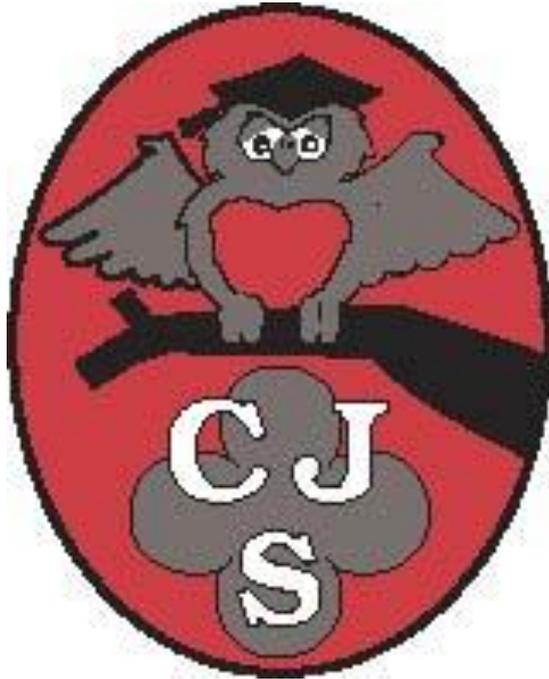


Crofton Junior School



Marking and Feedback Policy

November 2020

Crofton Junior School Policy Statement for Marking and Feedback

At Crofton Junior School we aim to ensure that pupils derive maximum benefit from their education and are entitled to regular feedback from staff to enable them to evaluate their progress.

We aim to apply methods used for marking work **consistently** throughout school to help pupils understand expectations year on year and differentiated according to the age and development of the pupil.

Marking and feedback should:

- ❖ Relate to learning intentions which have been shared with pupils;
- ❖ Be matched to pupil needs;
- ❖ Provide clear, differentiated feedback to pupils about strengths and ways to improve their work;
- ❖ Inform future planning and target setting;
- ❖ Celebrate, encourage and reward a pupil's effort and progress;
- ❖ Provide a record of progress of individual pupils;
- ❖ Involve all adults working in the classroom;
- ❖ Be manageable for teachers;
- ❖ Inform parents about the strengths of their child's work and the next steps forward in order to progress;
- ❖ In lessons provide instant feedback (Active marking should be used in the classroom providing instant feedback where relevant and appropriate).

At Crofton we aim to work towards:

- ❖ Pupils being involved in the self-assessment process with staff initially modelling the process with groups;
- ❖ Pupils self-correcting or using a peer to support task objectives;
- ❖ Pupils being able to verbalise the success criteria for meeting the learning intentions themselves and can identify success criteria.

Benefits of Marking for Assessment

- ❖ The learning objective is reinforced in the pupils' minds as they work;
- ❖ Pupils automatically review and re-evaluate their work;
- ❖ Marking is more focused and less time consuming;
- ❖ Teachers' marking is understood and can be acted upon by pupils and is an aid to assessment and planning.

How we mark/give feedback

In order for feedback to be effective it should focus on the learning intentions of the lesson. At the start of each lesson or where appropriate, the learning objective/intention will be shared with all pupils (WALT).

Pupils need to know the success criteria needed to meet the objective/learning intention. If appropriate and throughout any point of the lesson, pupils will return to the learning objective and success criteria in order to understand the progress they have made towards the objective.

Success criteria for marking and feedback

- ❖ Pupils should be able to read and understand marking comments;
- ❖ Pupils should be allowed time for marking comments to be read and for improvements to be made;
- ❖ Improvements will be written in a colour different to the original piece of work. This will be in green pen.

Marking Written Work

We actively promote verbal feedback, as we believe that feedback at the point of learning is the most effective and allows the pupils to make immediate progress as a result. When verbal marking has occurred, adults will place a 'VF' and one word note to prompt children.

Marking will be in blue pen. This applies to comments and ticks or crosses in Maths.

Highlighters used are:

- ❖ Green if for 'Growth' identifying next steps where relevant in order to move children on in their learning in English and written work across the curriculum.
- ❖ Yippee Yellow is for success in English and written work across the curriculum.
- ❖ Pink to identify accuracy spelling patterns which have been taught but only in written assessment pieces.

Marking of all work

- ❖ Follow agreed marking code (Appendix 2);
- ❖ Comments/prompts will be differentiated according to the child;
- ❖ Written remarks should relate to the learning objective ie 'Well done' relating to achievement or effort against the learning objective;
- ❖ All marking should include more positives than negatives
- ❖ Non-negotiables will be identified ie
 - Spelling corrections that the pupils should know and be using correctly;
 - Grammar which the pupil should know and be using;
 - Handwriting presentation.
- ❖ Pupils will be involved with self-marking, shared marking and paired marking whenever appropriate;
- ❖ The adult, who marks the work other than the teacher will initial it.

Covid-19 Addendum

In order to promote social distancing, a greater number of opportunities for children to self-mark under the guidance of the member of staff will be provided. During this time, misconceptions will be addressed through the process of instant feedback. This will take place at various points throughout the session with the member of staff adjusting the learning in response.

This process will also be applied in the circumstances of teachers needing to self-isolate and therefore deliver live online lessons to their class who are in school and when whole class bubbles need to self-isolate and access live online lessons from home. When the children are in school, the word 'online' will be added to the WALT so these lessons can be clearly identified. The teacher will not be expected to revisit and mark the work when they return to school. When children are self-

isolating, completed work will be returned to school for teachers to check after a period of 72 hours isolation. They will not add written comments.

Appendix 1

Questions to think about when responding to pupils' work:

Does Marking:

- ❖ Relate to the learning objectives?
- ❖ Help pupils to understand what is good about their work?
- ❖ Inform pupils how they might improve?
- ❖ Encourage?
- ❖ Praise where appropriate?
- ❖ Recognise and handle misconceptions?
- ❖ Challenge pupils thinking and learning?
- ❖ Recognise that oral contributions to the lesson are also valued?

Appendix 2

The following marking code will be used and displayed throughout school:

SP & Underline the Word	Spelling
Highlight Green	Grammatical error ie punctuation or does not make sense
//	Paragraph
^	Missing word
VF	Verbal feedback
A	On-track to achieve the learning objective
PA	On-track to partly achieve the learning objective
MW	More work required
Staff Initials	Indicate if children supported in their learning
I	Independent – this is only applicable for SEND

Signed: P. Birdsall Headteacher

Date: 11th November 2020