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| **St Wilfrid’s Catholic Primary School Teaching and Learning Policy** |

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| --- | --- | --- | --- | --- |
| Academic Year | Designated Senior Person | Deputy Designated Senior Person | Nominated Governor | Chair of Governors |
|  |  |  |  |  |
| 2014-2015 | A Weir | A Roberts | E Morrissey | E Morrissey |
| 2015-2016 | A Weir | A Roberts | E Morrissey | E Morrissey |
| 2016-2017 | A Weir | A Roberts | E Morrissey | E Morrissey |
| 2017-2018 | A Weir | A Roberts | E Morrissey | E Morrissey |

Policy Review Dates

|  |  |  |  |
| --- | --- | --- | --- |
| Review Date | Changes made | By whom | Date shared with staff |
| September 2015 |  |  | September 2015 |
| September 2016 |  |  | September 2016 |
| September 2017 |  |  | November 2017 |
|  |  |  |  |

**MISSION STATEMENT**

**"I have come that they may have life and have it to the full"  
John 10**

**St Wilfrid's is a place of love and learning, where all are equal in the eyes of God. It is the mission of this school to cherish each individual.**

**We try to follow Jesus' example as a friend and guide. We believe that there are talents and strengths within us all and we strive to let them shine brightly.**

St Wilfrid’s Catholic Primary School

Assessment for Learning Policy

*“St Wilfrid's is a place of love and learning, where all are equal in the eyes of God. It is the mission of this school to cherish each individual. We try to follow Jesus' example as a friend and guide. We believe that there are talents and strengths within us all and we strive to let them shine brightly.”*

Introduction

Learning and teaching is at the heart of St Wilfrid’s Catholic Primary School. We aim to develop a love for learning within a curriculum where every individual is valued for his or her contribution.

Learning in our school is a collaborative process between adults and children; between school and home.

At St Wilfrid’s learners will be encouraged to take responsibility and have a positive attitude to their own learning.

Teachers will use evidence and feedback to identify where pupils are in their learning, what they need to do next, and how best to achieve this.

**Assessment for learning lies at the heart of this process.**

The aim of St Wilfrid’s Assessment for Learning Policy is to make explicit the shared and agreed principles and practices upon which teaching, learning and assessment are based at our school across all areas of learning.

Inclusion

We aim to be a fully inclusive school community and to involve all members of the school community in decision making and policy development. We regard staff, parents and children as undertaking a joint enterprise to make learning exciting and positive for everyone. We are all members of a team working co-operatively to this end. Our aim is to provide the best possible learning experiences for all; this includes giving necessary support to individuals or groups of children who require something extra to meet their needs.

Characteristics of Assessment for Learning

Effective assessment for learning is a key factor in raising pupils’ standards of achievement.

At St Wilfrid’s Catholic Primary School we aim to ensure that teachers

* embed this policy in the teaching and learning process;
* share learning goals with pupils;
* help pupils to know and to recognise the success criteria to aim for;
* provide feedback which leads pupils to identify what they should do next to improve;
* have a commitment that every pupil can improve;
* involve both teachers and pupils reviewing and reflecting on pupils’ performance and progress;
* involve pupils in being able to assess themselves and their peers;

Classroom Practice

At St Wilfrid’s Catholic Primary School, assessment for learning takes place using the following strategies:

1. By sharing the learning intention
2. Developing and sharing the success criteria
3. Using a variety of questioning
4. Using self assessment and peer assessment
5. By providing effective feedback and marking

These strategies are carried out by:

Sharing the Learning Intention

The sharing of learning intentions is a crucial element in the process of teaching and learning.

The learning intention is what you are planning that the students will learn in the lesson or series of lessons. If learning is seen as a journey, the learning intention is “knowing where you are going to – the destination.”

By sharing the intention we enable the child to know the purpose of the activity; thus transferring much of the responsibility for the learning from the teacher to the child. We empower children to take ownership of their learning.

Teachers :

* Ensure that the learning intention is clear and explained in words that children understand .
* Ensure that children understand the purpose of their learning.
* Share the learning intention at the start of lessons and visually display where appropriate.
* Plan a series of differentiated tasks that will fulfil the learning intention.
* Ensure that the learning intentions provide the focus for the teacher to evaluate to what extent the lesson met its aim.
* Ensure that the learning intentions provide the focus for peer/self-evaluation and effective feedback.

