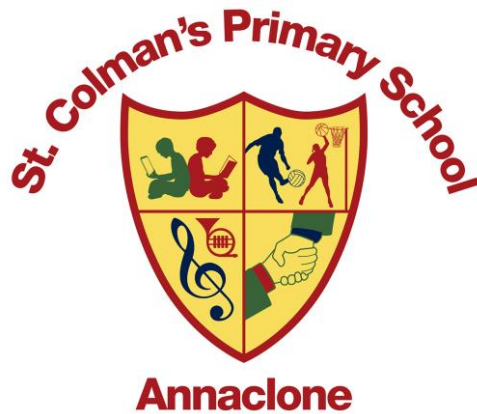


# St. Colman's Primary School/ Annaclone



## All Saints' Nursery Unit

# Marking Codes

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# Vision Statement

## Vision Statement

To be an inclusive, caring School where childhood and community are valued; one, which inspires learning for life and develops the personal qualities needed to succeed in a rapidly changing World. This vision will be best realised as we undergo a continual journey of collaboration and progress through partnership, leading to excellence.

## Mission Statement

**We believe that each child will succeed through experiencing quality in:**

- ☐ A broad and challenging curriculum
- ☐ Innovative teaching and an investigative approach to learning
- ☐ A stimulating learning environment
- ☐ An enriching programme of extra-curricular activities and visits
- ☐ A rich, varied and up-to-date range of learning resources
- ☐ An ethos of support, challenge and encouragement to succeed
- ☐ Learning partnerships between the school, home and parish community

**We demonstrate our commitment to working as a learning community by:**

- ☐ Striving for continuous improvement in all that we do
- ☐ Working collaboratively towards common goals

## Aims for the Pupils

St. Colman's Primary School and All Saints' Nursery Unit (Annaclone), promote high achievement and learning for life by working with the staff and children to:

- ☐ Develop enquiring minds and a spirit of curiosity
- ☐ Promote well-being and the importance of a healthy work/life balance
- ☐ Encourage excellence and the development of new skills
- ☐ Ensure the children in our school are immersed in their community but are also forward facing and expansive in outlook
- ☐ Achieve their highest standards in all areas of the curriculum

- ❑ Have high self-esteem - respecting themselves, others and the environment by our positive approach to behaviour thus ensuring that each individual is motivated to do his/her best
- ❑ Utilise and provide opportunities to develop their thinking skills enabling them to work independently or collaboratively
- ❑ Be an integral part of the Parish community - one which fosters a faith commitment to Christ and prepares pupils for a fuller participation in the life of the Church
- ❑ Seek to extend themselves in mind, body and spirit
- ❑ Become highly motivated life-long learners
- ❑ Gain advanced technological skills and an awareness of Global Issues
- ❑ Be flexible and adaptable for the modern world

## Our School Values:

- Happiness and enjoyment
- Effort, attitude and perseverance
- Team, school and community spirit
- Honesty, fairness and trustworthiness
- Respect and tolerance
- Politeness, kindness and caring
- High standards of behaviour
- Partnerships and collaboration
- Resilience



## Ethos of the School

St Colman's Primary School and All Saints' Nursery Unit sets out to create a caring and supportive environment, where all children can develop intellectually, emotionally, physically, socially, morally and spiritually.

In addition, the delivery of the curriculum is designed to develop interest and motivation in children using enthusiastic teaching and interesting and relevant learning activities.

- Children are encouraged to achieve high standards and are given as much help as they may need in order to achieve success.
- There are many extra-curricular activities that encourage co-operation and discipline through team games. Children are further encouraged through a variety of musical/dramatic productions to develop self-discipline.
- Within this context there is a code of discipline that is consistently enforced to ensure that the education of children takes place in an orderly and caring environment.
- Through continual monitoring of individual children's achievements, class teachers provide work pitched at a level that challenges each child yet does not frustrate.
- Good relationships within the School are vital. The staff set an example by working well together with a harmony of purpose and providing an interesting and caring environment within their classrooms.
- As part of the pastoral dimension of the School, children are taught how to care for others, to respect other people's points of view and to respect property. Children are encouraged to contribute to charity and to help people who are less fortunate than themselves.

