



CASTLE ACADEMY

MARKING AND FEEDBACK

Policy and Procedure

Executive Head Teacher	Zoe McIntyre
Head of School	Dan Lugg
Operations Manager	Deborah Bell
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Rationale

Castle Academy is committed to providing relevant and timely feedback to pupils. This policy is concerned with embedding a consistent approach to marking and feedback throughout our curriculum, whilst also ensuring the involvement of pupils in extending their own learning.

Marking and feedback is the process whereby pupils are well informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or symbols/signals and could be from teacher to pupil, teaching assistant to pupil, pupil to teacher or pupil to pupil.

Aims

Our aims at Castle Academy are to:

- Show we value the pupil's work and motivate them to produce high quality work
- Communicate the high standards and expectations of presentation and neatness
- Raise pupil's self-esteem through praise for what they do well and encourage them to raise their aspirations
- Assess the pupil's understanding and identify any misconceptions
- Demonstrate what the pupil's strengths are and how they can improve their work in the future through timely and high quality feedback
- Create an ethos where mistakes are acceptable as long as learning allows pupils to remedy them
- Embed opportunities for pupils to learn how to assess their own work critically in order to create independence in learning and allow them to take responsibility for their own improvements
- Embed opportunities for pupils to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning
- Create an ongoing conversation between pupil and adult which will aid progression
- Create challenging but achievable targets for improvement
- Provide a basis for lesson planning
- Establish a consistent approach to marking against specific learning objective so that pupils understand how their work is marked

Principles

Marking and feedback should:

- Follow the school marking code consistently
- Be positive and motivating for our pupils
- Be at the pupil's level of comprehension
- Be given promptly and regularly
- Assess the pupil against the learning objective
- Have clear strategies for improvement and either be related to the learning or pupil's personal targets
- Promote self and peer assessment
- Give recognition to effort and achievement noting improvements made
- Give pupils time to respond to marking
- Be responded to in a timely manner
- Inform planning and next steps in learning
- Provide information to teachers regarding pupil progress

- Be given by the adult or peer working with the pupil

Marking and feedback must positively affect every pupil's progress and learning outcomes

The Marking and Feedback Process

Before a piece of work is undertaken, pupils need to be clear about what is going to be assessed when the work is marked. We set clear learning objectives and success criteria, which enable the adults and pupils to effectively assess the piece of work.

Teachers are engaged in ongoing assessments and will use AfL throughout the lessons to intervene whenever pupils need redirecting, as either individuals or as a group.

Learning outcomes

Effective learning takes place when learners understand what they are trying to achieve and why it is important. Staff should always consider the context and share either the context or purpose with pupils, applying it to real life situations where appropriate. It is important that pupils know the learning objective to the lesson as this gives a focus on enabling pupils to review their own progress and to see if they have achieved the objective. **The learning objective should be skills based rather than task based.** Teachers can choose to share the learning objective in different ways so it does not lose its significance.

Success Criteria

Developing a steps to success or steps in learning to achieve the learning objective will help provide the pupils with a framework against which to focus their efforts, evaluate their progress and discuss issues. The success criteria can be generated by the adult or with or by the pupils, developing ownership of it. It should only be used if it is going to add learning in the lesson. On occasions steps to success may be limited to a group or individual and may be different from the whole class.

Toolkits can also be created to focus the pupils on the aspects of learning they may need to use within a given task or piece of writing.

Questioning

At Castle Academy, we value the importance of questioning and our key purpose is to develop, broaden and extend learning and thinking skills. Key questions including prompting, promoting and probing are used. Wait or think time is essential to give pupils the opportunity to think and respond. Talk partners are used to help pupils rehearse or scaffold their answers and to be inclusive.

Teachers use a variety of ways to involve pupils during the lesson and do not solely rely on one method. Methods include lolly sticks for random selection, popcorning, waves and thumbs up.

Monitoring Learning

During the lesson teachers will use a range of ways to monitor learning. It should focus on what the pupils are learning and how they are working towards the learning objective. Misconceptions should be addressed and thinking challenged. Mini plenaries should be used during the lesson to refocus learning, address misconceptions, assess the knowledge and skills and set appropriate challenges. Plenaries should be used to consolidate and assess the learning that has taken place, introduce new concepts or next the lessons learning and/or provide opportunities for peer and self-assessment.

Positive and Motivating Feedback

At Castle Academy we understand the importance of positive praise for our pupils' continued progress and self esteem whilst at school. Teachers will ensure expectations are explained and understood by pupils at the beginning of each year so that they are clear as to when they should expect positive praise.

Pupils should expect:

- Positive comments when they have achieved well, both verbal and/or written
- Rewards e.g. stickers, certificates (linked to the Castle Academy Behaviour Policy)
- To fully understand what they have done well through their learning journeys at school

Feedback

The purpose of Assessment for Learning is to provide feedback in such a way that learning will improve as a result. Teaching staff will need to identify next steps in learning as well as responding to misconceptions and mistakes. Feedback will always be constructive and sensitive. It will comment on the work rather than the pupil, although there may be occasion when it is useful to reflect on the pupil's attitude during the lesson. **Feedback may be verbal or written.**

Verbal Feedback

This is the most immediate and interactive form of feedback and needs focus on being constructive and informative.

Direct contact with the pupil and discussion of the work is particularly appropriate to younger, less able or less confident pupils. Where verbal comments are given, a 'V' plus one word summing up what was the focus should be made in the book as a reminder to the pupil and the teacher. It can be used with individual or groups of pupils.