Develop and Share Success Criteria

The success criteria is a collection of the most important things children need to demonstrate to show they have achieved the learning intention.

The purpose of the success criteria is to enable teachers and children to be sure about how to judge whether or not the learning intentions have been met. If learning is seen as a journey, the success criteria is “knowing how to get there – the directions.”

To encourage children to take responsibility for their learning,

Teachers:

* Explain, generate or use the success criteria within the lesson
* Encourage the children to interpret the criteria so they can apply them as they are working, thus making their own judgements against the criteria before any teacher assessment takes place, enabling students to begin the process of self evaluation.

Success criteria are used as a basis for the evaluation of the lesson by the teacher and children. This forms part of key questioning and plenaries.

Develop Rich Questioning

We recognise that skilful and well-planned questions are crucial to effective teaching, learning and assessment. Our questions focus children’s thinking on the key points. Teachers and other adults model good questioning to help and encourage children to ask their own questions and to further clarify their learning and understanding. Effective questions can help to move children from the concrete and factual towards the analytical and evaluative.

Teachers use a variety of rich questioning skills when working with children by:

* Using a high proportion of open questions.
* Providing time for pupils to think about and discuss their responses to questions.
* Providing supplementary questions to extend understanding.
* Asking questions that encourage pupils to reflect on their own thinking.
* Providing opportunities for pupils to generate their own questions.

Children will be given the opportunity to explain, clarify and discuss their ideas and to question and support their peers in all areas of the curriculum.

Questions can help children to:

* Consolidate their learning
* Explore ideas further
* Make connections
* Create new understandings
* Make links to the big picture
* Reflect on their learning
* Think

It is important that we support children in responding to questions:

* Allowing ‘thinking time’ after each question ensures children have time to think through their response.
* Giving children the opportunity to discuss their ideas briefly with another child or adult (carpet buddies/talk partners) can help to rehearse their responses, and to feel more confident and prepared.
* By teachers using a range of signs or signals to gather children’s responses.
* By encouraging children to provide evidence for their views or opinions.

Children are taught how to respond to other children’s replies sensitively in order to build consensus or to expose a range of opinions or possible viewpoints.

Effective questions are those that:

* Stimulate and sustain continuing interest in a topic.
* Help children externalise ad rehearse their knowledge by putting it into words.
* Are differentiated, targeting children of all abilities; engaging all children in the learning
* Allow children time to think, reflect and gather their ideas before answering
* Are varied in style
* Encourage children to take risks; exploring and sharing their ideas in a non-threatening way.

Self and Peer Assessment

We recognise that children will achieve more if they are fully engaged with their own learning process.

At St Wilfrid’s we aim to develop a variety of self and peer assessment.

* We encourage children to actively assess their own learning, determining for themselves whenever possible what they need to learn and why.
* Time is built in for children to reflect upon their own work and set targets.
* Children are involved in the discussion and agreement of success criteria, where appropriate.
* They are guided to evaluate their progress towards a learning intention using the success criteria

Children are encouraged to ask themselves:

* What are my strengths and weaknesses?
* What do I need to do to improve?
* How am I going to make an improvement?
* What is really making me think?
* How will I know if my work is good?
* Do I know what to do if I am stuck?
* Can I identify what I have to learn?
* What can I remember and understand?

Effective Feedback and Marking

We interpret the concept of marking in terms of the feedback we give to children about their work. This feedback may take a number of different forms – oral, written, formal or informal – and may be given on a group basis as well as on an individual one.

In order to assist our children to achieve their full potential in all areas of the curriculum, we believe that effective feedback must be:

* Positive
* Clear and appropriate to the purpose
* Productive in its outcomes
* Child-centred
* A quality dialogue
* Given regularly and while still relevant

Children are given opportunities to act on the feedback and given time to improve their work.

‘Marking’ work provides us with a vehicle by which we can understand and evaluate each child’s developmental needs. We see it as a celebration of the child’s own achievements as well as a method of guidance and identifying areas for development.

We consider ‘marking’ to be an integral part of good classroom practice. Teachers use all the information gathered to adjust their planning.

