

# St Mary's Catholic Primary School Interim Marking and Feedback guidance (September 2018 to January 2019)



## Rationale:

In light of the identified SDP priority area 2018-19: ***'To further develop AfL strategies so that all pupils are empowered to improve the quality of their own learning across the curriculum'***, interim whole school guidance is in place giving the SDP development team sufficient time to research and evaluate effective strategies before a comprehensive revision of the school's 'Marking and Feedback' and 'Assessment, Recording and Reporting' policies in spring 2019.

## Evaluation on current practice

- Book scrutinies show that all staff adhere to the current whole school marking and feedback policy
- Effective marking / feedback in FP is mainly provided during learning activities. Feedback is largely verbal or through use of a pencil/ green pen to underline areas for improvement/ development.
- All pupils effectively respond to feedback in black pen in all Big Write activities in KS 2 using EBI strategy.
- Opportunities for pupils to respond to feedback in other subjects/ learning activities varies across classes and between subjects.
- In both key stages, teachers are doing a considerable amount of time-consuming comment marking that has little or no impact on the quality/ standard of learning.
- Whole staff CPD 2017-18 - Consideration of research from a range of sources emphasizes that immediate feedback has greatest impact where pupils must be given the time and means to make improvements. (e.g. Shirley Clarke). Carol Dweck's work on Growth mind-set highlights the importance of learners understanding that they can 'grow their brains' and how revealing misunderstandings and misconceptions involves feedback which leads to further learning. Guy Claxton's work on Learning powers emphasize the importance of identifying key learning behaviours to improve lifelong learning skills.

## Future curriculum developments

The philosophy of the new 'Curriculum for Wales' and the revised Professional Teaching Standards (PTS) must be at heart of any future school development.

The 4 'Curriculum Purposes' will support our children to be:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The revised Professional Teaching Standards are an important aspect of supporting all practitioners to actively engage in professional learning with the purpose of developing individual and collective expertise to make a collaborative, coherent, innovative and sustainable research-led impact on all learners.

## Ways forward September 2018– January 2019– LIVE MARKING.

- Revise current practice with regard to WILF/ Task & SC to focus more specifically on the purpose of the learning activity, key skills to be developed and further use of child– generated ‘tool kits’.
- Identify aspects of current AFL strategies /marking and feedback practice that is already having a direct impact on quality of work, standards and well-being (pupils and teachers)
- Reduce to a minimum, the strategies that have little or no impact on quality of work, standards and well-being (pupils and teachers)
- Revise marking and feedback practice to include ‘Green for growth’ and ‘Tickled pink’ immediate feedback highlighters.
- Suspend marking codes/ individual targets & jigsaws for trial period.
- Increase the amount of immediate feedback/ ‘live marking’ in ALL lessons by all members of staff using revised marking codes/ strategies. All teachers should be moving around classrooms providing immediate verbal feedback and intervention in all lessons to reduce the amount of non– contact marking away from the pupils. **This will reduce teacher workload considerably.**
- Time to be given during each lesson for pupils to respond to teacher feedback in order to make improvements in their learning. Consider GWE 20/20/20 continuous improvement model. (20min respond to feedback, 20 modelling/teaching, 20 pupil work)
- General comments, where appropriate– teachers to trial linking these comments to learning behaviours– resilience, resourcefulness, reflectiveness, reciprocity. (child friendly whole school words to be agreed with pupils linked to 4 purposes– SDP team to facilitate.)
- Book scrutinies/ pupil monitoring exercises will serve to evaluate the impact of the interim procedures on pupil progress and this will sit alongside the full review and monitoring of the interim procedures by the SDP development team.

### Intended impact for learners

- Improved learner outcomes
- Improved learner engagement in the learning process
- Improved learner confidence to make improvements in their learning
- Improved understanding of strategies to make improvements.
- Improved learner well-being

### Intended impact for teachers

- Improved teacher workload
- Improved use of teacher time
- Removal of pressure to write ineffectual comments on pupils’ work
- Improved teacher well-being.

## Learning Activity Checklist

- Identify purpose and form for each learning activity in a single sentence (Printed slip/ written, as appropriate)

E.g. Purpose and form (writing) Key skill/ small steps (Maths/ science based)

- \* To write a letter to persuade a Mrs Acton to change the school uniform
- \* To write a list to help Percy remember what he needs to buy from the shop.
- \* To analyse the information on a graph and explain findings.
- \* To evaluate the factors affecting the growth of a seed in different conditions.
- Teacher to model key skills. Use writing frames/ plans with children as appropriate.

*(Literacy coordinators to complete St Mary's writing plans to ensure consistency.)*

- Children will generate a 'tool kit' to enable them to be successful in the learning activity, with teacher support. (On whiteboard/ large paper- to be displayed on Working Wall. Photocopies of 'tool kit' for children to complete, where appropriate.
- Children to first draft (on right hand page KS2).
- Teacher to 'live mark' using pencil/ green pen (FP) /pink and green highlighters (KS 2) and children to respond to feedback in pencil (FP) and in black on EBI page. (KS 2)
- Final teacher comments
- \* Comments only if they recognise key behaviours rewarding effort & attitude (Agree with children/ staff) Reward slips to be given.
- No teacher marking of the Purpose/ Form slip/ sentence
- No teacher initial/ date
- Please see Handwriting & Presentation policy.