

Christchurch Junior School **Feedback and Marking Guidelines**

The purpose of feedback to children is to help them to learn by telling them how they performed and how to improve. Research has shown that effective feedback prompts 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; it should be more work for the recipient than the donor; and it should 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.

Standardised marking symbols

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

There must a **general positive 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.

Pink highlighter indicates achievements. These should be followed by positive comments, focused on what the child has done well and how they have achieved this should also be commented: 'Your use of similes really helped me to visualise the scene in the story.' 'Your short sentences made me sit on the edge of my seat whilst reading this.'

Where the learning objective has been met, the learning objective will be highlighted in pink or the success criteria highlighted to show successes in longer pieces of writing.

Where **green forward comments** are made, children should respond in their **red editing pen showing a dialogue between child and teacher.**

Green feedback/ feed forward comments should be given at the professional discretion of the teacher. The aim to consolidate, build upon, practise a skill, edit or refine work.

→ 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.

Spelling marking

LKS2 – Sp and ● in the margin **and word underlined**. These should be linked to HFW list, current spelling learnings and statutory word lists. Children to find and use a dictionary to correct spelling in sentence.

UPKS2

Year 5 - Sp and ● in the margin shows the child there is a spelling error on that line. Children to find and use a dictionary to correct.

Year 6 – Just a ● in the margin. Children to find and use a dictionary to correct

Where spelling errors are commonly being made, children will need 1:1 discussions about ways to learn this spelling. (Use of spelling cues can help.)

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. It is helpful to provide children with a criteria list to find specifics in the learning piece.

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 with support from Year Leaders and senior leaders to monitor the marking and feedback of English within year groups and across the school. Year teams should audit their feedback termly to ensure consistency and feed back to the subject leader.

Proof reading, drafting, editing and publishing

English writing should be seen as a work in progress, with lots of opportunities for editing and redrafting and peer drafting. Within English books, children will use their red pens to edit. Work should be published on a termly basis and shared with parents.

Target setting in English

Individual targets can be set for specific groups of children who have a target above and beyond the others in the class. For example, pupil premium, focus group children or children with an APRT may have a learning target specific for their need. This may be recorded in their book (as a flap, a bookmark or signposted in their book dependent on teacher/ child discussion.)

Feedback in maths at CJS

All pupils work should be reviewed by teachers at the earliest opportunity so that it might impact on future learning. It is vital that misconceptions are uncovered and addressed.

Daily Marking

- Providing verbal feedback at the point of learning indicated with a V and assistance with an A.
- Highlighting in pink and green where considered appropriate, with next step comments or suggestions for improvements. Where next step comments or suggestions are given, time must be allocated to allow children to respond and edit their work (using a red pen).
- If the child meets the learning objective, you highlight the learning objective in pink. In MNP workbooks, objectives will be highlighted at the front of the book.
- If the child did not meet the L.O the teacher may need to make a short next steps comment next to an arrow (→) or indicate that more evidence is needed (MEN).
- Some marking, should occur during the lesson, to ensure that misconceptions are corrected.
- Pupils' learning should be marked with GD, if considered to be at greater depth.

Pupils self-checking their Maths work

Teachers may have answers to problems available for pupils to self-check. This means that, after four or five calculations, pupils can check their answers themselves. That way, if they have a misconception or misunderstand something they can alert the teacher immediately (use of Pit Stop). Pupils may sometimes check their answers at the end of the lesson.

Next Steps Marking (developing pupils understanding towards Mastery)

When a child fully meets the learning objective:

- Highlight the L.O or the title in pink.
- You can tick questions.
- When appropriate at the bottom of the page, next to a green arrow, 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.
- A next step is included to give the pupil an opportunity to practise, to challenge or to investigate.

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
- 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.
- 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).

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 an adult has acknowledged any improvements.

Guided Group

Write GG and the adult's initials next to the work and circle it. During a guided group you should write any questions or comments in the child's book and have them respond immediately to it.

Support for staff

Leaders will work to ensure that feedback to staff reflects the policy. If there are queries, we will have professional dialogue with them to understand why and to offer further support and guidance. Whilst this level of professional decision-making is our ultimate goal, we understand that these judgments are difficult and, often, it can take time to develop a common understanding of when to use a particular type of feedback most effectively. If staff are ever unsure, we encourage professional

dialogue with another member of staff who will be more than happy to offer advice and support.