece of work. If a child writes a 1 underneath one of the shapes, they are letting their teacher know that they need more help; if they write a 3, they feel they have fully met the objective of the lesson and they've done their very best. The teacher will then write numbers, giving their teacher judgement underneath the children's numbers.

- Instead of marking each piece of work with written comments, teachers will make a note (when appropriate/required) of any misconceptions, as well as achievements, and they shall be addressed at the start of the next lesson (Wows and Wobbles stampers).
- A 'Wow! Now ...' stamper indicates the need for a challenge or next step.
- All adult marking should be completed in red and green pen (Teachers and Teaching Assistants).
- Children will make a response in blue pen
- English and Maths marking will be completed daily, preferably as an ongoing exercise throughout the lesson and for all other curriculum subjects it must be completed before the following lesson.
- Teachers' writing to be neat, legible and in line with our handwriting policy.
- Ensure marking in Science and RE matches that of English and Maths
- Ensure marking in foundation subjects mirrors the above standards.
- The spelling of key topic vocabulary in Science, RE and foundation subjects will be addressed through focused weekly sessions, where the correct spelling of this vocabulary is checked by the children.

Presentation

- Books marked consistently
- Each piece of work dated (short date in maths)
- LO for every piece of work 'Can I.....?'
- Date to be underlined (KS2)
- Draw a neat line through errors
- Pencil in KS1 and black pen in KS2 (beginning Spring term year 4)
- Handwriting pen used in handwriting books
- Pencil to draw diagrams and pictures
- Blue pen for misconceptions, challenges, problem solving and editing activities
- Teacher to write in the same style as the children
- One digit per square in maths
- Half the page in maths books (beginning Spring term year 3)
- Fully cursive handwriting in KS2
- Joining handwriting in Year 2
- A neat, well-formed print in year 1

Marking by HLTAs/ TAs/ Supply Teachers

- All supply teachers will be shown a copy of the school's Marking and Feedback Policy.
- Supply teachers will indicate 'Marked by supply' and initial the work at the end of each piece of marking.

- HLTAs and TAs will indicate 'Marked by ...'
- Supply teachers, HLTAs and TAs should follow the school's Marking and Feedback Policy where possible.

Symbols to be used in marking (varies across the school, depending on age of child).

(See Appendix 2)

Self-Correcting Errors

- When a child makes a spelling/grammar mistake in pen, the child will put a line through it with a ruler and write the correct word next to it in blue pen.
- When a child (lower KSI) makes a spelling/grammar mistake in pencil, the child will use a blue pen to correct it.
- In Reception, the adult will identify the mistake with red pen. This is addressed with the child via verbal feedback or blue pen depending on the child and the activity.

Children will respond to marking

- Children also use blue pens to edit and improve their own work. There may be times when a pupil marks their own work, such as after a times tables test or a spelling test. When this is the case, particularly in KS2, pupils will write 'peer marked' at the end of the work.
- Encouraged to reflect after marking and take the opportunity to correct, practise or investigate a problem.
- Editing time (Wows and Wobbles session) will begin each lesson to enable children to have the opportunity to evaluate and edit their work (if necessary).
- Spelling errors in foundation subjects will only be picked up, if the word spelled incorrectly relates to that topic (subject-specific vocabulary)
- A particularly successful piece of work may be awarded with giant gold star reward stickers, nominated for the weekly Star of the Week, or given a STAR on their record card for showing a particular value.

Early Years

- In the Early Years, marking and feedback is verbal and immediate. In Reception books when written work is underway the level of support given will be indicated by either an 'I' for independent work or 'S' for supported work. Verbal feedback will be indicated by the symbol 'VF' and for feedback about writing, a brief description of the feedback given will be added (e.g. 'Letter formation' or 'Support to sound out words' or 'Support to remember the sentence' etc.). This is for use by adults to ensure consistency of next steps and measure progress.
- Self-Correcting Errors – If children identify that they have made a mistake, they correct the error using their blue pen.
- Shape Marking – This will be introduced in the summer term of Reception in line with the Shape Marking policy in the rest of the school. Adults will stamp the shapes in the children's books and the children will attempt to write the numerals in the shapes.

