



## Marking and Feedback Policy

### Castleford Park Junior Academy believes that effective marking and feedback should:

- Be at the child's level of comprehension and matched to the child's level of ability
- Ensure the child is clear about the learning intentions of the lesson and how the success criteria/rubric will help them achieve this
- Take place within the lesson as much as possible - allowing pupils to respond and immediately challenge themselves further - allowing for important discussion and adult modelling to take place
- Drive improvement through addressing misconceptions wherever they occur promptly and regularly (and addressing achievement against the success criteria) - helping the pupil improve their understanding or skill level through constructive marking and feedback
- Create an ethos where pupils understand that mistakes are an important part of learning to improve and that editing your work is an integral part of the lesson
- Involve all adults working within the classroom as a team - reinforcing expectations, standards and focus on the key lesson criteria
- Involve questioning pupils skillfully to check or challenge their understanding; reshaping tasks and explanations to improve this.
- Address key basic skill errors at all times:- including grammar, spelling (particularly non-negotiable spelling rules) and accuracy of punctuation
- Allow time, each day, for pupils to read, reflect and respond to adult challenge and to review their own targets regularly - aiding pupil assessment
- Inform active assessment to ensure that planning and expectations are pitched appropriately to challenge and support each pupil
- Be written in handwriting that is clearly legible and is a model for the child - following our school style

### Use of Success Criteria/Checklists

- The success criteria makes clear what a pupil must do to succeed in the lesson
- It improves pupil understanding by keeping them informed about how they will be assessed
- Success criteria also allows teacher and pupil to give accurate, focused feedback.
- It aids self-assessment and self-motivation to meet the Learning Objective and Success Criteria

It should:-

- Be linked to the learning objective
- Be specific to the activity taking place; differentiated to add support for lower ability pupils; or add challenge for more able pupils
- Be discussed and sometimes agreed with pupils prior to undertaking the activity (particularly when creating a rubric)

### Verbal feedback within the lesson:

- Teachers and other adults use 'VF' (for verbal feedback) in the margin of the child's work when encouraging pupils to re-focus on lesson success criteria. Eg. 'Vary sentence openers' or 'use , : -'
- Pupil response should be immediate in the lesson- in purple pen - and acknowledged by an adult to verify the quality and accuracy of response (with a tick and initial)
- The teacher, or teaching assistant, may also demonstrate in the book for the pupil in order to develop their learning further. For example: a teacher might demonstrate a calculation strategy in maths, or re-model the strategy being practiced to reinforce what has been taught

### Written marking and feedback:

- Teachers should mark the work in green pen, in the school's handwriting style and use the marking codes and stampers explained in Appendix One.
- Written feedback should be selective and appropriate to the objective, refer to basic skills and the success criteria that is appropriate, considering the child's level of attainment and development.
- Should be personalized to add challenge for individual pupils

Feedback must be in the following form and will reflect the success criteria outlined in the differentiated checklists:

- Good examples of meeting the learning objective and success criteria are highlighted in **YELLOW (Yippee Yellow)** in literacy, or topic books
- Examples of work that could be improved are underlined in **GREEN (Green for Growth)**. These should be limited in number and achievable independently, or through sharing ideas with a peer coach
- There may also need to be an accompanying comment, or explanatory stamp linked to the 'next step' to explain to pupils what they need to do to address their 'green for growth' if the individual pupil would need this support (see examples in Appendix 3)

### **Expectations of Marking and Feedback**

- Success criteria checklists are used in all writing lessons and in Same Day Intervention maths lessons
- Teachers should use the following marks in children's books: ✓ = correct ● = incorrect
- Consistent use of yippee yellow and green for growth
- Writing targets must be used every lesson when pupils are writing, in addition to checklists/toolkits
- It should be evident from feedback and progress evident that targets are closely related to pupil individual need, just within the pupil's grasp and are consistently in use when pupils are completing their work
- Challenging next steps are given to each child as appropriate- that drive further improvement
- Marking symbols are always used to indicate where a pupil has had adult support (eg. 1-2, 1-4, independent)
- The marking policy is followed in all books

### **Correcting mistakes:**

- Three spellings per piece of work should be corrected where it is appropriate for the pupil and matched to the child's ability
- The child should be expected to use dictionaries or word banks to correct the error themselves where 'sp' has been marked in the margin. If it is a spelling that the child should recognise, it should not be corrected for them - just pointed out (with an 'sp').
- If the word is unfamiliar, it should be written clearly for the pupil to copy three times allowing for greater muscle memory of the spelling for the next time it is needed.
- The pupil should then 'tick' the spelling and write it in their magpie book to use as a reminder for the future
- Where basic punctuation is missing, or sentence structure is incorrect, this will be referenced for the child to amend as part of their next step, or verbal feedback (see pupil marking reminder in appendix)

**Marking policy reviewed - June 2017**

***What an adult might write in my book  
and what it means...***

<b>VF</b>	Your teacher has discussed something with you in the lesson that you needed to change in your writing.
<b>VS</b>	Your teacher may ask you to write in your book, in the margin, where the class had a 'visualiser stop'.
<b>YIPPEE YELLOW!</b>	These are places where you have met the learning objective and steps to success in your work.
<b>GREEN FOR GROWTH</b>	These are places where you must check your work again and improve it in the way your teacher has asked.
<b><u>Sp</u></b>	If a teacher writes this in the margin, it is because you have a spelling you need to correct.
<b><i>I have met my target.</i></b>	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.

*Your teacher might use a stamp code to celebrate your successes or remind you of where you need to check your work. Have a look at what each symbol means...*

	<p>You have met your target! Well done!</p>
	<p>You had a lightbulb moment today! You achieved all the steps to success.</p>
	<p>Objective met. Well done.</p>
	<p>Check where you need to include extra punctuation using your purple pen.</p>
	<p>Use a thesaurus to up-level the words I have underlined in green.</p>
<p>SDI T SDI TA</p>	<p>Same day intervention carried out with teacher/teaching assistant.</p>
<p>↑Legend    ↑RB</p>	<p>Move up to the task at the next level.</p>

## Appendix 2

Our beliefs are reflected in our lesson observation schedule:

	Outstanding	Good	Requires Improvement	Inadequate
Written feedback	Written 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.	Written 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.	Written 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

- Marking policy is adhered to
- 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, 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 meeting as much of the success criteria as possible
- 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

The 'Next Steps' for learning should reflect the ability of the child and could take the form of:

**A reminder statement:** . Eg: *Use an embedded clause - add one in paragraph..... Use the number bonds we practiced to help you correct your work.*

**A scaffold statement:**

Eg *Next Step: Add an adverb to describe this character ....Complete my example to show your understanding.*

**An example statement:** Eg *Which of these adverbs best describe how the character is speaking: grumpily, angrily, mournfully?*

**Challenge statement:** Teachers poses a challenge to child.

Eg. *Use grid method for TU X TU... Try this using my example to help you...*

The next steps may also be added into the 'Even Better If' section of the pupil checklist.

Reviewed: Sept 17 Kathryn Law

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