



St Gregory's
Catholic
Academy

Movement through Marking

Encouraging progress, raising standards

January 2018

Review date:

January 2019

Introduction

What is the purpose of marking?

One of the key judgements made during any inspection of a school or academy is on the 'quality of teaching, learning and assessment' (OFSTED, 2015). We all strive to achieve outstanding practice in our teaching practice by delivering key content from the National Curriculum through inspiring methods, yet in order to achieve a high level of progress in our children's learning, it is essential that we apply the same expectations to our marking as we do to the lessons we deliver. It has been proven time and again that formative assessment is key to addressing misconceptions and moving children on in their learning, yet this is only possible if we are able to mark in a manner which is pupil focused, specific, consistent and measureable, whilst targeting each individual child to their own discrete needs.

Regular, high quality marking will:

- Help students to progress
- Build positive relationships (they see that you care)
- Improve presentation
- Allow you to evaluate teaching and improve your planning
- Make students value what they do (they know you'll read it)
- Improve behaviour (you are a teacher with high expectations)

How can this be achieved?

As many hands build a house and each brick is carefully laid to scaffold the next layer, this marking policy aims to enable **all** teachers to improve, consolidate and standardise their marking at St. Gregory's Catholic Academy, by providing a framework for marking which is comprehensive, reliable and progressive. These practices will be accessible and able to be utilised by all practitioners; from those who are freshly entering the field of teaching through to those more experienced staff who have committed to the journey over a longer period of time. It enables staff to benefit from continuous professional

development and praxis, based on a coherent foundation of proven practise, staff input and the guidance of our multi-academy trust.

What does Movement through Marking involve?

Movement through Marking is a multi-phase approach to ensuring that the quality of teaching in our Catholic academy is reflected in the feedback we offer to each and every child, celebrating their successes, addressing misconceptions in an immediate manner and challenging those more able students to a higher level. It is designed to offer a multi-phase approach for practitioners, ensuring that those who are marking work are supported to succeed in each phase before moving on to the next, layering skills and achievements for teachers and teaching assistants that can be built on their own levels of development and progress.

Multi-phase Approach

Tiered in three phases to consolidate skills before moving to the final stage, Movement through Marking works towards an end goal of high quality marking for every piece of student's work, achieved through triple marking.

Phase one:

Learning, applying and consolidating skills through quality marking by teaching practitioners

Phase two:

Using techniques from phase one to teach children how to independently self and peer mark

Phase three:

Achieving full quality marking of all pieces of work through equal self, peer and teacher marking, closing the feedback cycle of formative marking through the use of RISE time.

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Phase 1: Practitioner Marking

Marking Symbols

In order to provide clarity of marking, symbols have been carefully selected in order to be simple and accessible for all children to understand. They must be used consistently across all year groups, in order that children have a reliable system that they are familiar with, no matter where they are in their journey through our teaching academy. Supportive comments are *essential* in order to make marking key stage appropriate and help the children understand what they need to correct and why they need to do it.

Correctional symbols KS1 & KS2		
T	Tense	The wrong tense has been used (specify past, present or future)
SP	Spelling	The underlined word must be copied correctly into their spelling book
^	Omitted	A word or phrase is missing, please insert.
P	Punctuation	Punctuation has been used incorrectly or is missing (specify within comments)
G	Grammar	The underlined words have been used incorrectly (assist using comments)
	Spoken feedback	Include staff initials within the speech bubble. Accompany with a comment detailing <u>what</u> the given feedback was.
	Good use of text features / specific subject content / correct calculation	This should only be used to highlight good examples of the specific lesson focus, appearing <u>next to</u> a particular example. It is <u>not</u> to be used to show that a whole piece of work has been marked.

<p>Summative marking symbols KS1 & KS2</p> <p>* Star work</p> <p>→ Next steps</p>	<p>Celebrates <u>specific</u> achievements of <u>key features</u> within the children's work</p> <p>Addresses misconceptions by requiring an <u>immediate action</u> by the pupil</p>
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<p>Correctional symbols EYFS</p> <p>CL Capital letter</p> <p>TW Tricky word</p> <p>FF Fred Fingers</p>	 Full stop  Write on the line  Finger space
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Use of highlighters

Highlighters provide a useful tool by which to show the child which part of their work you are referring to. Highlighters do not need to be used for every piece of marking; rather, they are a tool by which to show particularly good work or that which needs to be addressed in a targeted manner. They should not be used as an alternative to marking symbols and focused comments, but to support these marking methods where applicable.