We believe that effective feedback should focus on the learning intention, the success criteria or the personal target which has been identified and shared with the child. Children need to be aware of what has to be learnt so the feedback is direct and relevant.

*For specific information on feedback see the school’s Effective Feedback Policy*

Assessment

Assessment can take many forms and can be used for different purposes. It is embedded in teaching and learning and is an essential part of this. Effective assessment for learning happens all the time in the classroom.

We acknowledge that there are two main types of assessment which fulfil important yet different roles.

1. Formative Assessment

Assessment FOR learning is an active and ongoing process in the classroom between the teacher and the child. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. One of the key elements in formative assessment is the written or oral feedback which teachers give the children about their work.

1. Summative Assessment

Assessment OF Learning is the means by which the progress of children is monitored. This includes end of unit tests and teacher assessments, optional tests as well as statutory end of key stage assessments. A range of this type of assessment is carried out throughout the year.

*For specific information on assessment see the school’s Assessment Policy*

Target Setting

In addition to the end of key stage targets which are formally set according to the child’s achievement upon entrance to key stage 1 for end of key stage 1, and achievement at end of key stage 1 for end of key stage 2 targets, we set targets as part of our on-going school monitoring and evaluation cycle.

These include

* Levelled targets in reading, writing and maths for every child in each cohort are reviewed 3 times a year. These targets are monitored to check children are ‘on track’. Pupil progress meetings take place with the Headteacher/Deputy Headteacher termly to discuss targets and progress.
* Short term targets are set as part of the marking/feedback process.

We are aware of the need to keep the target setting both manageable and constructive for both children and teachers. We encourage children to take increasing responsibility for targets and to judge their own progress towards achieving them.

Tracking

O-Tracker is used throughout the school to track progress from one year to the next.

This system enables us to:

* Track progress towards expected or targeted attainment
* Identify children who are falling below their expected attainment in order to modify their learning and enable them to get back on track and consider their SEN status.
* Identify children who are exceeding their expected attainment in order to adjust the curriculum, to meet their needs or revise Their targets and consider if they are gifted and talented (G and T)
* Identify if there is variation in the performance of different groups of children e.g. gender differences, ethnicity, FSM.
* Identify variations in performance in different subjects.

Reporting To Parents

Parents are invited to attend parents’ evenings in the Autumn and Spring Terms. At these meetings parents receive a progress review of the level their child is working at in Reading, Writing and Maths; targets for parents to work on at home and staff will discuss the child’s progress and attitude to learning.

In the Summer Term parents receive a written report on their child’s progress during the academic year. Year 2 and Year 6 parents receive their child’s National Curriculum end of key stage assessment results. EYFS parents receive their end of year assessment and Year1 parents receive the result of their child’s Phonic Screening Check. Parents of SEN children are also invited to attend Annual Reviews.

Monitoring of Assessment For Learning

We have an on-going, whole school approach to the monitoring and evaluation of assessment for learning. The focus for this monitoring is derived from identified school priorities from the Self-Evaluation Form (SEF) and draws on the following:

* Lesson observations
* Work scrutiny
* Planning scrutiny
* Discussions with staff
* Discussions with children
* Discussion with stakeholders
* Analysis of assessment results
* Analysis of evidence from pupil progress meetings
* Targets set at performance management
* Governor visits and their reports

The key aim of this monitoring is to learn from good practice. It helps us to identify our strengths, recognise when improvements need to be made and inform us of the next steps to move forward.

Evidence from monitoring feeds into;

* School development plan
* School self-evaluation (SEF)
* Subject action plans
* Continuing Professional Development (CPD) Planning
* Lesson Observations
* Performance management
* Reports to the Governing Body

The monitoring of assessment for learning is carried out at all levels within the school from the Senior Leadership Team (SLT) to subject leaders, as well as members of the Governing Body.

Conclusion

This policy for Assessment for Learning has been agreed by the whole teaching staff and the governing body is committed to the importance of effective assessment for learning. The implementation of the policy is the responsibility of all the teaching staff and the Headteacher. Teachers are to make teaching assistants, supply teachers, children and parent helpers within the classroom aware of this policy.

Learning Environment Policy

**Rationale:**

We know that each teacher is an individual and will offer the children something unique.

We all have different talents but if consistency, continuity, progression and balance are to remain meaningful it is essential that a range of classroom practise is included in every classroom.

