

Eccleston Mere Primary School

Marking and Target Setting Policy



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Curriculum Vision Statement

At Eccleston Mere Primary School, we recognise that social, moral, spiritual, and cultural development is central to the education of all pupils and as such, permeates the whole curriculum and ethos of the school.

Our broad and challenging curriculum is designed to enable children to develop interpersonal skills and become resilient learners who think creatively and critically.

Provision is bespoke to our pupils and evolves according to the ever- changing local, national and global landscape. The aim of our curriculum is to develop pupils, who are well-equipped to take their place in society, as citizens of the future.

We aim to:

- Promote a love of learning.
- Offer memorable learning experiences that are fun and engaging.
- Develop independence, resilience and confidence within our pupils.
- To tailor our curriculum to make use of our locality, taking pride in the achievements of St. Helens and the landscape that surrounds us.
- Enable children to be creative and think differently.
- Prepare citizens who are ready to take on the challenges of the 21st Century.
- Provide expert teaching, set upon a backdrop of our safe, secure learning environment.

Our aim, through effective marking at Eccleston Mere, is to give a positive response to the work a child has completed while at the same time drawing attention to areas for improvement.

We are committed to giving all of our children every opportunity to achieve their very best. Target setting, in the form of Next Steps (NS) or Even Better If (EBI), is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children. Target setting is a powerful tool and has a great impact on achievement. However, it is important to remember that the child is at the heart of the process. The targets that we set should be challenging, but realistic, and take into account each child's starting point for learning.

At Eccleston Mere effective marking and target setting should:

- challenge the children to do better.
- take into account each child's starting point for learning.
- encourage children to regularly discuss and review their learning and progress with staff.
- involve parents in their child's learning.
- lead to focused teaching and learning.
- help us to evaluate how well our school is doing when compared to all schools and similar schools.
- include a positive response by the use of, for example, stickers, dojos, sharing work

Work is marked/annotated in green pen. Staff must ensure that their own handwriting is appropriate to the age/ability of the child.

Process of target setting:

At Eccleston Mere we use a range of information to support the target setting process:

- Statistical information from the LA which includes local and national comparative data.
- The school's assessment procedures and tracking on FFT
- Objectives linked to National Curriculum.

Individual, class and group targets are used throughout the school. There are a variety of ways that teachers display or share these with their class. The children are involved in this process. The targets that are set are SMART targets so that the children can achieve targets quickly and therefore have a feeling of success. Targets are either displayed on the wall as focal points or they are written on cards or in children's books. Targets are reviewed on a regular basis. Children are encouraged to refer to their targets on a daily basis. This is done orally or through comments made in marking. Regular feedback from each teacher makes children aware of how they can improve their work and achieve their target.

Children with additional needs have targets written in their SSP's and these are reviewed on a termly basis. The children are involved in this process, where possible, and parents are informed of targets through review meetings or parent discussions.

Teachers use the targets set for each child to develop classroom activities that are designed to enable children to meet these targets. Teachers' planning takes account of this when identifying work for different groups of children.

As a school, we hold three Parents' Evenings during the year- one per term. At this time, parents are informed of their child's progress. Parents also receive a full written report in the Summer Term.

Tracking pupil progress.

Currently, school holds formal assessment weeks each term. Teacher assessment for all subjects are made on FFT Curriculum Tracker, with judgements being made against objectives for each subject. These are colour- coded and are based on:

red = objective taught but not understood; **amber** = some evidence of the objective but not yet secure (WTS); **green** = objective secure (EXS); **dark green** = greater understanding (GDS) Those children who are assessed at WTS may also be assessed against objectives from previous year groups. Termly standardised tests (NFER) are also carried out in Reading, Writing and Mathematics, for KS2 children, and the data entered onto FFT Assessment Tracker.

A percentage of 70% of objectives achieved (as a point in time assessment) has been agreed for EXS on FFT.

A detailed analysis of tracking is undertaken by class teachers and is used to inform pupil progress reports. Pupil progress, and the impact of interventions, is discussed with line managers/Deputy Head teacher and then the Head Teacher. Based on assessment data, children who are not making progress will then have access to alternative learning and support. Discussion of changes to provision takes place regularly either through 1:1 discussion, SLT meetings or staff meetings.