Green: Green is good. This is a great use of our lesson focus!

Pink: Pink have a think. How could we make this even better?

Teacher Marking Practices

In order to fully support all children, every piece of appropriate work should initially be accompanied by both a 'Star Work' and a 'Next Steps' comment. By following best practice for comments, this is achievable in a reasonable time frame for teachers, whilst providing invaluable feedback and the opportunity for progression to each child. Correctional symbols should be used in book margins wherever possible, circling incorrect punctuation and tense, whilst underlining all other spelling and grammar misconceptions.

All marking in books must be carried out in the academy's handwriting font, to exemplify best practice to the children. KS1 feedback should be written in un-joined cursive style, whilst KS2 teachers should comment in fully joined cursive script that is clear and identifiable to the children. All marking must be carried out in red pen.

Those pieces of work which are not always applicable to this fully inclusive practice will include those such as spelling tests, whole class group work and summative testing (prior to Phase Two marking).

Star Work and Next Steps comments

Star work

A generic comment does not celebrate, quantify or specify what the child has done well. For example, comments such as "great work" or "well done" only have value in the context of following more specific comments, as they do not guide the child towards repeating specific progress, as the child will have no idea exactly what it is that they have "done well" or why this is "great work."

Star work is that which meets or exceeds the specific criteria that have been set within the lesson, either from the learning intention or additional input during teaching. Comments for star work should be concise, specific and target orientated. They are there to celebrate and inform the child of what they have done well, and how they did it

E.g. *★ You have used ambitious adjectives to extend your descriptions, well done.*

Or *★ You have applied your knowledge of RUCSAC well to these number problems, choosing the correct calculations.*

Next steps

Spellings, handwriting or a request to correct a calculation are not Next Steps; these are corrections towards the standard of work that is routinely expected within the academy, which make up a smaller part of our ability to move children on.

Next steps can be used in several different ways, but these all fall into two main categories; showing how to improve work next time, or accelerating progress for those who have met their targets. Next steps will never ask a child a closed question, but will ask for reasons and examples within the answer to your question to encourage higher thinking. Equally, they should never request that a child includes an improvement “next time” or “in the future”; it must be carried out straightaway.

Next Steps comments aim to aim to aid and extend learning in an immediate and applied manner; they must always contain an action to be carried out, whether this is answering an open question or editing work to improve it in a specific and guided manner. Next steps should be written using imperative verbs; if modal verbs such as “could you?” are used, then the child is being offered the choice not to participate in feedback, rather than being given clear direction of how to now improve.

E.g. → *Where do we use a capital letter?*

Now add capital letters to the highlighted paragraph.

Or → *Excellent use of rounding. Give an example of how and where we might use rounding in a real life situation.*

Although corrections must be addressed in Maths, marking does not always require a next steps comment if a child has succeeded in their work, as with the new mastery approach their next steps will be the progression in to the next lesson. However, next steps do still need to be provided if a child has not fully achieved or it is felt they could be challenged to apply a skill in a different way.

Success Criteria for Writing

At St Gregory’s we generate success criteria for writing with pupil input. This means that after writing has been modelled, teachers must then write out a success criteria (generated by pupils) for pupils to copy out into their books underneath their writing.

Phase 2: Pupil and Peer Marking

Pupil Self Assessment

Using knowledge built through Phase one, practitioners should start to pass on their knowledge of Star Comments and Next Steps to pupils, in order that they can begin to assess their both their own and others work.

What did they feel they did well?

How did it impact their work?

What could they have done better, based against the learning intention?

What will they do now to edit their work ready for next time?

Note: It is important that pupils are able to differentiate between work-focused comments and comments on themselves; it is the ability to produce work against the given success criteria that they are marking, not making a personal judgement about themselves or others.