KSI

- Year 1 to introduce the **blue polishing pen** when appropriate for each cohort of children.
- Children to respond to making comments and self-assess when developmentally able.
- Teacher can type or write the date and learning objective when needed.
- Greater use of marking codes to ensure children understand their individual feedback.

Writing

- Marking codes to be used in the margin, on work and at the end of work to provide 'Wows' and 'Wobbles'
- **Wobbles** to be placed directly on work when the children need guidance to locate the error. This will then be moved to the margin if the children can locate the error independently.
- Wows to be marked in **green**
- Wobbles to be marked in **red**
- Provide next step by writing. **Wow. Now ...**
- Corrections and misconceptions responded to in **blue polishing pen**
- Editing and improving work in **blue polishing pen**
- If a child receives verbal feedback during a lesson, this should be evidenced by the child responding to the feedback using their **blue polishing pen**.
- Self and peer marking in **blue polishing pen**
- Use of making codes, 'think about' and 'look for', at the end of work to encourage independent correcting.
- Short date in the margin for work that continues into a second day.
- Common misconception code placed on the next page by the teacher or child (in red or blue pen) as a reminder
- Where possible, children are to self or peer mark, edit and correct during or at the end of a lesson using their **blue polishing pen**
- Shape stamp to be used at the end of sentence and word level work
- Children input their self-assessment (1-3) for their success relating to the learning objective (triangle), their effort (square) and their presentation (circle)
- Numbers for success towards the learning objective: 1= I need some more help with this; 2 = I need more practice to fully understand; 3= I've got this!
- Numbers relating to effort and presentation: 1= I could try harder; 2= I'm quite proud of my work; 3= I've done my very best!
- The teacher responds to the child's marking by placing a number under each shape relating to how well they think the child has completed the task **in green**.
- A gold star is used to celebrate outstanding work. A green comment can be made relating to what the gold star was awarded for.

Extended Writing.

- All writing will be marked using red and green pen.
- Marking codes will be used in the margin or on work.

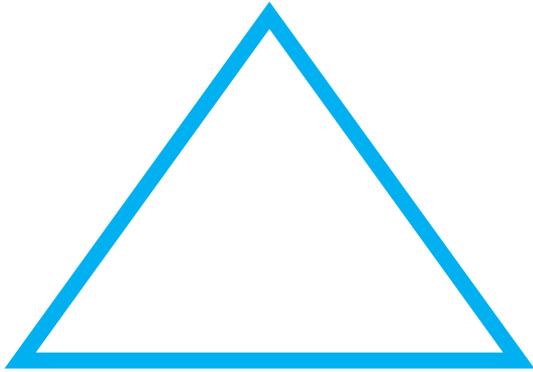
- Red pen will be used for errors and to note misconceptions. Green pen will be used to identify success.
- Teachers may add an age-related comment e.g KS1 writing a spelling word for the child to copy below and in KS2 the teacher will write sp. In the margin and the children will have to edit a word on the line which is incorrect (blue pen)

Maths

- Follow a fluency, problem solving and reasoning approach to planning
- Mark 'Wows' in green
- Mark 'Wobbles' (misconceptions and errors) in red
- Children respond to Wobbles in their blue polishing pen
- Wows can lead to a next step or challenge (usually a problem solving or reasoning task)
- Challenges and next steps should be completed in their blue polishing pen
- Children to peer and self-mark as much as possible allowing them to reflect on their learning, address misconceptions and indicate a need for challenge.
- Peer and self-marking to be done in their blue polishing pen
- Reasoning activities that move learning forward should be completed in their blue polishing pen
- Yellow jottings paper to be used for problem solving and reasoning activities and neatly stuck into books.
- Extra fluency activities should be completed in the back of maths books.
- Shape stamp to be used at the end of lessons.
- Children input their self-assessment (1-3) for their success relating to the learning objective (triangle), their effort (square) and their presentation (circle)
- Numbers for success towards the learning objective: 1= I need some more help with this; 2 = I need more practice to fully understand; 3= I've got this!
- Numbers relating to effort and presentation: 1= I could try harder; 2= I'm quite proud of my work; 3= I've done my very best!
- The teacher responds to the child's marking by placing a number under each shape relating to how well they think the child has completed the task in green.
- A gold star is used to celebrate outstanding work. A green comment can be made relating to what the gold star was awarded for.