Foundation Stage

Observation and assessment is a continual process throughout Nursery and Reception as the children progress towards and beyond the Development Matters stages of development. Each child's progress is recorded using EYFS learning and development statements and stages of development, for example, 22-36 months, 30-50 months, 40-60 months, Early Learning Goal and Exceeding.

Each child's progress is tracked as to which band they are working within: Emerging, Developing, Secure. At the end of Foundation Stage the judgements of Emerging, Expected and Exceeding are given to record the children's progress towards and beyond the Development Matters stages of development.

The way in which progress throughout Nursery and Reception is evidenced is as follows:

Nursery Observations

Observations are recorded using 'Evidence Me'. This include photographic evidence, child's voice, context, next steps, if appropriate, and are cross referenced to 'Development Matters' statements and stages of development, characteristics for effective learning.

Teacher/Practitioner Comments

Comments will be broadly positive and appropriate to the age of the child.

CI – child-initiated activity

AI – adult-initiated activity

S – indicate the support given, for example 'to use scissors'

SG or T/TA 1: ? ratio – small group support and level of support, eg T/TA, ratio

VF – verbal feedback

Learning Objectives/Targets

Children are made aware of what they are learning about or practising at the beginning of group time/adult led activity.

Verbal feedback is given to children immediately.

Next Steps

Next steps are given verbally to the children. Children are rewarded with stamps, stickers and verbal praise.

Progress and Tracking

In Nursery, evidence for each child is kept in a 'learning journey' which includes observations and photographs, evidence from child-initiated activities, child's voice, adult-initiated and adult-led activities.

Children's progress is tracked against 'Development Matters' statements. Tracking identifies 'best fit' judgements within age bands (Emerging, Developing, Secure).

Progress is tracked across all areas. Assessments are updated every term.

When children do not make the expected progress then additional provision is put in place specific to the needs of individual/groups of children.

Reception: Observations, Marking, Tracking, Next Steps

Observations

Observations are recorded using 'Evidence Me'. This includes photographic evidence, child's voice and context and are cross referenced to 'Development Matters' statements and stages of development, Characteristics of Effective Learning.

Short observations are sometimes completed on post-it notes.

Marking

Comments will be broadly positive and appropriate to the age of the child. Observations may also be written on post-it notes by the member of staff working with the child.

CI – child initiated

AI – adult initiated

I – independent

S – indicate the support given, for example 'letter formation'.

SG or T/TA 1: ? ratio – small group support and level of support, eg T/TA, ratio

VF – verbal feedback

Learning Objectives/Targets

Children are made aware of the 'target' at the beginning of whole class/group learning time: 'Today we are learning about...' Children may say the target using 'my turn, your turn' or the target may be written down in simple terms.

Worksheets given to the children include 'I can ...' statements in child friendly language. 'I can' statements are differentiated and all children should be able to show a level of attainment. The above abbreviations are included in annotations.

Verbal feedback is given to children immediately.

TA's and teachers sometimes use post-it notes to record notes about children's engagement/child's voice in focus/group activities.

Next Steps

Next steps are given verbally to the children as a group or individually. Some next steps are recorded on children's work. If children are progressing as expected, then their next step may not be written as it is recorded in teachers planning and in assessment data.

Children are rewarded for attaining learning objectives and targets with stamps, stickers, pebbles, ticks on the tick chart.

Self-Marking

Self-marking will be used when and if appropriate, for example in Read, Write, Inc. The children therefore receive immediate feedback and also highlight any mistakes in a positive manner.

Tracking

In Reception, children's progress towards and beyond the Early Learning Goals and Characteristics of Effective Learning are recorded in 'Evidence Me'. A summary of achievement in each area of learning is recorded on spreadsheets. Tracking identifies which phases the children are working within: Emerging, Developing, Secure.

Tracking is completed termly. On-entry assessment is recorded during the first half of the Autumn Term.

Children's progress towards and beyond the Early Learning Goals is recorded and submitted to the Local Authority in the Summer Term. This is recorded in each child's report to parents at the end of the Summer Term.

Key Stage 1: learning objectives, marking, target setting, next step marking.

Marking and Feedback.

Staff are aware of the importance of 'live marking' and of the positive impact which this can have upon learning.

