



Marking and Feedback Policy 2021-2024

This policy is reviewed every three years and was agreed by the Governing Body of Chellaston Junior School in Summer 2021 **and will be reviewed again in Summer 2024**

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.

Aims and Vision



The image shows the school's branding and vision. At the top left, the text reads "Chellaston Junior School" in a large green font, with the motto "Inspire Nurture Flourish" below it. To the right is the school crest, a shield with a red rose and the letters "C.J.S.". Further right is an illustration of a diverse group of children and school supplies like a microscope, books, and a calculator. Below the school name is a large circular word cloud. The words in the cloud are arranged in three main sections: "Inspire" (top), "Nurture" (middle), and "Flourish" (bottom). Each section contains various related terms such as "Respect", "Safety", "Well-being", "Confidence", "Care", "Collaboration", "Engagement", "Enjoyment", "Aspiration", "Excellence", "Nurture", "Flourish", "Care", "Well-being", "Confidence", "Care", "Collaboration", "Engagement", "Enjoyment".

At CJS, we **inspire** the whole school community, we **nurture** our learners' curiosity and well-being and we aim for our pupils and staff to **flourish** as:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society

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.

We believe that 'marking' should be as immediate as possible, forming a feedback loop that impacts directly on pupils' work and understanding. To achieve this, we promote the use of a series of formative assessment strategies that will positively affect pupils' work and development across subjects and within individual lessons. We believe that carrying out these strategies will have a bigger impact than lengthy written comments in books. This will also have the additional benefit of supporting teachers' workload.

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).**

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.

CLASSROOM STRATEGIES (FORMATIVE ASSESSMENT) - IN LESSON FEEDBACK

Question: Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need feedback from multiple pupils in order to gauge the success of their teaching. Rosenshine's research (2012) shows that effective teachers ask more questions from more students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions, and interrogate correct answers. This is how teachers uncover misconceptions and challenge pupils to deepen understanding.

Questioning takes many forms. We promote the following strategies:

- Cold Call: This is a 'no hands up', dialogic approach that keeps all pupils engaged. This makes feedback meaningful so that teaching is responsive to pupils' needs and levels of understanding.
- No Opt-Out: This allows teachers to return to pupils who get an answer wrong so they can show their understanding. It can also be used to engage pupils who refuse to answer to help establish a culture of academic learning and rigour.
- Think, Pair, Share: This allows all pupils to engage in a structured discussion that provides an opportunity to think generatively, share ideas and rehearse answers.
- Whole-Class Response: This allows the teacher to access responses from each and every pupil in order to get an overview of class understanding.
- Check for Understanding: This dialogic approach seeks to uncover the extent of understanding from a range of pupils to determine whether to explore, re-teach, defer or move on.
- Say It Again, Better: This allows teachers to set academic expectations for verbal responses and pupils to develop greater levels of success by adding depth, accuracy or sophistication to initial answers. It can also be used to develop grammar.
- Probing: By asking multiple, linked questions to a few pupils, teachers can promote deep thinking and allow pupils to make connections.
- Process Questions: By seeking out the 'how and 'why', teachers can develop pupils' metacognition, deepen their understanding and help them to evaluate their responses.
- Hinge Questions: These are key questions that allow the teacher to know whether a teaching point needs to be developed or the class is ready to move on.

Questioning strategies are often used in combination e.g. 'Probing' may be followed by a wider 'Check for Understanding'; 'Think Pair Share' by 'Cold Call' and 'Probing'.

Circulate: While pupils work, the teacher (and other available adults) will circulate the room to monitor pupils' responses. During this time, adults can address mistakes (**dot mark** in pink pen the mistake for pupils to correct immediately) and find examples of errors that they can use as discussion points to develop learning or address misconceptions. Any corrections will be done by pupils with a purple pen.

Showcase: Pupils' work is displayed (via a scanned Image/visualiser/digital device or written onto the whiteboard) in order to support discussion about its merits or the errors it contains. Editing that follows a 'showcase' will be done with a purple pen.