Displays are representative of the work covered through curriculum areas and should give a ‘snapshot’ of the school to visitors which reflects the broad range of curricular subjects, including ICT, where appropriate and is representative of the objectives and skills learnt/taught. Children’s work should be displayed in a way that celebrates their achievements as well as reinforces/revises themes covered and promotes a spirit of enquiry.

**Aims**

* To provide a safe, secure and structured learning environment.
* To promote challenging and equal opportunities for all children within a positive and ordered environment.

The classroom environment should:

* Reflect, support and challenge the current learning.
* Empower the children to be active learners with a sense of responsibility, ownership and independence.
* Convey high expectations about standards, progress and achievements.

**The Classroom Environment**

Classroom management should reflect our aim to encourage children to be independent, well organised and to develop good learning behaviours. This will require flexibility in the organisation of furniture.

* All classrooms have a focus area - One board and prayer focus table (displaying a candle, a bible or an artefact) celebrating the current RE topic.
* All classrooms should have the mission statement clearly displayed.
* All resources have a place that is known by all the children
* The classroom should be tidy and uncluttered - ensuring that the children take a large share of the responsibility.
* All EY and KS1 have a carpeted area in front of the IWB where there is space for the whole class to sit.
* In the lower KS2 classrooms, where space allows, there is a carpeted area in front of the IWB where there is space for some of the class to sit.
* All classrooms in from Year 2 to Year 6 have Learning Walls for Literacy and Maths
* All KS2 children have a bundle containing a pencil, whiteboard pen and ruler. Once a child receives their pen license they will also be given a pen.
* In KS2 all other resources (felt pens, pencils, highlighters etc) should be available for use at all times and be accessible.
* KS2 children do not need pencil cases as school resources are readily available.
* Book corners should be comfortable and attractive
* All EY and Y1 classrooms have an imaginative play area that is changed at least every half term.
* All EY and Y1 classrooms should have a visual timetable that is updated daily.
* Pupils should be involved in the maintenance and care of all resources and equipment.
* Furniture should be organised to enable ease of movement around the room.

**Resources**

Each classroom is equipped with a basic set of resources and books appropriate to the age range.

Specialist equipment is stored in the appropriate area and labelled clearly.

* All classrooms have an Interactive Whiteboard and staff and children need to be aware of the care and safety with this equipment and its resources
* From reception onwards children will be expected to take an active role in helping to maintain a well- organised classroom.
* Drawers, cupboards and boxes to be labelled clearly using the word processor and pictures where appropriate to compliment the label.
* Resources to be checked regularly and repaired or discarded making sure all equipment is high quality and inviting to use.
* Teacher cupboards to be kept tidy and well organised so that files, resources etc are easily accessible.
* Items borrowed from a central storage area should be returned as soon as possible and not be kept in rooms.
* The individual needs of children with physical and sensory difficulties should be recognised and resources positioned appropriately.
* A supply or support teacher should have no difficulty in locating basic materials and the daily routine should be well understood by the children.

**Exercise Books**

Children should take great care with their books and **not deface them.**

Books should be easily accessible and organised according to subject so that children can be responsible for putting their own books away.

**Health and Safety**

* Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.
* Each classroom has a prominent Behaviour Management display.
* Craft knives, glue guns and other potentially dangerous items will be kept in a secure place and particular care will be taken to put them away at the end of the session.
* Classrooms should be planned to create as much space as possible.

**Classroom Organisation Checklist**

There is a checklist for classroom organisation in the Staff Handbook.

The SMT will look closely at learning environments during their learning walks and will give colleagues support with ensuring that they meet the required standards.

**Display**

The purpose of good display is to create an atmosphere where children feel welcome and secure, where they feel a sense of belonging to the environment and of the environment belonging to them.

Good displays create a rich learning environment that should stimulate and sustain interest through experience.

Displays in classrooms and around the school should provide a balance of children’s work

celebrating their achievement and informative displays that stimulate curiosity and learning.

