

## **Christchurch Junior School** **Feedback and Marking Guidelines**

The purpose of feedback to children is to help them to learn. It should tell children how they performed and how to improve. Research has shown that effective feedback can significantly increase children's learning. Feedback is only effective when it causes a cognitive rather than an emotional reaction – in other words, feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the children; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which children are owners of their own learning. Feedback should provide recognition of the desired learning goal, evidence about the current position (current work) and some understanding of a way to close the gap between the two.

### **Expectations**

In order to improve children need regular, constructive feedback, which gives very clear next steps for learning and offers praise and encouragement. This should be a mixture of in depth marking and verbal feedback. Children require immediate, effective feedback while the learning is still relevant and fresh in their minds. Feedback may be delivered by a teacher or teaching assistant. When working with a guided group, feedback should be instant and delivered during the lesson. In fact, oral interactive feedback on a one-to-one basis has been proven to be the most effective feedback for learners.

### **Responding to Marking**

Teachers must plan in regular opportunities for children to respond to their marking. This should provide children with time to think and respond. Teachers and teaching assistants should use this time to ensure that the children understand the feedback that they have been given, encourage and support children with their thinking and move learning forward.

## English marking at CJS

- All English written work must be marked while it is still fresh in the children's minds.
- SPaG work must be checked for accuracy but need not be deep marked.
- Work which has been marked as a class (e.g. reading for meaning tasks) can be simply signed off with a general comment or initials.
- **All** written English work must be marked according to the guidelines set out below.

### Target setting in English

English - Children's individual targets must be written in the front of their learning books. These should be generated from both:

- Teacher observations and comments in learning books and improvement tasks (sometimes known as "find and fix").
- Teachers' understanding of next steps in writing development.

Generally a target would be an aspect of writing which would need to be worked on and developed over a few weeks.

E.g. *Use **if**, **when** and **because** at the beginning and in the middle of sentences.*

An improvement task would be specific to the marked piece of work.

E.g. *Rewrite these two sentences as one using **if** or **when** to join them.*

### Standardised marking symbols

Comments can be written in any colour pen as long as they stand out and are clear and legible.

There must be a general comment related to the purpose of the writing before any specific feedback.

E.g. *Brilliant Fred! I've learnt so much about penguins from your report. Or, Wow! Very powerful writing, Ethel. I almost felt like I was in the labyrinth myself.* And remember to give house points.

To ensure consistency in the way we present English feedback to children, we need to use common symbols in our marking. In addition to deep marking comments within the body of the work, the following symbols should be used to summarise the child's learning. A poster summarising our marking symbols should be displayed in each classroom.

✓ Indicates achievements. These should be followed by positive comments, focused on what the child has done well, e.g. *You have used a variety of sentence starters....* 'Perfect Pink' highlighters should be used to evidence examples.

→ Indicates next steps in learning and/or improvement tasks. These should be followed by a specific comment about the next step, e.g. → *Go back and ... Find and fix... Rewrite this part as a 3 part sentence below to show his feelings.*

'Growing Green' highlighters should be used to evidence examples and point children to the parts you want them to correct / rewrite.

### **Corrections**

Children must be given time to complete corrections and this should be planned into the weekly timetable. Spelling corrections should not be confined to English lessons, but should be applied to all learning. English corrections must include:

- Spellings – up to three spelling corrections **per piece of work**, which should then be written three times in learning books and transferred to word book (where applicable.) The word should also be written above the initial error so that children see the word in its original context.
- Improvement tasks (see above)
- Request for the child to go and work with the teacher or TA on a certain aspect.

TA and teacher time should be planned in to work with these individual children.

Teachers need to ensure that corrections are done and checked, with further feedback given where appropriate.

### **Peer marking**

Peer marking is best carried out on shorter, sharper writing activities which have a particular focus. Work which is peer marked should still be read by the teacher and a general comment given together with any spelling corrections.

Peer marking should always have a focus and should not cover spellings.

Peer marking must not be carried out on the final outcome of a unit or a piece of work which is fundamental to the build-up of a unit.

### **Monitoring**

It is the responsibility of the subject leader supported by Year Leaders and senior leaders to monitor the marking and feedback of English within year groups and across the school. Year teams should regularly audit their feedback together to ensure consistency and feed back to the subject leader.

## **Feedback in maths at CJS**

All books should be marked within 48 hours of the learning to ensure that feedback is making an impact on progression.

### **Daily Marking (twice weekly)**

With the exception of your guided group, all children have their books marked remotely. If the child meets the L.O you highlight the learning objective in pink. If the child did not meet the L.O the teacher needs to make a short next steps comment next to an arrow (→).

### **Next Steps Marking (twice weekly)**

When a child fully meets the learning objective:

- Highlight the L.O or the title in pink.
- You can tick or dot questions but this is not essential.
- At the bottom of the page, next to a green highlighted square, give the children a comment or challenge question to respond to. The comment may take the form of questions to extend their thinking or put a particular concept into context.

E.g.

*Can you explain why/how...?*

*Was this the best strategy...?*

*What if...?*

*What would be a quicker way to...?*

*Can you find another ...?*

*When is it useful to...?*

*When would you need to know...?*

When a child partly or does not meet the learning objective:

- Do not highlight the L.O or title.
- Highlight in pink an area of their maths work that they did well in. For this you refer to the success criteria for that lesson. At the bottom of the page, next to a pink highlighted square, write what they did well at.
- Highlight in green an area of their maths work that they need to improve in. For this you refer to the success criteria for that lesson. At the bottom of the page, next to a green highlighted square, write what they need to improve and get them to do it underneath.
- Use the green highlighter to show exactly where the child needs to improve their work or make corrections in one example only. Try and find a common misconception for them to improve. Do not highlight the whole question or the question number.
- Improvement comments are to be specific. Avoid using *Check this; do this again; incorrect, try again; good try but this is not correct; remember to...*

Instead it might be:

- *put the bigger number first*
- *put the digits in the correct place value*
- *use the inverse to check your answer*
- *count up from the smaller number*

- *2 of these are incorrect. Which are they?*
- *You added 20 but you wanted to add 19. What do you need to do now?*
- *I make the answer to be 192. Check me.*
- *Explain to me what \_\_\_\_\_ means. Did you do/find/show this in question 3?*
- *Difference means to subtract the smaller number from the bigger number.*
- *Read along the x axis until you reach \_\_\_\_\_. Then read up the y axis.*

For some children you may need to draw a visual cue (e.g. empty number line, arrays, boxes, etc).

### **Guided work (once weekly)**

Write GW and the adult's initials next to the work and circle it. During guided work you should write any questions or comments in the child's book and have them respond immediately to it. There should be a clear 'next step' comment so that you know how to move the child on.

Children need to respond to marking before their next piece of learning – this is to ensure that teacher's feedback is having an impact on progression. Please allow time for children to respond and make sure that any improvements have been acknowledged by an adult.

## **Marking and feedback in Foundation subjects**

Feedback and marking in foundation subjects should be consistent with the principles and practices outlined in core subjects.

Marking should be constructive in tone and should relate to the objective for the task. Where a child has fully met the objective, highlight the objective in pink.

It is not necessary to deep mark written tasks in foundation subjects. The bulk of children's learning targets will come from the feedback they receive in English and Maths. However, a pink highlighter can be used to highlight particular strengths and a green highlighter to draw attention to areas for development.

Spelling errors should still be identified in cross curricular writing. The practice of identifying up to 3 errors in a piece of writing applies as in marking English learning.