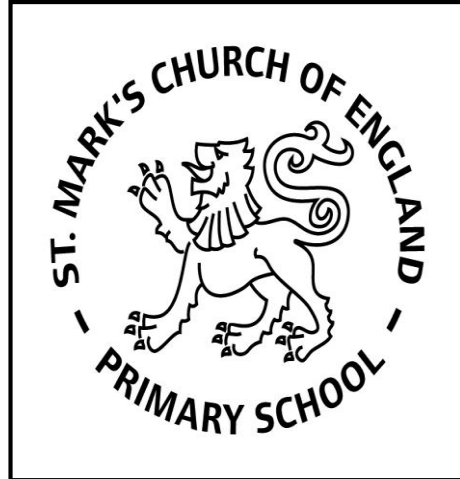
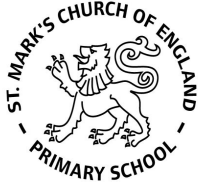


Pupil Conferencing & Marking Policy



*'Thy Word is a Lamp to my Feet
and a Light to my Path'
Psalm 119 v 105*

"Every Child, Every Chance, Every Day"



Every Child, Every Chance, Every Day

St Marks C of E Primary School **Policy for Conferencing & Marking**

Governors and staff are committed to delivering the very best for our children. Our Vision is fundamental to our role as a Church of England School with its roots coming from the original blessing and verse presented to our school on its official opening in 1955.

Thy word is a lamp to my feet and a light to my path.

Psalm 119 Vs 105

The following five components describe the desired outcomes we offer through it.

- *Together, we will prepare you for life and learning*
- *Together, we will teach you to live within the values of God's word*
- *Together, we will safely lead you on your journey*
- *Together, we will guide you to a fulfilling future*
- *Together, we will forever help you to grow in confidence*

Purpose:

St Marks C of E Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Pupil **Conferencing & Marking** intends to serve the purposes of valuing pupils' learning, helping to identify immediate areas for development or next steps,

and evaluating how well the learning task has been understood. **Conferencing & Marking** should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that '**Pupil Conferencing**' and immediate feedback is the most important factor in accelerating pupil learning, so this policy is crucial for the school. The 'effective marking' model which supports this states 'imagine what difference it would make if all children knew what they were good at and knew what they needed to improve'.

Aim:

- To provide consistency and continuity in pupil **Conferencing & Marking** throughout the school so children have a clear understanding of expectations and next steps in their learning.
- To develop the self-esteem of all children through valuing their achievements.
- To create a dialogue, which will aid progression.
- To encourage responsibility and independent learners.
- To use the marking system as a tool for formative and ongoing assessment when supporting '**Pupil Conferencing**.'

Agreed procedures for marking:

- All marking to be written in school script as a model for all children
- The involvement of all adults working with the children in the classroom
- Marking to be a response to individual learning needs: e.g. marking face to face with children including 'pen in-hand marking'
- This policy to be manageable for teachers and accessible to children
- All work must have a context and objective
- All end of unit/objective work to be assessed
- All adults to initial work they have taught/led (Other than the class teacher.)

Managing 'Pen in Hand' Marking

"Effective marking should enable effective learning for pupils and be as efficient as possible a process for the teacher."

The following guidance may support teachers in managing marking workload:

- When engaging in feedback conversations (for example, in guided groups), record questions and comments into the child's book
- TAs and other adults working with children should write comments on children's books about their work and/or to keep a record of learning conversations they may be having with the child

- Encourage self-and peer-assessment so that you are merely verifying children’s own judgments
- Do not ‘over-mark’ children’s work, especially for low ability children – stick to the success criteria where possible and highlight repeated mistakes only once, with an expectation that the child will correct them all
- Pen in-hand marking- E.g. mark work during the lesson as you go around the room (where appropriate)
- For older children, mark only one paragraph in detail. In response to this detailed marking and feedback, the child can then amend a second paragraph to improve it.

Marking Colours:

Pen colour	Used for	Subject
Yellow highlighter (Going for Gold)	Identifying examples of the LO being met in a piece of work	All
Green highlighter (Green for growth)	Identifying a word, sentence or part of the work where improvement can be made.	All
Green biro (Green for growth)	Reference to an improvement or scaffold prompt.	All
Red pen	Peer assessment or pupil improvement.	All





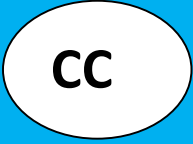




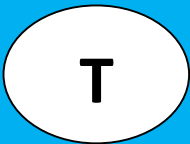

Children responding:

Children need to be held to account for any high quality feedback they are given. Teachers need to structure learning time to enable children to respond to both Pupil **Conferencing feedback** and ‘pen in-hand’ **Marking feedback**.

This could done throughout a lesson or in an entire session devoted to responding to feedback or peers/self-assessment.

It is expected that teachers regularly check children’s responses and subsequently respond to this to ensure they are understood and completed by the child. This open dialogue between teachers and children should be ongoing and purposeful. When teachers want a child to look at a specific bit of work they should indicate this to the child using green biro. Spelling and Grammar errors should be identified by adults for pupils’ to self-correct.

Marking Keys:

	<p>Learning Intention met</p>		<p>Marked with child</p>
	<p>Learning Intention partially met</p>		<p>Check spellings</p>
	<p>Child Conferencing</p>		<p>3 in 1 stamp</p> <p>*</p> <p> Independent work</p> <p> Adult assisted work</p> <p> Teacher assisted work</p>
	<p>Check target</p>		
	<p>Self Assessment by child</p>		
<p>An example of success</p>	<p>An example of the Learning intention met in a piece of work</p>	<p>An example of improvement required</p>	<p>An example of where a piece of work could be improved</p>

Sharing objectives:

Sharing learning objectives and generating success criteria with children leads to a stronger focus of learning and motivation and enables children to become more self-evaluative. The introduction of a new objective should include explanations of how children will use and apply their learning by using the given success criteria to achieve these objectives.

Peer and self-assessment:

Peer assessment and self-assessment is much more than children marking their own work. To improve learning, it must be an activity that engages children with the quality of their work and helps them reflect on how to improve it. Peer assessment enables children to give each other valuable dimensions of learning: the opportunity to discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided. Peer assessment helps develop self-assessment, which promotes independent learning, helping children to take increasing responsibility for their own progress.

- In groups with the teacher and as a whole class, children can analyse a specific child’s or an anonymous piece of work on the IWB. The focus should always be ‘what is good about the work’ so pupils view the experience as positive. This can be done at the end of a lesson or mid-way through. Mid way allows time after for all children to have a look at their own work or together with a partner.

Traffic lights:

Children will be taught how to ‘traffic light’ their work to indicate to the teacher how confident they feel in relation to the LO. Red indicates difficulty, amber shows a child managed but may have needed support and green that they were able to complete the task confidently. This is used as a preference by each class teacher deepening on the suitability to their year group.

Praise:

Work should be assessed, not only for aspects of success and improvement needs but holistically. Sometimes work meets the LO but lacks flair of flow. Stickers and stamps can be used to show the significant achievement of an individual as well as the ‘wow’ factor. This is done in addition to the marking keys.

Reviewed and ratified by Governing body	Spring Term 2019		
Next Revision (Please highlight as appropriate)	Annual	Biennial	Tri-annual
To be reviewed	Spring Term 2021		