**Backing**

* Backing paper and boards should compliment and enhance the children’s work

**Displaying**

* Displays should be simple, clear and uncluttered
* Displays celebrating children’s work should show the process that the children went through.
* The display should show examples from all ability levels within the class
* Work should be checked to make sure it is straight before stapling or pinning
* Lettering should be level, even in size and clear.
* Computer print, stencils or cut out letters may be used.
* Models and 3-D work should be displayed carefully. Blocks and boxes can be used to enhance the display.
* There should be a variety of display in each classroom and around the school to reflect current learning, children’s work and topical themes
* In each classroom there should be a Literacy and a Maths learning wall
* Display is not confined to the classrooms. The school should have high quality displays in all areas.

Displays should be used to develop aesthetic awareness and provide an opportunity to look at the work of others, encourage higher standards of work, develop a sense of pride, give confidence and promote a sense of achievement.

Effective Feedback Policy

*“If children live with encouragement, they learn with confidence.*

*If children live with praise, they learn to appreciate.”*

This policy complements the Assessment for Learning policy at St Wilfrid’s Catholic Primary School. It is a vital component in maximising the full learning potential of all our children.

Introduction

Feedback is information given to the child relative to learning goals. When it is written, it is often referred to as marking. It should be capable of producing improvement in children’s learning. An analysis of interventions in education shows that feedback was the most effective intervention. Pupils receiving high quality feedback made, on average, eight months more progress over the course of the year compared to another class of pupils that was performing at the same level at the start of the year. Quality feedback is a highly effective and low cost intervention. However, providing effective feedback is challenging and this policy sets out expectations and provides support and guidance to teachers and teaching assistants.

Feedback and marking should provide constructive advice to every child. It should focus on success and improvement needs against learning intentions. This will enable 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 also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children’s needs.

**The child should be involved throughout as an active learner.**

The purpose of this policy is to make it explicit how teachers mark children’s work and provide feedback to ensure effective learning. In addition a consistent approach will make transition across all key stages more effective and efficient.

Aims of Policy

* To ensure that marking and feedback is systematic and detailed, and carefully follows the guidelines outlined, ensuring consistency in practice and expectation.
* To set out our expectations for high quality but manageable feedback and marking, which provides children with individual guidance on how to improve their work on a regular basis.
* To ensure that effective learning results from feedback and marking
* To give teachers and teaching assistants the skills to provide effective feedback and marking and to set out the expectation that children should be involved in assessing their own, and others’ work on a regular basis.

Feedback and Marking in the AfL cycle

To maximise the impact of feedback it must be embedded in effective assessment for learning and should follow the steps below:

**1. Set Learning Intention and Success Criteria**

Children and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (e.g. clear, focused learning intentions; success criteria which support these; appropriately differentiated activities etc)

**2. Questioning**

Skilful questioning is used to explore children’s understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback – **Verbal And On The Spot Feedback.**

**3. Plenaries**

When and where appropriate, mini plenaries give feedback to individuals/ groups/ whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson – **Verbal and On The Spot Feedback.**

**4. Self/Peer Assessment and Evaluation**

Pupils are given opportunity to work by themselves or with a peer to reflect on their own learning; identify progress towards success criteria/targets etc. and identify areas for improvement. This enables them to recognise their own levels of success and what they need to do to achieve more.

**\*\***For this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work.

**For more detail See Appendix 1 – Peer Marking**

**5. Teacher focussed marking and feedback**

This takes place away from the children and gives opportunity for further analysis and reflection on the child’s progress in their learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/ errors. **Distance Marking**

**For more detail see**

* **Appendix 2 – Improvement Points**
* **Appendix 3 – Marking Codes**

**6. Reflection with opportunities for pupil response**

Pupils need time to reflect and respond to the teacher’s comments. Action needs to be taken as soon as possible after the feedback is seen/ heard. One method is to devote some lesson time to correcting/ rewriting selected pieces of work so that emphasis can be put on feedback for improvement within a supportive environment. **Fix it Time**

Expectations of Adults and Children in Relation to Work Completed

Adults should ensure that:

* All work is acknowledged by the teacher even if it is not to be marked directly
* Feedback is fair and consistent
* Feedback is positive, constructive and sympathetic without ignoring areas for development
* Feedback is focussed on the learning intention, next steps or to further explore understanding related to the success criteria.
* Children are given time to respond.

