Policy & Procedure

Marking and Feedback Policy
2020-2023

This policy is reviewed every year and was agreed by the Governing Body of Chellaston Junior School in Spring 2020 **and will be reviewed again in Spring 2023**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Chellaston Junior School

Marking and Feedback Policy

This policy should be used in conjunction with the CJS School policy on Assessment.

<u>Aims and Vision</u>

Curriculum Intent

At Chellaston Junior School, we ask, "Why?". Our curriculum is based on developing enquiring minds.

Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their reasoning skills. We want our children to ask 'why?' and develop their independence and resilience to answer their own questions for themselves.

We encourage and foster pupils' creative thinking, allowing them to explore and respond to the world we live in, through the curiosity of asking 'why?'

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

Our Marking and Feedback Policy is designed to encourage pupils and teachers to consider 'why' and 'how' improvements can be made to their written work.

Workload Reform
In early 2018, Teaching School research took place in order to support a reduction in workload. At the time, indications were that, for example, the marking of longer pieces of writing was taking between 6 and 9 hours for a class of 30 children. School leaders recognise that this is unreasonable and, thus, the policy needed to reflect a reduction in workload.

The basic principle of our policy is that marking and **especially feedback to pupils** should be both meaningful and manageable.

Formative Assessment
Formative assessment is a powerful vehicle for focusing on effective learning and consists of the following components:
  - *Sharing learning goals with pupils;*
  - *Providing feedback which gives recognition and praise for achievement;*
  - *Identifying targets and next steps in learning;*
  - *Involving pupils in self-assessment and peer assessment;*
  - *The active involvement of pupils in their own learning;*
  - *Suggesting strategies for improvement to individuals;*
  - *Effective questioning;*
  - *Adjusting teaching to take account of the results of assessment;*
  - *Motivating every student to improve (the 'untapped potential' rather than 'fixed IQ' belief).*

Formative assessment is increasingly linked with the constructivist model (see appendix 1), in which the learner is responsible for the learning and the construction of knowledge, through cooperative situations, open-ended questioning, discussion and discovery learning set in meaningful contexts. This is the basis on which our policy is formulated. This policy relates directly to the first four criteria above, while taking into account the remaining components.

Learning Objectives and Success Criteria
Feedback – whether teacher to child, child to teacher or child to child – needs to be based on clear understandings about the learning objective of the task and related success criteria. Learning objectives and success criteria must therefore be right at the planning stage and during lessons. These success criteria must be process based, brief, succinct and limited in number. At CJS, the children know the objective of each lesson (WAL – We Are Learning…) and how their successes can be measured. Teachers make success criteria (WILF – What I'm Looking For…) explicit to pupils throughout the lesson and the extent to which pupils have met these success criteria is measured by both teachers and pupils at the end of the session. Teachers understand, through the use of SMART (Specific, Measurable, Achievable, Realistic, Time-related) success criteria, that there is a distinct difference between what is to be *done* in a lesson and what is to be *learned*.

Pupils should be encouraged to be self-evaluative during plenary sessions and during the course of the lesson. The focus should be on how well they feel they have met the learning intention, measured by the success criteria. If children are constantly aiming to match their learning to the lesson success criteria, then effective learning will take place.

The pupils can therefore:
- ➢ Keep track of what has been done and what still needs to be done in the time available;
- ➢ Know the expectation of the teacher;
- ➢ Start to evaluate against the criteria, seeking help where needed;
- ➢ Be in a position to mark his or her own work, or cooperate with a response partner;
- ➢ Confidently work with others who share the same criteria.
- ➢ Engage in a meaningful plenary to the lesson.

A label regarding marking and feedback is stuck to the front of all pupils' books

Marking and feedback at CJS

Green marking **What I have done well**
meeting the learning objective

Pink feedback **What I should do next, to improve**
Sometimes including a question or activity I need to do.

WAL – **Learning Objective achieved!**

Pink feedback What I should do next, to improve
(**respond in purple**)

Remember:
GREEN IS GOOD!
and
PINK TO THINK!

SP - **Spelling mistake (find the error and correct in purple)**

See also Appendix 1

Key principles of marking and feedback
- ➢ Feedback needs to be focused on the learning intentions of the task and not on comparisons with other children.
- ➢ Verbal and non-verbal language from the teacher gives powerful messages to the child about his or her ability.
- ➢ Grading every piece of work leads to demoralisation for lower achievers and complacency for higher achievers.
- ➢ We need to give *specific* feedback that focuses on success and improvement, rather than correction.
- ➢ Children need opportunities to make improvements to their work and respond to their marking.

