



**CASTLEFORD
PARK JUNIOR ACADEMY**

Marking and Feedback Policy

**Castleford Park Junior Academy
September 2018**

Review Date : Sept 2019



Marking and Feedback Policy - updated May '18

Castleford Park Junior Academy believes that effective feedback is an integral part of children's learning.

At our Academy, we aim to meet the needs of each and every child in our school by providing rich and effective feedback between pupils, teachers and teaching assistants in order to efficiently react to what we see - planning accordingly for future learning opportunities.

Our policy is underpinned by some of the findings from the EEF Marking Review in 2016, which suggested:

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer
- Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comment
- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. Our aim in school is to mark less in terms of the number of pieces of work marked, but mark better - ensuring it has an impact on learner progress.

Key Principles

Feedback should:

- Be an integral part of the teaching process and form the basis of 'responsive teaching' which is evident in each and every lesson
- Be a two way process: teachers will learn and be able to adapt their teaching from the feedback they receive from children within lessons and children will be able to learn from effective feedback they receive
- Always take place at the earliest opportunity and as close to the learning as possible
- Include written comments (marking) where necessary
- Look different in each class and in each year group to meet the needs of all children
- Be specifically given where children have the time to respond to the feedback they have received effectively

Providing feedback to children:

Effective feedback, both from the teacher and the children, must take place as close to the learning as possible in order for it to have a successful impact. Specific feedback can be categorised into the following areas:

Immediate/live feedback - this takes place during the lesson and allows teachers to adopt their teaching and give diagnostic feedback directly to the children to allow them an opportunity to act upon before moving on to the next phase of their learning, closing in on specific areas to improve.

Summary feedback - this may take place during a lesson (mini-plenary) or at the end of a lesson (plenary) and it will primarily be based on what the teacher has seen throughout - designed to address misconceptions that have arisen. This can also take the form of peer and self-assessment and will become an integral part of the planning process in order to allow the teaching to be responsive.

Distance feedback - this will take place away from the point of teaching and it will be a chance for the teacher to provide feedback to the child on how well they have understood the concepts or applied the skill that they set out to learn in that lesson. This will be demonstrated by use of written feedback and marking codes (below and appendix 1) in books and also through the marking crib sheet (where appropriate), where specific groups will be identified who require further support and/or challenge. Individual children will receive bespoke next steps to move their learning forward if they are not working with an adult.

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

- For slips, it is often enough to simply indicate where each slip occurs, encouraging the children to correct them from this prompt to aid a strong level of independence.
- If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.

Evidence shows (Black and William 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on. The next lesson should be designed to take account of the next steps.

How is feedback evidenced?

Type of feedback	What it might look like/when it might happen	Evidence
Immediate (during the lesson)	<ul style="list-style-type: none"> • Teacher gathering feedback from children's responses • Takes place during the lesson with individuals, groups or whole class • Is focused on the lesson skill and the outcome of the lesson • Can be used to reinforce expectations (handwriting/ basic skills) • May result in the lesson focus being re-directed • Is evidenced in books through pupil's written responses • May be given by TA's or other adults around school 	<p>Lesson observations and learning walks</p> <p>Progress in books - evident improvement within the lesson</p> <p>Children's purple pen editing</p> <p>May involve direct modelling from an adult in books</p>
Summary (during or at the end of the lesson)	<ul style="list-style-type: none"> • Provides an opportunity for the teacher and the children to evaluate learning • Self or peer assessment • AFL stops, visualizer stops, plenaries and mini-plenaries 	<p>Lesson observations and learning walks</p> <p>Progress in books</p> <p>Children's purple pen editing</p> <p>Pupil discussions</p> <p>Annotated and adapted planning</p>
Distance (away from the learning)	<ul style="list-style-type: none"> • Provides opportunities for formative and summative assessment • Ensure that future lessons are adapted accordingly • Use of crib sheet to group children with specific focusses (fluid grouping) • Regular update of children's targets 	<p>Monitoring of books</p> <p>Basic errors and mistakes picked up and responded to by teachers and children</p> <p>Adaptations of teaching sequences</p> <p>Use of annotated crib sheets and evidence of responses from children</p> <p>Target cards regularly updated</p>

Written marking

All recorded work, in all books, will be 'marked' in some form. Adults will 'mark' all work daily in order to assess and track the children's learning throughout each week. Targeted spellings (limited number) and errors are highlighted and marking codes are applied so that children have an opportunity to respond. Additionally, presentation and application of the correct handwriting style will be monitored and picked up through this process.