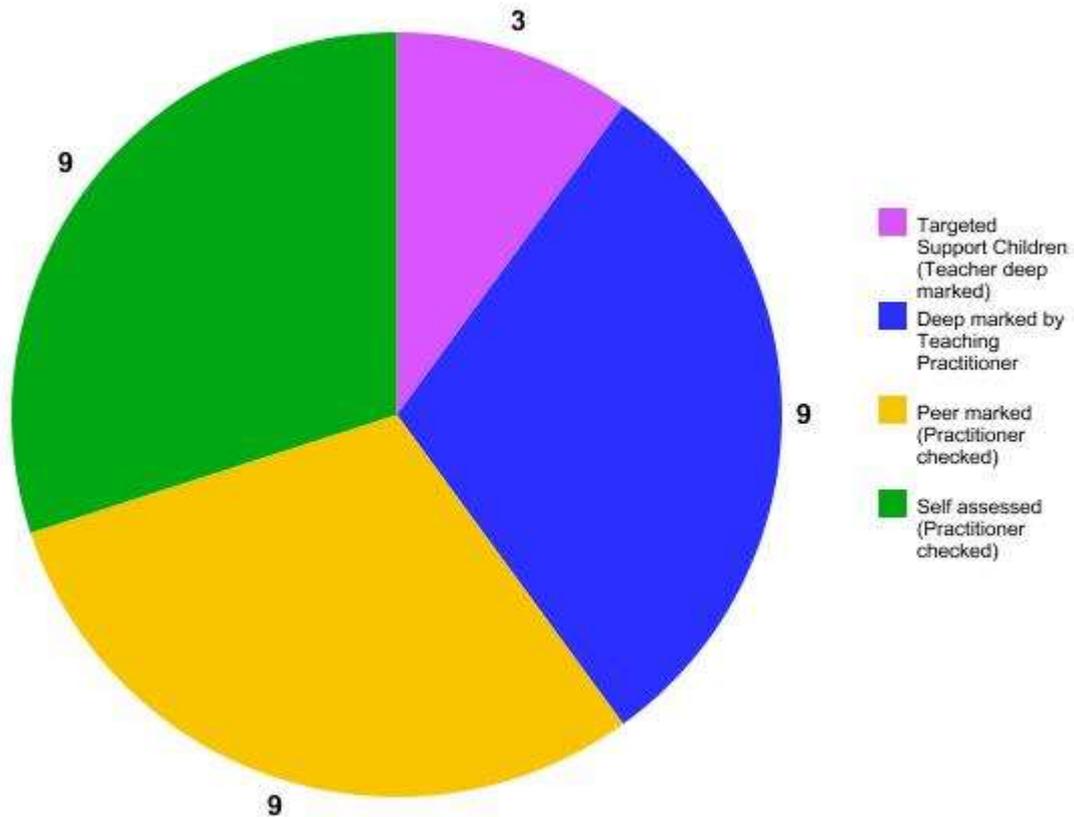
Peer Marking

Peer marking is not just swapping books after a spelling test!

In order to provide effective peer marking, children must first be able to evaluate and positively critique their own work, rather than providing a general comment that is based on their own opinions or preferences.

When the pupil is able to show that they are able to assess their own work in a positive and progressive manner, they are ready to move on to peer marking. Peer marking is to be carried out against class generated success criteria. Adopting a combination of Teacher, TA, Self and Peer assessment within a lesson, means that every piece of work is carefully assessed in a formative manner. See below for spread of assessment practices for each lesson (exemplified using a class of 30 children and 1 practitioner, although this may vary slightly based on pupil's individual needs and lesson focus).