Appendix I:

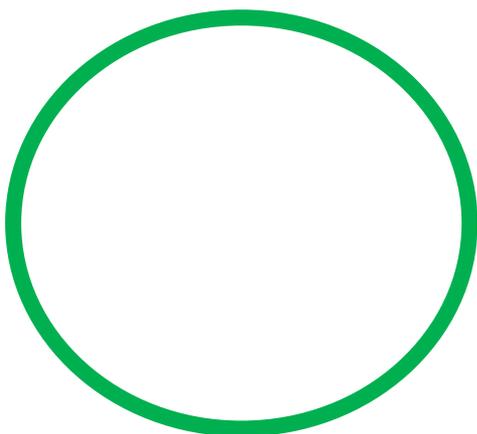
Shape Marking



How well do you think
you have achieved
the objective?

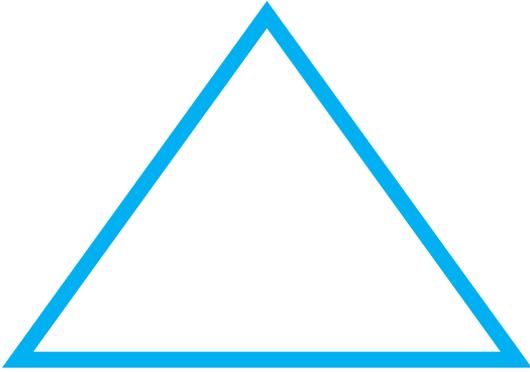


Score you would
give yourself for effort

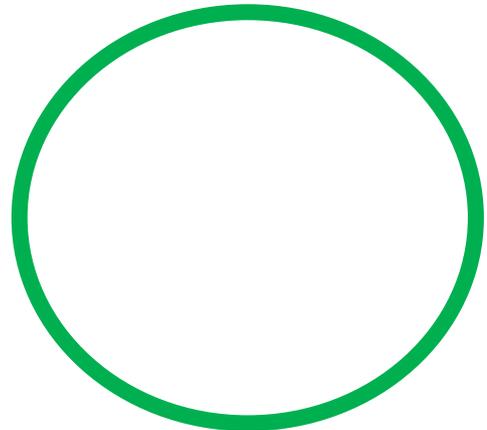
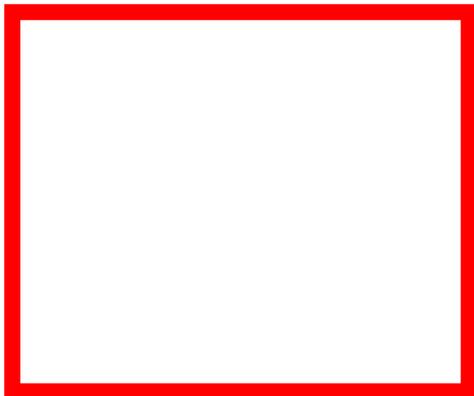


Score you would
give yourself for
presentation

Learning Objective



- 1) I need some more help with this
- 2) I need more practice to fully understand
- 3) I've got this!



Effort & Presentation

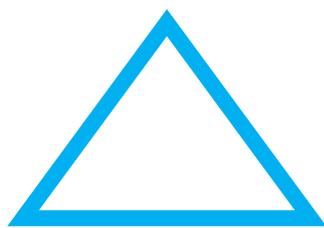
- 1) I could try harder
- 2) I'm quite proud of my work
- 3) I've done my very best!

After every piece of work, stamp the three shapes and underneath your work and write a number out of 3 for how well you think you have done.

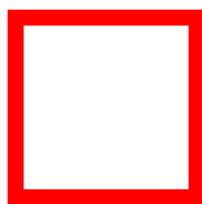
3 is the highest, 1 is the lowest.

When teachers mark your work, they will also put a number underneath your work to show you how well they think you have completed work in relation to achieving the learning objective, showing effort and using your presentation style.

