



## St. Saviour's Marking Policy

### Purpose

- ❖ To celebrate learner's success and identify the next steps in learning.
- ❖ To continually inform and develop teacher's planning and teaching, tailored to the needs of the class, group, or learner.
- ❖ To develop children's ability to evaluate their own and peer success, and identify the next steps in learning.
- ❖ To annotate for formal assessment and levelling.
- ❖ To maximise opportunities for learning and progress through reflection on errors and response to feedback.

### Procedure

- ❖ Feedback should be completed by lead facilitators (teachers, teaching assistants, supply teachers, nursery nurses), using red ink. A yellow highlighter is used to identify expected standards and celebrate excellence linked to the success criteria.
- ❖ When any work has been completed, it should be initialled by the lead facilitator.
- ❖ Feedback should be linked to the success criteria and learning intention, using the Shirley Clarke model of "2 stars and a wish", tailored to class choices to develop ownership; e.g. 2 smiley faces and an improvement prompt. (see appendix)
- ❖ To develop self and peer feedback strategies through an awareness of raising self-esteem and independence. Pupils use green ink for self and peer assessment linked to the success criteria. This process should be facilitated by:
  - Initial use of anonymous pieces
  - Teacher modelling feedback
  - Established links to success criteria
  - Peer feedback to be established through a class ethos that is respectful, constructive and responsive to learner's needs
  - Peer or friendly feedback to be written in green colouring pencil
  - The author has control of the feedback, the peers make verbal suggestions.
- ❖ Verbal feedback is an important and essential part of recognising success, raising a learner's self-esteem, and establishing what makes good. Where possible learners may be given the opportunity to record their understanding from themselves.
- ❖ All work should be acknowledged daily, using a balance of strategies.

- ❖ Time should be given for learners to respond to the feedback given through implementing the next steps in their learning.

The following may also be used to acknowledge learning:

- Stickers, stamps, points for encouragement according to class procedures
- Underlining of key words for the learner to self-correct or to modify in order to improve use of language
- Annotating work
- Crosses will not be used. If something is incorrect a dot can be used which can then be converted into a tick
- Sources or the route of the error in mathematics should be identified through circling, so that the learner has a chance to correct it
- Comments on presentation
- Scaffolded feedback, giving less confident learners a choice of improvements to their work (see appendix)
- Feedback to reflect a variety of skills, concepts, and knowledge
- Presentation checklist and other goal setting process linked support may be provided
- Genre checklists or learning ladders may be used to support learning
- Two minute edits created in response to marking in order to address errors may be either stuck in books or used as starters when pupils can reflect and respond to learning

The abbreviations used to indicate feedback responses are indicated in the Marking Poster for staff and pupils that is displayed in all the classrooms.

Marking is monitored through book looks by the Senior Management Team. The frequency of this is determined by the SMT and part of the Assessment Schedule.

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## Appendix

“Two Stars and a Wish” is a marking method developed by **Shirley Clarke** working with Primary Schools. The 2 stars come from the success criterion that is identified with the children, before they start their work, and is based on the learning intention.

These are examples in different areas taken from “Enriching Feedback in the Primary Classroom”, by Shirley Clarke, published by Hodder & Stoughton 2003.

SUBJECT	LEARNING OBJECTIVE	CONTEXT	SUCCESS CRITERIA
Literacy Y5	To write complex sentences	The Jungle Book	Remember to: *Use appropriate connectives *Include main and subordinate clauses *Vary the position of the sub-clause for effect.
Literacy Y2	To be able to write instructions	Making Jelly	*Write everything in the correct order *Use bullet points, numbers or first, second, etc. *Use imperatives (bossy verbs) *Use your scaffold sheet
Science Y3	To know the meaning of the terms translucent, transparent, and opaque.	Shining light through materials	*Use the light source *Decide which group the material belongs to and put it in the right group *Use the definitions (vocabulary) on the whiteboard if unsure
R.E. Y4	To understand the importance of religious artefacts in worship.	Judaism in the home	*Name the artefacts *Discuss their use *Explain why they are important

Feedback linked to the success criteria using “Three Stars and a Wish” can be done like

this: Literacy Y5:

- \*Good use of connectives
- \*Good use of main and subordinate clauses
- \*Good use of varying the sub-clause for effect

Or

\*Good use of connectives

\*Good use of main and subordinate clauses

Try to vary the position of the sub-clause for effect?

Scaffolding: Literacy Y5;

“What way sounds more effective?

Bond burst through the steel door, pointing his PK45, as Goldfinger turned slowly in his chair.

Goldfinger turned slowly in his chair, as Bond burst through the steel door, pointing his PK45.”

The following range of improvement prompts are from “Enriching Feedback in the Primary Classroom”

RANGE OF PROMPTS	LEARNING INTENTION	EXTRACT FROM CHILD'S WRITING	REMINDER PROMPT	SCAFFOLDED PROMPT	EXAMPLE PROMPT
Why? (justifying a statement)	To write a letter giving reasons for things you say.	“It was dismal.”	Say why you thought this.	Why was this a dismal time? Why did you hate being there?	Choose one of these or your own: *It was dismal because I was bored all the time *I found it dismal having only my Granddad to talk to.
How did you/she feel?	To retell story showing people's feelings.	“Nobody believed him”	Say how you think this made him feel.	How do you think he felt? Do you think he might have regretted anything he'd done before?	How do you think he felt? *Angry that people did not trust him. *Annoyed with himself for lying in the past.
Add something	To use effective adjectives and adverbs in an account.	“Jason was trying to distract him, but the dragon was too strong.”	Use more adverbs and adjectives here.	Jason tried..... to distract him, but the dragon .....ly used his strength to get past. Jason stabbed his sword .....ly into the dragon's nearest side.	Choose one or use your own: *The dragon's tail lashed viciously, cutting Jason's flesh. .....
Change something	To use effective adjectives in a description.	“He was a bad monster.”	Think of a better word than bad.	What kind of monster was he? Change bad for something that makes him look more scary.	Try one of these or use your own: *ferocious *terrifying *evil
Tell us more	To introduce a character in a story opening.	“James went to school.”	Could you describe James?	What type of boy was he? Good, kind, shy, excitable, loud? Help us to know him.	Describe James's character. Perhaps: *James was a kind, likeable boy with a great sense of humour.
What happens next?	To write a middle and end from a given start.	“At last the merman saw the mermaid.”	How is your story going to end?	What do you think the merman said to the mermaid before they went home together?	Write one of these or your own ending: “I love you” said the merman. The mermaid took his hand and they swam away.