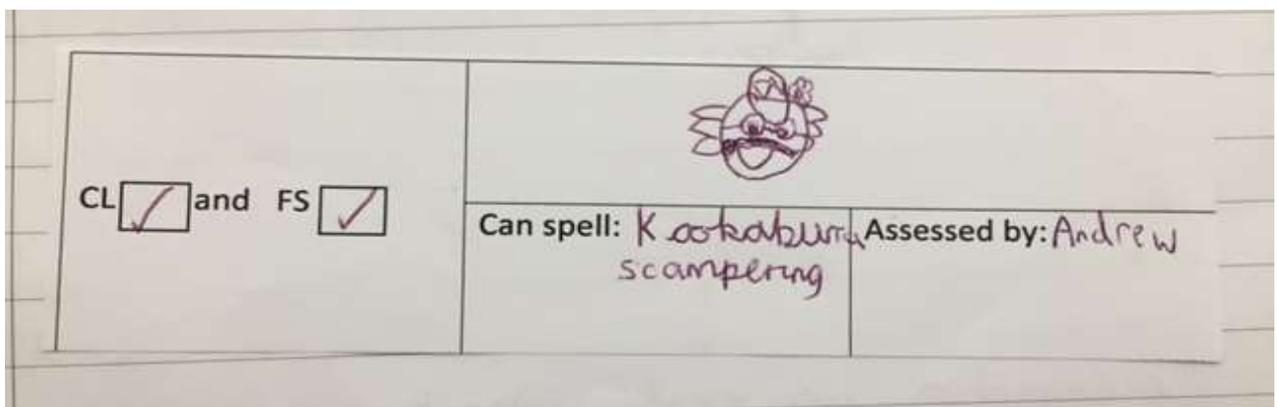
Proportionate Marking Methods for each Lesson



Self and Peer Assessment formats

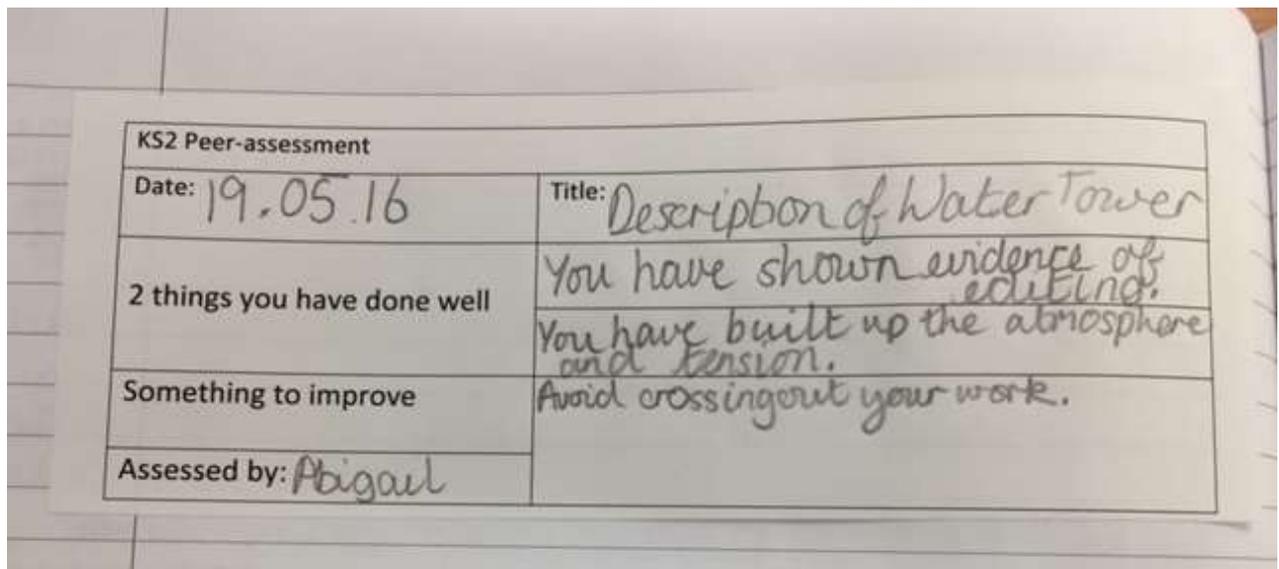
Key Stage 1 Peer Assessment grid

In this example, a Key Stage 1 pupil has marked another pupil’s work by checking for capital letters and full stops. They have then picked out some key spellings from the board and checked to see if these have been spelt correctly. After this the have checked the rest of the success criteria (written by the child who has completed the task). In this piece of marking the child has added elements to a basic smiley face such as a hat, mustache, glasses and hair to show how many of the success criteria have been achieved. The more detailed the smiley, the more the child has included in their writing.



