

## **Swainby and Potto CofE VA Primary School and Osmotherley Primary School**

### **Osmotherley - Mission Statement**

At Osmotherley Community Primary School, we hold the values of hope, wisdom, peace, justice, friendship and trust at the heart of everything we do. We will equip all of our school family members with the skills and attributes necessary to fulfil their potential in the wider world. Through our engaging curriculum, high standards and expectations, we strive to enable our young people to be creative problem solvers, connected with, and having respect for, the outdoors and the environment. It is our mission to make learning irresistible for all.

### **Swainby and Potto - Mission Statement**

As a Church of England Voluntary Aided Primary School, we hold the Christian values of hope, wisdom, peace, justice, friendship and trust at the heart of everything we do. We will equip all of our school family members with the skills and attributes necessary to fulfil their potential in the wider world. Through our engaging curriculum, high standards and expectations, underpinned by our Christian foundation, we strive to enable our young people to be creative problem solvers, connected with, and having reverence for, the outdoors and the environment. It is our mission to make learning irresistible for all.

### **RATIONALE**

This policy has been written in order to ensure that there is a consistent approach to marking throughout both Swainby and Potto VA CofE Primary School and Osmotherley Primary School. It is a working document and stresses the importance of the dialogue between the pupil and teacher regarding improvement and progress.

### **AUDIENCE**

This policy is for all teaching staff, supply teachers and teaching assistants who are involved in marking and feedback of any kind. It is also to inform parents of assessment for learning practices, how children are involved in their own learning and how written work is marked.

### **The characteristics of assessment that promote learning:**

- It involves sharing learning goals with pupils.
  - It aims to help pupils to know and to recognise the standards they are aiming for.
  - It involves pupils in self-assessment.
  - It provides feedback which leads to pupils recognising their next steps and how to take them.
  - It is underpinned by confidence that every student can improve.
  - It involves both teachers and pupils reviewing and reflecting on assessment data.
- (Inside The Black Box 1999 Black and William)

### **Aims of this policy: -**

- To raise standards
- To ensure whole school consistency of feedback and marking, by all staff and pupils
- To ensure that feedback is effective and that work is quality marked
- To assess where the pupil is and to move him/her on to the next step in learning.
- To actively involve the children in their learning e.g. by use of Talk Partners, designing success criteria etc.
- To give children the skills to evaluate their own work
- To raise pupil self esteem and celebrate success.
- To ensure a manageable system enabling focus on particular groups
- To inform parents

### **Swainby & Potto CofE and Osmotherley Primary Schools Marking Principles**

Marking of work may be oral or written.

Marking should always have an impact on progress. Marking should praise, but also give guidance, consolidation and challenge. It may help to think of next steps marking as

INTERVENTION MARKING. The teacher steps in to support, consolidate, accelerate or challenge.

Intervention Marking as a continuous process of formative assessment ensures that;

- 1 – Marking can intervene to SUPPORT
- 2 – Marking can intervene to CONSOLIDATE
- 3 – Marking can intervene to ACCELERATE
- 4 – Marking can intervene to CHALLENGE

In this way, children are suitably challenged and supported. Much of intervention could be verbal feedback (VF). Where this takes place it will be noted in children's books This shows evidence of intervention and information for summative assessments.

### **Intervene to support**

Resources should be available in the classroom. Intervention next step marking might suggest:

"Good try. Use a numberline to help you"

"It will be easier if you wrote the numbers in the squares like this (example)"

### **Intervene to consolidate**

This is more than 'Do another ten questions' but where the child may need a few more examples before they can move on. The examples are tailored to the errors a child has previously made after guidance has been given.

"Well done. Now try these questions, and don't forget the apostrophes!"

### **Intervene to Accelerate**

With clear differentiation there will be tiered activities offering appropriate levels of difficulty . Next step intervention marking can simply move the child on to the appropriate level. . A higher level of task should be available for the more able. The comment might be: "Great! You can do it! Now have a go at the Green groups work."

### **Intervene to Challenge**

This is different from simply moving children onto an appropriate level of difficulty. This is about turning the level around, asking children to put their learning into practice For example, "Super! How much change would you have if you spent twice as much?" "Fantastic, now think of a real-life situation where you would need to do this sum?"

Each week there will be a range of marking strategies taking place.

#### **1. Oral Feedback: -**

Oral feedback is a very effective form of feedback. Getting children to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for children.

Teachers' oral feedback will be focused around the learning intention of the task. Feedback can be given to an individual, to a group or to the whole class. Where verbal feedback has been used to give a response to written work the task will be annotated VF (verbal feedback) and initialled by the marker it may also contain brief notes on the discussion had. In the Foundation Stage and Key Stage 1 dialogue and comments may be used to clarify and will be written underneath the word. The Verbal Feedback has to be related to the learning intention otherwise children can become confused.

#### **2. Distance Marking: -**

It is always best to mark with the child whenever possible. Where this is not possible the following will be considered;

- Can the children read your comments?
- Can the children understand your comments?
- Do you allow them time to read your marking?
- Do you allow time for some improvement on the work to be made before moving on to the next activity, or do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context?

### 3 Acknowledgement Marking: -

This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

### 4. Self – and paired marking: -

Children are involved in analysis and constructive criticism of their own work. We encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.

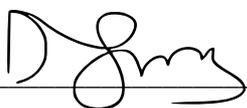
Children are also encouraged to take part in paired, or peer to peer marking. This is a positive experience and the more the children get used to looking for ways that they can improve their peer's work, the more they can analyse their own.

### 5. Quality Marking: -

This is when success and improvement needs are highlighted against the learning intention. Asking for some small improvement is rich in its impact on children's work and their attitude to improvement and learning. This does not take place for every piece of work, and with training and modelling by the teacher, children can be encouraged to mark their own, and each other's work using this approach. This approach can be done verbally, especially with young children, as well as written. The focused improvement comment helps the child in 'closing the gap' between what they have achieved, and what they could have achieved. Therefore, up to three things are highlighted which relate to the success criteria, and one part is isolated that could be improved against the success criteria. Strategies such as 'two stars and a wish' will be employed. It is not expected that this focussed improvement strategy would be used when marking every piece of written work but is expected to be used for example when undertaking an end of unit assessed piece of work.

Date Reviewed: 19.06.14

Signed \_\_\_\_\_  
Headteacher



Date: 19.06.14

Signed \_\_\_\_\_  
Chair of Governors



Date: 19.06.14