Children should:

* Take pride and care in the presentation of their books reflecting the high standard that is expected.
* Never graffiti, doodle or scribble in books
* Use quality writing equipment (e.g. a sharp pencil, a handwriting pen)
* Use pencil for drawing or diagrams and pencil crayons for colouring. Felt tips should not be used in books.
* Write and underline the date and learning intention at the beginning of each piece of recorded learning. Younger and less able pupils will be supported to establish these routines
* Respond to comments made by adults.

Written Marking

* Everything handwritten should be easy for children to read and understand. For younger children or children with SEN, when the feedback is read to them, it should be easy for the child to understand and respond to.
* Adults should use green pen for marking.
* Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement.

Literacy

* Short writing opportunities (e.g. grammar exercises) will be acknowledged and if appropriate marked to the learning intention and a next step identified.
* Longer writing opportunities (e.g. The big write) will be quality marked with 2 success criteria strengths identified with examples and an improvement point identified with a closing the gap comment
* Spellings corrected should be appropriate to the level the child is working at.

Numeracy

* Correct answers will be ticked and incorrect attempts will be marked with a cross. Misconceptions will be dealt with by the teacher with the pupil as soon as possible (if possible during the lesson).
* If a child has shown working out and this process is correct but the answer is wrong then the marking should circle the part of the calculation that is wrong and if appropriate comment on the correct process.
* Response marking may focus on a correction, an improvement, encourage the child to have a go at a more challenging example or apply their understanding to a problem. This will be dependent on what is being taught. Response marking will only be used where the teacher thinks it is appropriate to the learning intention, although there would be evidence of this most weeks

Other Areas of Learning

* Feedback and marking needs to acknowledge progress towards the learning intention using agreed codes and will inform future planning.

Early Years Foundation Stage and Transition to Key Stage 1

Children in the Foundation Stage will receive continuous feedback and next steps in the form of:

* Verbal comment is provided indicating how well the child has achieved in respect of the learning intention and/or their efforts with the work.
* Photographs to show success and achievements – these will be displayed around the classroom as well as entered in the child’s Learning Journey
* Children will have continuous access to their achievements in their Learning journey

Teachers and adults in EYFS focus on giving verbal feedback to the children, but may write a comment with the child.

This system will continue as part of the transition programme from reception to Year1.

Target Setting

Short term targets are set as part of the marking/feedback process.

Appropriate targets:

* Are clear and specific
* Indicate the child’s next step
* Are supported by teaching and learning opportunities as appropriate
* Are regularly reviewed

We are aware of the need to keep the target setting both manageable and constructive for both children and teachers. We encourage children to take increasing responsibility for targets and to judge their own progress towards achieving them.

Strategies for Making Marking Manageable

Marking can be very time consuming but it is an essential part of personalising and accelerating pupil attainment and progress. Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact. Some or/all of the following strategies are used to make this workload manageable.

* Plan which pieces of work will be marked in depth (it is not expected that all work will be marked in depth)
* Some pieces of work can be marked with the whole class
* Peer marking which has been modelled and taught to children.
* Balance “active” teaching time with time when pupils can work with increased independence, facilitating marking time with the children present.

Responsibility

It is the responsibility of the class teachers to ensure that this policy is carried out.

Each subject leader has got the responsibility for checking that the policy is carried out in their particular subject area.

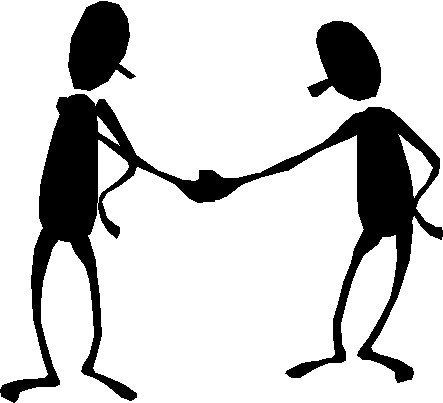
It is the responsibility of the Subject Leaders to feed back to the Senior Leadership Team on the implementation of this policy.