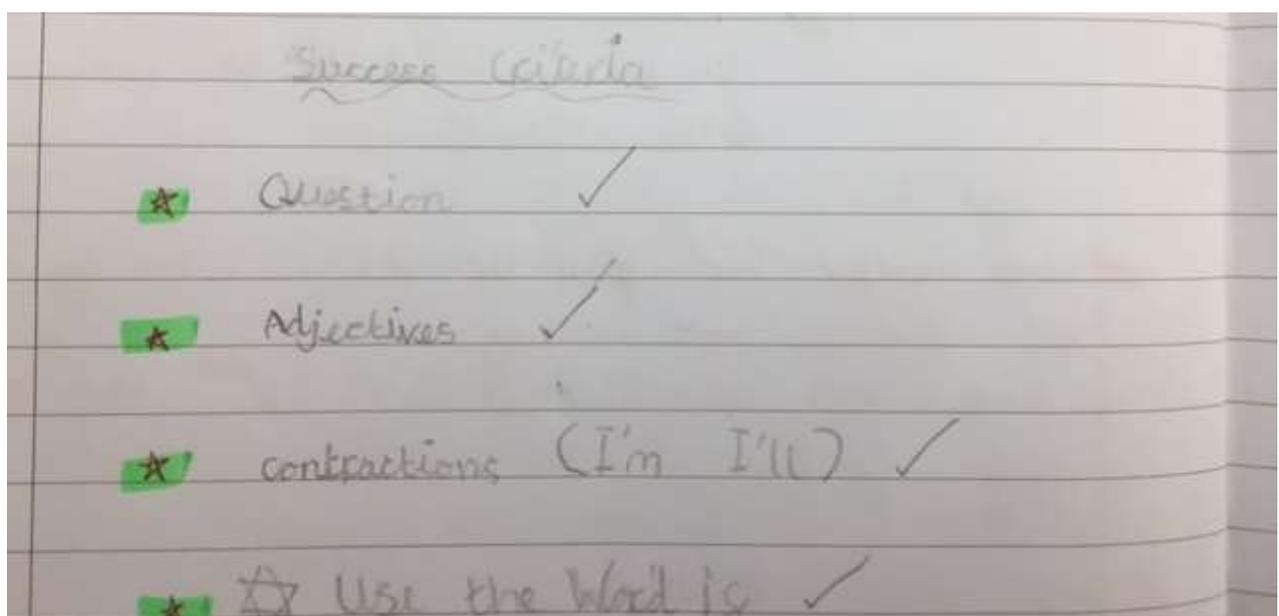
Key Stage 2 Peer Assessment Grid

Here, a key Stage 2 pupil has marked their partner's work. They have dated their assessment and have given the title. After this, they have checked the success criteria for examples of key features and have chosen two of these to list as 'things you have done well'. They have identified something from the success criteria which hasn't been used to form a 'something you need to improve comment'. The pupil has signed their assessment.



Key Stage 1 Self-Assessment Grid

In Key stage 1 pupils write the success criteria after every piece of writing. To assess their own work, we ask that they then tick off the elements within the success criteria that they think they've achieved.



Key Stage 2 Self-Assessment Grid

Here, a key Stage 2 pupil has assessed their own writing. They have dated their assessment and after this, they have checked the success criteria for examples of key features and have chosen two criteria to list as 'things I have done well'. They have identified something from the success criteria which hasn't been used to form a 'something I need to improve comment'.

KS2 Self-assessment	
Date: 16.5.16	Title:
2 things I did well	I wrote in the right tense for a diary entry
	I used personal thoughts and feelings.
Something I can improve	Use more punctuation

Phase 3: Completing the Feedback Cycle

When focused comments and pupil feedback are comfortably embedded in your teaching and learning, you are now ready to complete the final phase of Movement through marking