To facilitate the children's progress, teachers will give specific feedback on every piece of work either during, or after the lesson, through the use of a combination of success criteria or one to one feedback opportunities through live marking. The use of self and peer assessment is a valuable tool for assessment and will be used to share successes and next steps, creating a culture of celebrating mistakes, building a growth mindset. In addition to this, children's successes may be celebrated by the teacher through the use of stickers or stamps.

Codes will be used to identify which children will be working with the teacher (SDI T) in the following session; the TA (SDI TA) or will have an independent challenge. Each group will have a specific focus based on the feedback the teacher believes the children need. This may include editing, or critiquing their own or others' work as part of the process. These activities, both independently or supported by an adult, will be completed in purple pen.

Appendix 1

Marking Codes and symbols:

YIPPEE YELLOW!	Good examples of meeting the learning objective and success criteria are highlighted in yellow.
GREEN FOR GROWTH	Examples of errors are underlined/highlighted in GREEN. These should be limited in number and will be used to inform feedback.
<u>Sp</u>	In the margin the T will indicate to the child they have a spelling that they need to correct. The word may be underlined to help the child identify the incorrect spelling. If it is a word that you don't expect them to know then it is an error and will be used to inform future planning.
P	A careless punctuation mistake - which will be highlighted in the margin, on the line where the mistake is.
G	In the margin will indicate to the child they have made a grammatical error e.g. the noun and verb don't agree. This word will be underlined to help the child identify the error.
<i>I have met my target.</i>	If <u>you</u> write this at the bottom of your work, then your teacher will know that you think you have met your target in that piece of work and they can check if you have.
SDI T SDI TA	Same day intervention carried out with the teacher/teaching assistant.
Legend ↑ RB	Move up to the task at the next level.

Appendix 2

Our beliefs are reflected in our lesson observation criteria:

	Outstanding	Good	Requires Improvement	Inadequate
Feedback	Feedback takes place in the lesson and is personalised to the learner. It significantly contributes to significant and sustained gains in each pupils' learning- enabling pupils to set their own targets through self and peer assessment.	Feedback is regular, consistent and in line with the marking policy. It contributes towards progress ensuring that children can talk about how they are developing against the success criteria and learning targets set.	Feedback is helpful to learners because it is regular, identifies success and how to improve. Pupils can assess their own work against a given criteria and can act on next steps.	Feedback can be brief, too general or unhelpful. Opportunities to engage in self/peer assessment are missed and pupils are unaware of whether they have met their lesson/personal targets.

Monitoring Marking

- When work is monitored, the leader doing the monitoring will look for evidence of *pupil progress over time* by reviewing and comparing pupils' work at different points in the year or term, asking:
 - Is there a discernible difference in length, quality, and improvement of common errors and use of vocabulary?
 - Are pupils' individual targets used to personalise learning so that they are continually working on the most pertinent next step for them until they are confident at it?
 - Are pupils working towards the identified skills needed in the success criteria?
 - Are teachers' consistent high standards evident? Is it clear that they always expect the best from each pupil?
 - Are all staff using the school handwriting style?

Appendix 3

Marking Crib Sheet:

 CPJA Crib Sheet		Date _____	Class _____
Whole Class Voice:	Teacher Group Voice:	TA Group Voice:	
			
Individual Group Voice:		SPaG:	Actions:
			
 Other comments:			

Signed _____
Miss K. Law Headteacher

Date: Sept 2018

Signed _____
Mr J. Dossey Chair of Governors

Date: Sept 2018