A learning objective is given as an 'I can' statement for skills-based objectives or 'I know' for knowledge-based objectives. Work will then be marked against the objective, or against more specific targets set alongside the learning objective. The 'I can/know..' statement will be ticked if met and annotated with 'S' if support has been given to meet the objective; an EBI will be given if not met. Comments made in feedback will be broadly positive and age-appropriate. For writing, individual targets are matched to ability.

Work will be annotated as follows:

I – independent

S – supported and what that support has been e.g. ratio 1:6; hold a sentence etc.

VF – verbal feedback (at the point in the task at which this was given)

Even Better If (EBI)/ Next steps (NS).

If the target has not been achieved this then informs the EBI. EBIs may be similar across more than one piece, but should not be the same for a prolonged period.

A 'next step' piece of marking indicates that the child could now do something additional to the original LO / task.

Children are encouraged to self and peer mark, as appropriate, in relation to the target given. Teachers are required to verify self and peer marking.

Editing of written work should begin in Year 2 and should be carried out in purple pen. This may include: the correction/addition of punctuation, uplevelling vocabulary or rewriting/improving particular sentences.

If appropriate, one or two spelling errors should be written at the end of the piece for the child to repeat three times.

End of KS1

A comprehensive system of evidence collation is in place for Reading, Writing and Mathematics, in line with expected standards at the end of KS1. At least three pieces of evidence for each statement, cross-referenced against its location (jotters, folders, books etc.) and date, is required for WTS, EXS and GDS.

Foundation subjects

Focused marking of, for example, one group of children per week, should take place, with a comment/challenge to which the child may respond, if appropriate.

Key Stage 2: marking, target setting, next steps marking.

Marking and Feedback

Staff are aware of the importance of 'live marking' and of the positive impact which this can have upon learning.

A learning objective is given as an 'I can' statement for skills-based objectives or 'I know' for knowledge-based objectives. Work will then be marked against the objective, or against more specific targets set alongside the learning objective. The 'I can/know..' statement will be ticked if met and annotated with 'S' if support has been given to meet the objective; an EBI will be given if not met.

It is assumed that work has been completed independently unless annotated as follows:

S – supported -- with details of the support given e.g. ratio 1:6, specific skill supported

VF – verbal feedback (at the point in the task at which this was given)

Marking written work.

Specific targets for writing are identified on a target grid containing both generic and genre-specific features of the work being undertaken. These writing target grids are age-appropriate and are differentiated according to ability. Writing grids can be used as targets for children at the beginning of the writing process or as an evaluation tool when the task is

complete. They may also be used by pupils to self or peer mark work. If a child has failed to meet a target, this will be identified as EBI (Even Better If).

Editing of written work should be carried out in purple pen either within the original piece or at the end (indicated with *)

If appropriate, two or three spelling mistakes should be written at the end of the piece for the child to repeat three times.

Next Steps

A 'next step' piece of marking indicates that the child could now do something additional to the original LO / task.

Children are encouraged to self and peer mark, as appropriate, in relation to the target given. Teachers are required to verify self and peer marking.

Marking writing across the curriculum.

At Key stage 2, selected pieces (2 per term) of, for example, History, Geography or Science will be marked in line with the marking of writing in English. Such pieces are to be identified on the Medium Term Plans for specific subject areas and will be included when creating an overall picture of a child's progress in writing.

End of KS2 Writing

A comprehensive system of evidence collation is in place for Writing in line with expected standards at the end of KS2. Evidence is also to be collated from across different curriculum areas. At least three pieces of evidence for each statement, cross-referenced against its location (folders, History, Science etc.) and date, is required for WTS, EXS and GDS. Such evidence is used to inform teacher assessment of writing. Moderation of writing takes place termly and teachers who are involved in Year 6 attend LA training on moderation and the use of exemplification materials.

Mathematics:

The marking of Mathematics should take place as soon as possible to ensure that misconceptions are addressed before the start of the next lesson. Marking should include a positive comment, along with the following, as appropriate:

- Teacher guidance and corrections required; corrections should be completed using a purple pen.
- Further teacher input to address misconceptions, within the lesson/start of next session

Foundation subjects

Focussed marking of, for example, one group of children per week, should take place, with a comment/challenge to which the child may respond in purple pen, if appropriate

The Head Teacher will ensure that marking and target setting at Eccleston Mere is consistent across the school and in-line with current policy. The impact of teacher marking and target setting on pupil's learning will be monitored through work scrutiny, learning walks, child's voice and other more informal means, for example, children showing 'good work'.