The practice at Chellaston Junior School
We have a whole-school approach to marking and feedback methods. Marking and feedback is consistent across year groups, developmental across the age-range and consistently applied by those working with children in school, including support staff. Written feedback is legible and clear in meaning, and **time is allocated for pupils to read and act on comments (and to extend their thinking)**. It is sometimes appropriate for comments to be written for the benefit of teachers and parents, rather than being aimed at the pupil.

Some plenaries will provide time for pupils to reflect on the WAL and to write **a dot or tick against their 'me' in self-assessment**:

Research has shown that immediate feedback is the most effective. Feedback is therefore more likely to be oral than written. Comments are more meaningful when made within context and the quality of the thinking is likely to be higher if the feedback is given straight away, forming part of a learning dialogue between

teacher and child. **Verbal feedback will be indicated by a VF written next to the child's piece of work.**

It is acknowledged that each teacher has his or her own style, but we ensure that we comply with the above and that, at CJS, we all include the following elements:

Verbal Feedback

Individual feedback – Live Marking ('SMarking')
This is the most manageable form of marking and feedback for teachers. It could also be argued that it is the most meaningful for pupils.
Wherever appropriate/possible, individual verbal feedback to children. It provides the opportunity for children to become effective learners through regular dialogue between the pupil and teacher *at the point of learning*. This type of marking and feedback is the one we use most at CJS as we – and the children - feel it is the most effective and of most value. It is always done with reference to the learning objectives and SMART related success criteria, with the intention of progressing learning at the time; hence, the term: **'SMarking'**. Feedback will always include information and advice on how the pupil can improve the work so that it comes closer to achieving the stated learning intention. Teachers use the pink and green highlighting and short written notes to document these discussions, indicating to the child what they have done well in relation to the WAL and what they need to do in order to progress their learning.

Feedback may also include:
- ➢ a summative assessment followed by formative dialogue to develop evaluative thinking;
- ➢ an explanation of marking comments which have established success and improvement against the learning intention;
- ➢ conferencing and marking work with the pupil; including clearly marked (pink) next steps for the child (e.g 'Now try this…') and **an immediate opportunity for them to follow up and learn from the experience (e.g the use of 'purple polishing pens' to edit their writing).**

See also Appendix 2

Whole-class feedback
This takes the form of going through work set, talking about processes and answers, and discussing and reviewing learning and misconceptions – usually in the plenary.

Teachers look for opportunities to provide positive public feedback to children concerning work. **Whole Class Feedback will be indicated by a VF in children's books.**

Quality marking by the teacher
Research with pupils has shown that they benefit most from 'Live Marking (smarking)' as they have opportunities to talk about their learning without getting bogged down by jargon or not fully understanding a teacher's 'distanced' written comments.

However, on occasions (e.g. once a fortnight in maths and writing Books) pieces of work are marked more thoroughly by the teacher, in a variety of ways. **There is an emphasis on improvement (pink) comments, focusing on concepts, skills and knowledge. Marking always takes account of the learning intention and its associated success criteria. Green comments may be added occasionally.**

Marking to CJS On-Track (writing and Mathematics)

Marking and feedback are closely linked to ongoing assessments of pupils attainment. The CJS On-Track assessment grids should be used by teachers alongside the marking process. Some teachers find it helpful to have a copy of the assessment grid in each child's Writing book and Mathematics book. It can consist of highlighted and dated indications of pupils' written ability to demonstrate criteria on the relevant CJS On-Track. This is not specifically intended as feedback to pupils (although some of the more able, older pupils will be able to understand the vocabulary associated with the descriptors). The information is used by teachers to form summative judgements of pupils' achievement. **Each descriptor in the back of the books need only be highlighted and dated once.**

Details of the marking system used across the school are found in Appendix 1.

Self- and peer- Assessment

We aim to involve the children as far as possible in the analysis and constructive criticism of their own work. This is a gradual process, built up over the years. The first stage is to get children to mark their own work, leading on to peer-assessment as they become confident with the process.

Stage 1

Children who are not yet meeting age-related expectation can identify their own successes with ease if the learning intention is clear. Pupils are encouraged to identify the best elements of their work and share these with another child, a small group and sometimes the whole class. This helps to increase self-esteem and focuses on the positive elements within a piece of work.

Stage 2

When pupils are confident at stage 1, they can begin to identify areas in their work where improvements could be made. The pupil can then work with a response partner, or an adult, to effect an improvement.

Stage 3

Children identify an area to be improved and make the improvement as part of the lesson. This can also work with pairs, especially when paired discussion is part of the class culture.

Response partners

- ➢ It is most effective when partners are of roughly the same ability so that they see each other as peers. If the ability gap is wide, it is possible the lower-ability child to perceive the other as 'teacher'.
- ➢ Pupils need time to reflect on their own work and check it before it is seen by their partner. They may well make improvements themselves at this stage.