NB: A positive classroom culture should be developed so that pupils feel safe and build resilience. Pupils should understand that mistakes happen when learning new things and that they are an extremely beneficial aspect of the learning journey.

Reflect: Pupils may use success criteria or a WAGOLL (what a good one looks like) to reflect on their own work or that of their peers. Any editing that comes from self- or peer-reflection will be done with a purple pen.

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 pens to dot or tick mark and where verbal feedback has been given, the teacher write VF on the work.

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 appendix 2)

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. The children can highlight the best examples of successes from the SC/WILF (instead of just ticking off next to the SC/WILF) and draw the attention of the teacher to the areas they felt stuck on or think they didn't achieve quite as well.

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 is helpful if the work they are looking at is placed on top of their partner's so there is no temptation for the partner to be distracted by their own work.
- 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 in purple pen.
- Response partners are encouraged to make positive comments. i.e 'Be helpful, not hurtful.'
- Children in upper Key Stage Two (and some children in lower Key Stage Two who are working at GDS) may be able to make positive summative written comments about their partner's work.

POST-LESSON FEED-FORWARD STRATEGIES

Marking in Books:

We do not expect teachers to acknowledge pupils' work with a daily 'tick' or 'stamp'. Instead, all reflections of pupils' work will feed into future lessons and support strategies. This is a learning culture that we believe has the greatest impact on pupil progress.

Feedback should provide clear, actionable steps for improvement. Teachers should use their understanding of individual pupils to use feedback motivationally. It will form part of a scaffold that develops pupils' metacognition and independence.

Feedback may be framed in the form of follow-on tasks that provide an opportunity for pupils to redraft or re-do a previous task; rehearse or repeat aspects of a task to build confidence or fluency; revisit a concept after re-teaching; retrieve and re-learn key facts; or use additional research to develop their work by applying a wider range of ideas.

Any positive teacher comments will be written in green pen. Any teacher comments for the children to act on will be written in pink pen. If a teacher **chooses** to add written comments, this will be done in joined handwriting and use the conventions of standard English. ***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.***

Teachers will provide answers for quizzes (e.g. retrieval), basic skills activities (e.g. arithmetic and reading starters) and short tests (e.g. spelling). Pupils will self-mark and self-correct these in purple pen.

In writing, teachers will mark each independent writing piece prior to a final editing session. These will be marked with a system that guides pupils to look for specific mistakes/errors in punctuation, spelling and sentence grammar; indicates specific sentences for rewriting; and highlights specific points for further development. This guidance will maintain the integrity of the writing in terms of its independence so that it can be used for the purpose of summative assessment (see appendix 1).

Work undertaken by supply teachers or HLTAs will be indicated in books next to the WAL.

Whole Class Feedback:

Whole-class feedback may be used as an effective tool to support pupils' independent editing of their work. This is based on an overview of recent work, with the teacher noting general strengths and weaknesses. These reflections will be discussed with the class – along with examples of work that will be used as models of excellence. Pupils will use this feedback to make immediate improvements.

In maths and writing, teachers will keep a record of 'feed-forward' summary points. The formative assessment strategies noted above will mean that teachers have a good understanding of pupils' individual needs, with specific aspects of learning being addressed within lessons. The role of the record is to ensure that teachers

reflect on pupils' work and it will act as a guide for whole-class feedback and link to support mechanisms for groups of pupils within the class (e.g. pre-teach, keep-up and catch-up interventions, maths meetings, etc).

The record will only note a few key points to be shared with the class. In comparison to book-by-book marking, it is expected that this will again reduce workload.

Whole Class Feedback will be indicated by a VF in children's books.

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:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

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.

Our marking and feedback

Start of learning

WAL: (We Are Learning)...(e.g. how...why...when...)		
What I'm Looking For (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.

Next to my work...

- ✓ WAL achieved!
- ✓ 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** Capital Letters and/or Full Stops needed
- SP** Check spelling
- VF** **Verbal Feedback** given (can include whole class feedback)
- Intervention** Indicates if a child missed a section of the lesson due to being out in a small group or individual intervention

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 WAGOLs

- 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...