Time to RISE

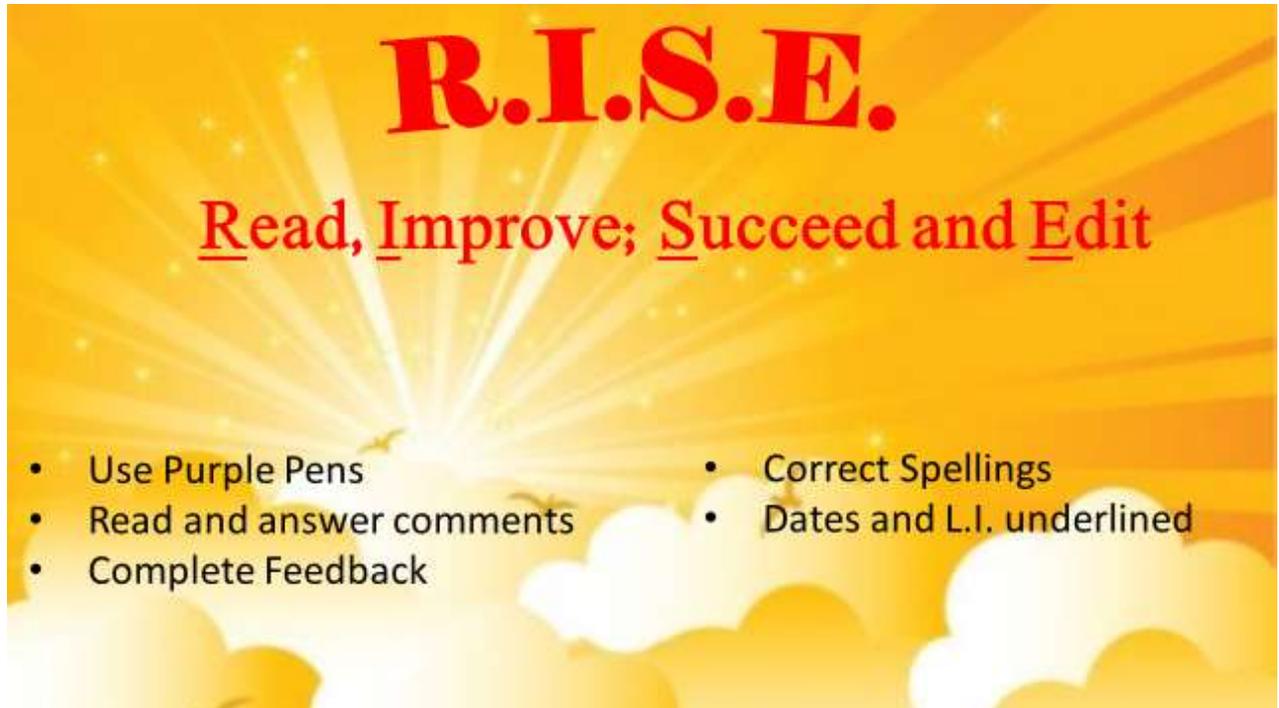
The final (yet key) component of Movement through Marking is RISE time;

Read. Improve. Succeed. Edit.

Essentially, students need dedicated time to act on the feedback given. This is where the gap in formative feedback progress is closed. Feedback is a positive form of two-way communication based on learning objectives and success criteria. In light of this, it is essential that children are given time to respond to feedback in a focused and directed portion of the lesson.

If well managed, RISE time should be included at the start of each subject lesson, in order that pupils are able to address the misconceptions from their last lesson before carrying these through to their next learning experience.

Time to RISE should last between 5 and 10 minutes at the start of every lesson. During this time, the dedicated PowerPoint slide should be shown on the class IWB to aid focus and remind the children what is required during this fundamental part of reciprocal learning.



R.I.S.E.

Read, Improve; Succeed and Edit

- Use Purple Pens
- Read and answer comments
- Complete Feedback
- Correct Spellings
- Dates and L.I. underlined

Completion of all Phases

Having successfully embedded Movement for Marking into assessment techniques through all three phases

- The time required for high quality written feedback will now be significantly lessened, through teacher, pupil and peer marking.
- Pupils are trained in the need to assess, reflect and respond effectively to feedback in order to move forward
- Impact will be higher and progress instantly embedded through targeted tasks and informative star work comments

Movement for Marking summarily provides a reliable, progressive and accessible foundation by which to further excellence and best practice in teaching through high quality feedback and triple marking, whilst allowing each child dedicated time to respond and reflect on their work.