- ➢ It should be stressed that the partner is looking for successes before an improvement point can be identified and agreed.
- ➢ The learning intention and associated success criteria must be focused on at all times.
- ➢ It is most effective where the suggestions are verbal, with highlighting of successes completed by the partner and only the author making corrections to the work.
- ➢ Response partners are encouraged to make positive comments. i.e 'Be helpful, not hurtful.'
- ➢ Children in upper Key Stage Two may be able to make positive summative written comments about their partner's work.

Reward Systems
The 'Dojo' points system is used to celebrate child's success in their work. See Behaviour Policy.

At a pupil level, rewards will also include individual, and sometimes public, verbal praise. The systems differ slightly between classes in accordance with the ages of the pupils, but they all include individual acknowledgement of effort or special achievement. Where more recognition of good work is required a child may be sent to the Head teacher or a Year Group Leader for personal congratulations.

Parents
It is important that parents should be informed about the whole process of formative assessment to avoid unnecessary misunderstandings that may occur through conversation with their children or from access to the children's books. Parents can be helped to follow the principles at home, especially when helping with homework. They should be encouraged to help raise the self-esteem of their children by identifying successes within their homework and helping their children to build on these.

Supply teachers
Supply teachers are expected to mark to the criteria set out in this policy. As such, Appendix 1 provides a summary of the symbols to be used. Supply teachers should initial any work they mark.

Inclusion
Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Equality Statement
At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:
- gender;
- ethnicity;

- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- age;
- civil partnerships;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Monitoring

Our assessment co-ordinator (Head teacher) is responsible for monitoring the implementation of this policy. The co-ordinator uses this time to inspect samples of the children's work, to check records, to interview pupils and to observe the policy being implemented in the classroom.

Marking Guide for Children and Teachers

Start of learning

Our marking and feedback

WAL: (We Are Learning)...(e.g. how...why...when...)			
What **I**'m **L**ooking **F**or **(WILF)**		Me	My teacher
1. Up to 3 things we are looking to demonstrate learning in our work		I tick or put a dot to say whether I feel I have achieved this	My teacher puts a tick and/or highlights if they feel I have achieved this
2.			
3.			

We don't use the above in books in Y6 after January each year.

Remember: **GREEN IS GOOD!** and **PINK TO THINK!**

Next to my work...

WAL   WAL achieved!

Super   Examples in my work of how I met the WAL.

⭐   Challenge work.

End of learning

Pink feedback What I should do next, to improve (**respond in purple**)

→**Pink feedback** A question or activity I need to do. (I need to answer it)

My response to feedback (in purple) – where I have edited or improved my work

In the margin

//	Start a new line/ paragraph
CLAFS	**C**apital **L**etters and/or **F**ull **S**top**s** needed
SP	Check spelling
T	Target
Ph	Phonics used well
VF	**Verbal Feedback** given (can include whole class feedback)

Appendix 2   Verbal Feedback - **SMarking** talk frames to use during conferencing (always done with reference to the success criteria). May be indicated by **VF** in books.

Motivational phrases to encourage children to recognise what's good about their work
- Let's take a look at what's good about this…
- I really like this idea, because…
- Ooh, that's a great way of…
- I hope you continue to use that.
- That's a brilliant idea. Any others?
- Why do you think I chose that one?
- Let's go for…
- Excellent. Now see if you can…

Phrases to encourage "magpie-ing" from modelling, examples and WAGOLLs
- Could you use…?
- Let's bank that one.
- You can magpie that from my example on the board.
- Jot some of these ideas down as we go along.
- Think back to _____ and save that.
- Make certain you jot that down somewhere to remind you to use it from now on.

Phrases to encourage looking more closely/ thinking/speaking further

- How else could you do this?
- What do you think would work?
- What might you do here…?
- Keep going.
- What else could we have?
- Just think about that for a moment.
- The first thought not always the best thought. Have another go.
- Push yourself. It's going to be much more powerful if…
- Now let's think about this…
- We could say/do …… but I think we could do better than that.
- Do you think we should say ….. or …?
- Can you say a little more about that?
- What is that most important thing that is needed here?

Phrases to encourage children to check and evaluate their work
- Let's just read that and see how it sounds
- Let's reread it and that may help you to do the next part
- Are you pleased with…?
- Can you spot…?
- Now what is needed…?
- Does it all fit together logically?

Phrases to add in extra challenges

- Now try…
- Now let's think about…
- What could we use to …?
- How could we make this more…?
- We've got ---------- what else do we need? What could follow? You tell me.
- How can we make _____ more interesting?
- See if you can get a list/diagram/table going now.

Keeping it pacy

- Quick! I need the next sentence/another fact/piece of information.
- You've done that – what's next?
- One minute to…