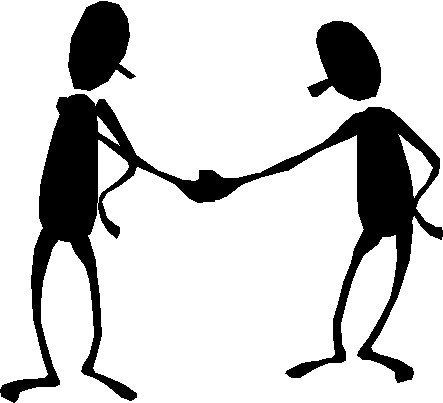
Monitoring

Effective Feedback will be monitored by the Senior Leadership Team and will form part of our annual monitoring cycle on Assessment for Learning

**Appendix 1 - Peer Marking**

From KS1 children are encouraged to support each other and feedback on learning and achievements. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to “Talking Partners”. Children should be trained to do this and ground rules set. Children should first point out things they like, then suggest ways to improve the piece against the learning intention or success criteria.





**Our Agreement**

**As**

**Marking Partners**

When we are marking partners, we agree to:

* Respect our partner’s work because they have done their best and so their work should be valued.
* Try to see how they have tackled the learning intention and only try to improve things that are to do with the learning intention or the success criteria.
* Tell our partner the good things we see in their work.
* Listen to our partner’s advice because we are trying to help each other do better in our work.
* Look for a way to help our partner achieve the learning intention with more success.
* Try to make our suggestions as clear as possible.
* Try to make our suggestions positive.
* Get our partners to talk about what they tried to achieve in their work.

**Appendix 2 – Improvement Points**

**We use “2 Stars & a Wish” to identify strengths and next steps.**

\* Strength

If possible, identify places or features that the child has succeeded with against your shared criteria, i.e. what have they done well?

If you are saying that you particularly like a specific element try to then use the word ‘because’… (if it makes sense)

→ Improvement point

Identify what has been less successful or where additional challenge could be posed. Think of these as ‘closing the gap’ comments.

Try to use the following types of improvement points

|  |  |  |
| --- | --- | --- |
| Action | Question | Challenge |
| [http://www.webwhispering.net/wp-content/uploads/2009/11/ExclamationPanic.jpg](http://www.webwhispering.net/?page_id=59) | [Red Question Mark Circle Clip Art](http://www.clker.com/cliparts/7/0/9/b/11949856321026402567tasto_9_architetto_franc_01.svg.med.png) | [http://www.webperforminstitute.com/wp-content/uploads/2013/11/3d-challenge-man-e1388358854136-300x234.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://www.webperforminstitute.com/pi-2014-challenge-submission-success/&ei=pXrzVN2wE4-M7AakvYAg&psig=AFQjCNFnMeZ2rTXugUYNC8yDL0boYgiaXA&ust=1425329126737161) |
| Useful where explicit improvements need to be made. Identify the improvement and ensure that the child acts on it. | Useful to clarify thinking or stretch thinking. Ask as an open ended question to avoid yes/no response. | Useful to extend learning and/or challenge. |
| *Re-write your sub-headings as questions.*  *Look again at Q4. Use the words I have underlined to help solve.*  *This sentence doesn’t make sense. Use commas to show where the subordinate clause should be.*  *Find the three places where you should have used a capital letter. Change them please.* | *Why did you choose the sci-fi setting?*  *How many ways can you find to solve the second problem?*  *Can you write a question which could be solved using the grid method?*  *Who is the predator in this food chain?* | *Look at Q3. Can you write this as a word problem for your learning partner to solve?*  *Look at this calculation. Can you solve? Look carefully at the brackets first.*  *Re-write the second paragraph but extend the description of the main character to include far more about feelings and motives.* |

**Symbols for Marking**

|  |  |
| --- | --- |
| **Symbol** | **Meaning** |
| **T** | **Teacher Support** |
| **TA** | **Teaching Assistant Support** |
| **S** | **Supported Work** |
| **G** | **Group Work** |
| **I** | **Independent Work** |
| **VC** | **Verbal Comment Made** |
| **D** | **Discussed with child** |
| **?** | **Something doesn’t make sense. Read your work carefully and check it for mistakes.** |
| **SP** | **Spelling mistake** |
| **C+C** | **Check & Correct** |
| **○** | **Missing Punctuation or Capital Letter needed** |
| **∕∕** | **New Paragraph** |
| **∕** | **Direct Speech – a new line needed** |
| **^** | **There is a word missing or put an effective word here.** |
| **\*** | **A Strength** |
| **→** | **A wish - improvement point or next step** |