Written Marking

Each year group has a marking code displayed in the front of pupil's books. All school staff and supply staff will ensure that work is marked using this code. Teachers will ensure that teaching assistants and supply teachers use this code correctly. Higher level teaching assistants will initial work they have marked. Should a child be working below year group expectations, teachers may use a marking code from the previous key stage to ensure that feedback is accessible for every child. **Teachers will avoid using 'summarising comments' in their written marking.**

At Castle Academy, teachers use their professional judgement to intervene at different points of the learning process, and this includes the marking process. Teachers take the opportunity to 'hot mark' live in lessons so as to find gaps in learning as early as possible, whilst also mark retrospectively at the end of a lesson.

EYFS

In EYFS work is marked against the learning objectives set out in the EYFS curriculum and where the pupil is on this path of development. Staff will record if the objective was exceeded, achieved, partially achieved or not achieved and if any support was given. It will identify whether the job was supported by a teacher or teaching assistant or if it was independent. Where it is appropriate, a positive comment will be given followed by the next step in learning on both adult supported and child-initiated learning. Teachers, parents and pupils will be able to see the learning journey each pupil is making and it will show progression. Observations will also form part of this learning journey. Next steps in learning will be monitored by the class teacher to ensure each pupil achieves them in a timely manner. Symbols will be used in development marking to make it accessible and relevant to the pupils.

Key Stage 1 and 2

Work is marked against the learning objective set for the lesson in all subjects where appropriate. Staff will record if the objective was exceeded, achieved, partially achieved or not achieved and if any support was given. Where appropriate, developmental marking from the teacher will be written in **blue pen**. Comments will relate to how a pupil can develop in their learning further and may include further challenge. These comments will focus on the extent to which a pupil has met a learning objective and on pupil's individual targets.

Pupils will be given time to respond to developmental marking using a **pink pen** and in turn teachers will acknowledge and respond to the pupils efforts in **blue pen**. Class teachers will respond to developmental marking in a timely manner to ensure misconceptions are addressed and/or learning moves forward.

When pupils are asked to mark the work of their peers, they should use a **green pen**.

Standards

All staff will have high expectations regarding the standard of work produced in books.

Where appropriate, teachers may choose not to comment on a section of work but ask the pupil to redraft/improve it before any direct feedback is given. However, this should only be done on occasions when the pupil has the necessary skills to complete the work but needs encouragement in applying these further.

Monitoring and Evaluation

Throughout the year work in books will be scrutinised. One aspect of this scrutiny will be to look at the quality and impact of effective marking and feedback. This will be completed by middle and senior leaders and will enable staff to make judgements about the effectiveness of this policy and the expectations set out within it. Any concerns raised will be shared with the SLT, and actions will be set, monitored and reviewed.

This will be reported to governors in any teaching and learning report. The Local Advisory Board are committed to fulfilling their responsibilities.

Self and Peer Assessment

In order to engage the pupils in their own learning, pupils must have the opportunity to look critically at their own work and that of others. Subsequently they should be able to offer suggestions to correct or improve work in relation to learning objectives or success criteria. Suggestions may be verbal or in writing using the year groups chosen method (**see marking codes**).

Self-Assessment

EYFS

In EYFS, the pupil's voice about his or her own learning is recorded on a speech bubble and displayed on the work.

Key Stage 1 and 2

When self assessing their work, pupils use a **pink pen**. Pupils are given the opportunity at the end of each lesson to assess themselves against the learning objective set and record against this in the year groups chosen way (**see marking codes**). The teacher will guide them to think about how they have achieved against the learning objective. In Key Stage 1 this is indicated using a 'thumbs up' strategy, whilst in Key Stage 2 'smiley faces' are used by the pupils to indicate to what extent they feel they have achieved a learning objective. Teachers will set clear expectations at the beginning of each year as to what effective self assessment looks like, including maintaining high standards in presentation when using an alternative pen to write with.

Peer Assessment

EYFS

Pupils are given the opportunity to share what they have done and comment on others work verbally.

Key Stage 1 and 2

When peer assessing work, pupils use a **green pen**. Pupils are given opportunities to review and evaluate the work of their peers against the learning objective set and record this in the year groups chosen way (**see marking codes**). In Key Stage 1, teachers may wish to scribe verbal peer assessment given using a **green pen**. The teacher will guide pupils to think about how the extent to which their peers have achieved against the learning objective. The way in which pupils peer assess will be led by the teacher. Peer assessment could be pupils following the year group's marking codes to assess a piece of work, or it may be a written comment at the end of a pupil's work. Teachers will set clear expectations at the beginning of each year as to what effective peer assessment looks like, including maintaining high standards in presentation when writing in the books of peers.

Teachers plan opportunities for pupils to peer assess written work at least once a fortnight in English, Maths and foundation subjects (seen in Topic books).

Marking and Feedback in the Foundation Subjects

In order to support assessment within the foundation subjects, teachers use Blooms Taxonomy to assess pupil's critical thinking of concepts taught and covered across the curriculum.

- Every 2-3 lessons in each foundation subject, teachers use Blooms Taxonomy questioning techniques (**see appendix 1**) to ask questions that elicit a detailed, rounded written response from pupils that demonstrates the extent to which pupils have understood learning.
- Teachers assess these responses from children. Teachers will acknowledge the response by initialling next to it and will make further comments as appropriate, including asking further questions to clarify pupil's understanding
- In the interim 2-3 lessons where teachers are not using Blooms Taxonomy to support assessment, teachers will use marking codes to record if the objective was exceeded, achieved, partially achieved or not achieved and if any support was given. Teachers will focus their marking on Tier 3 (subject specific) vocabulary, ensuring that it is used correctly, particularly related to spelling and grammar. They will also check correct use of transferable Maths skills, for example those skills related to Statistics.

Appendix 1

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?		How _____? Describe _____. What is _____?	
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
3 Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
4 Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate determine deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.		How does _____ compare/contrast with _____? What evidence can you present for _____?	
5 Synthesis Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
6 Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	