# Marking and Feedback Policy

*When we give a kid a grade, the learning stops.  
A+*

*When we give a kid **specific feedback** and an **extending question**, the  
learning goes **deeper**.  
@justintarte*

At St Colman's and All Saints Nursery School, marking and feedback are crucial components of effective assessment for learning. Consistently well marked work, and considered feedback that is positive and constructive will support and accelerate pupil learning. All marking and feedback is appropriate to the age and ability of a child.

**Our aims are to ensure that our pupils:**

- Feel their hard work is recognised and valued
- Understand the strengths and weaknesses in their work
- Have clear guidance about the next steps in their learning
- Are actively involved in formative assessment processes, and recognise progress in their written work, skills, knowledge and understanding
- Are motivated by feedback, and challenged to meet their short and long-term targets
- Help teachers to assess the effectiveness of a lesson

**Good marking and feedback occur when:**

- It relates directly to specific lesson objectives, class or personal targets
- It is meaningful to the individual child
- It informs a pupil of his or her next steps in learning
- It informs future planning
- It is positive and constructive
- It encourages dialogue between adult and child, or child and child

## Marking and Feedback Policy

September 2018

- Peer and self - assessment are an integral part of the marking and assessment process
- It encourages self-analysis

### Marking should include:

- Written and/or verbal feedback
- Time built into lessons for children to speak to the teacher about a piece of feedback, to reflect, or to respond to it
- Success criteria and lesson objectives (WALT/WILF) that are clearly defined at the start of a lesson
- The modeling of good practice by adults in oral and written feedback

### FOUNDATION STAGE

- The overwhelming majority of feedback will be given orally.
- Samples of work completed on whiteboards or photographs of activities should be copied and stuck into workbooks.

### Literacy

At least one piece of work in literacy will be marked in depth each week. (This may also be in world Around Us or Religion). Acknowledgement marking will be made to all other written work. Pupils will be given constructive feedback on progress towards achieving lesson objective, and will include next steps for learning.

The lesson objective and date will be included at the beginning of each piece of work. For younger pupils, the title will be written for the pupil or printed out, as appropriate.

### Maths

In maths, the lesson objective is used in question form for the title of a piece of work. E.g. Can I add three 2-digit numbers? Can I recognize odd and even numbers? or 'I can ...'

At least one piece of work in numeracy will be marked in depth each week. The marking will relate to the title of the work. All calculations should be marked individually. Oral feedback may be more appropriate in some cases, but evidence of marking or feedback must be evident in all work. All corrections will be done in ..... pen.





**Homework**

All homework should be marked, however, if the work set is consolidating prior learning, detailed feedback may only be given where problems arise. Online homework if used is marked automatically, but performance will be monitored by teachers.

**Review Date June 2019**



**Marking and Feedback Policy**  
September 2018

Mark	Symbol/ Marking used
Target or objective achieved	 or <b>Yes you can</b>
Target or objective partially achieved	 or <b>Nearly there etc.</b>
Target or objective not achieved	 or <b>Not yet etc.</b>
The answer is incomplete or unclear	<b>?</b>
Supported by an adult	<b>AS</b>
Correct	<b>✓</b>
Incorrect	<b>.</b>
Spelling mistake	<b>sp</b>
New paragraph needed*	<b>//</b>
Full Stop	<b>-</b>
Punctuation	<b>P</b>
Missing word*	<b>^</b>
Substitute/student teacher	<b>S T</b>
Reward	<b>R</b>
Target/Next steps	

If any adult other than class teacher marks work, initials must be put against marking.

## Peer and Self Evaluation.

*‘Self and peer assessment are important aspects of assessment for learning practice... Assessing their own work or that of others can help pupils develop their understanding of learning objectives and success criteria. Research has shown that pupils make more progress when they are actively involved in their own learning and assessment.’ (NFER 2012)*

### Peer and Self-Assessment strategies:

These will be developed through the child's time in school:

Sentence on what they have learned.

Sentence on how they have learned.

Dialogue on how they have learned including barriers to their learning.