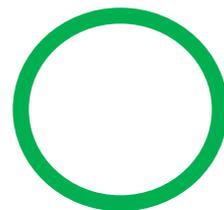
eg:



3

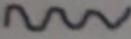


3



3

Appendix 2:

 or sp Incorrect spelling

 Capital letter needed

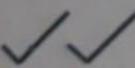
 Capital letter not needed

 Full stop needed

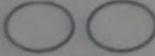
 Finger spaces needed

 Finger space missing

 Writing/letter formation issue

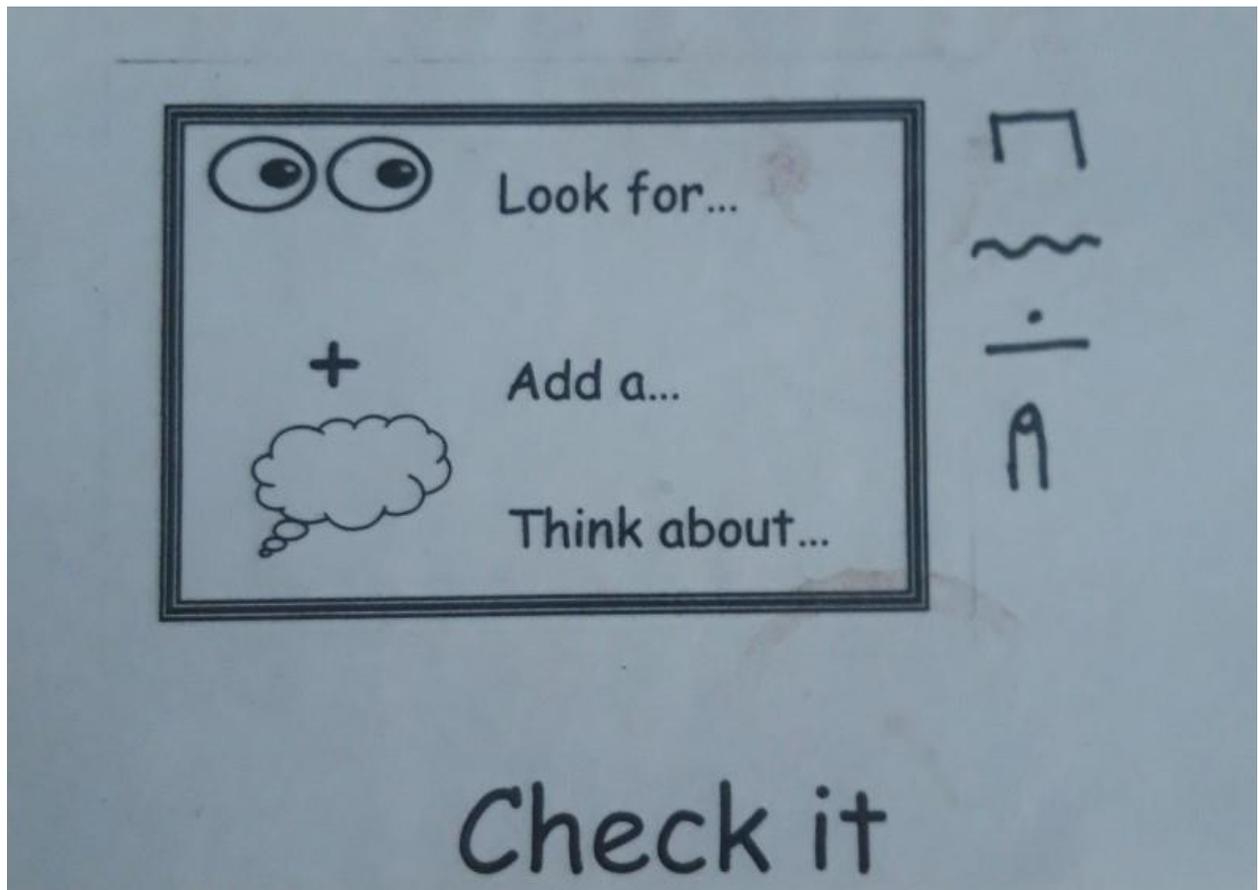
 Something good

 Something missing

 Conjunctions

 Openers

 write on the line



KS2 Marking Codes

Π	Capital letter required
⊏	Capital letter not required
Sp.	Spelling mistake
^	Missing punctuation
mw	Missing word
ww	Wrong word
//	Paragraph needed
✓✓	Something good

