

ASTON HALL JUNIOR AND INFANT SCHOOL

MARKING AND FEEDBACK POLICY



Marking and Feedback are essential elements of teaching and learning, playing a key role in planning sessions that are pitched at an appropriate level, assessing children's learning and challenging children through use of verbal and written feedback. All marking should be **meaningful, manageable and motivating** (Department for Education (DfE), 2016)

The class teacher will ensure that all children will receive quality feedback in both literacy and numeracy to meet the individual learner's needs. All children's learning should be acknowledged by the teacher regularly (either verbally or written) and all children will receive focused feedback over the course of the week. This will be down to the professional judgement of the class teacher, who will decide the level of feedback that is most valuable and relevant for individuals.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard. Only then will relevant and meaningful feedback be given to the child.

Across ALL key stages, and core subjects, children will receive respond feedback that follows the CAPE marking system. Children will respond to either a C, A, P or E, written in books, which links to the following -

CAPE in maths marking

C - Challenge - This could be mastery or problem solving challenge, appropriate to the child's working level. This would include learning which has been not been explicitly taught during the lesson.

A - Apply - Children apply their learning (method taught within the lesson) to problem solving, such as - missing number problem, SATS question example.

P - Practice - Children demonstrate and practice the skills taught within the lesson, independently.

E - Edit - Children will go back through their learning and correct any errors, with or without support.

CAPE in literacy marking

C - Challenge - This could be a statement from the writing KPIs, appropriate to the child's working level. This would include learning which has been not been explicitly taught during the lesson. For example; A lesson teaching adverbs with a challenge © moving on to fronted adverbials.

A - Apply - Applying learning from within the lesson to a SATS style question.

P - Practice - Children demonstrate and practice the skills taught within the lesson, independently.

E - E - Edit - Children will go back through their learning and correct any errors, with or without support.

MARKING AND FEEDBACK SHOULD:

- Relate to the learning intention
- Give recognition and praise for achievement and clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking where appropriate
- Respond to individual learning needs
- Inform future planning
- Use consistent codes within Key Stages
- Ultimately be seen by children as a positive approach to improving their learning.
- Involve children with self-assessment
- Help pupils know and recognise the standards they are aiming for
- Raise standards of learning
- Show a visual sign of improvement to children's learning over time

Marking and Feedback in FS2

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise will be given regularly to those who are in a focus group with the T and TA.
- Photographs to display practical learning in literacy/numeracy will be displayed in children's learning books. Photographs to display learning in all other areas of learning will be filed in their photograph file on TSA.
- T and TA will regularly annotate children's responses to learning experiences (short and long observations)
- As staff observe children for long and short observations, T and TAs, where appropriate, will provide feedback to scaffold their learning through play.
- Where appropriate (e.g. time of year, gifted and talented children), opportunities will be given to reflect on their learning or act on feedback.
- Where appropriate, phase 2 – 4 (letters and sounds) will not be corrected in children's work, instead the symbol 'sp' will be indicated and children will then independently correct using the spelling display and support resources within each classroom.
- Live marking used where possible- Teachers to use the 'D' symbol to show where intervention has been used to move learning forward throughout the lesson.
- Teachers and TAs always mark in blue

Marking and Feedback in KS1

In KS1 marking and feedback strategies include:

- Date
- OLI - not just a title (specific and skill based)
- Differentiated success criteria (either by completely different OSCAs or Must, Should, Could) will be used where appropriate to support children's learning. This is to be used where appropriate, at the discretion of the class teacher.
- Success Criteria may take various forms e.g. teacher generated templates in books, child generated or shared as a slide on the interactive whiteboard.
- Verbal Praise will be given regularly where appropriate and always to those who are in a focus group. Class Dojo/Team points/class reward system used for praise throughout learning.
- The teacher or TA will mark, using CAPE, where necessary to move learning forward throughout the course of the week (often verbal)
- Stamps to highlight next steps for basic skills
- Photographs to display practical learning
- Opportunities wherever possible for children to be given regular time to reflect on their learning or act on feedback.
- Live marking used where possible- Teachers to use the 'D' symbol to show where intervention has been used to move learning forward throughout the lesson. This will then ensure it is clear what has been discussed during verbal feedback and progress will be clear. In Year 2, where appropriate, children will then respond during the lesson to show live feedback.
- Self and peer assessment should take place as appropriate to age of children
- Year group common exception words will not be corrected in children's work, instead the symbol 'sp' will be indicated and children will then independently correct using the spelling display and support resources within each classroom.
- Teachers and TAs always mark in blue
- Children always respond in green

Marking and Feedback in KS2

In KS2 marking and feedback strategies include:

- Date
- OLI - not just a title (specific and skill based)
- Differentiated success criteria (either by completely different OSCAs or Must, Should, Could) will be used where appropriate to support children's learning. This is to be used where appropriate, at the discretion of the class teacher.
- Success Criteria may take various forms e.g. teacher generated templates in books, child generated or shared as a slide on the interactive whiteboard.
- Teacher marking, using CAPE, will take place when appropriate to move learning forward.
- Children will be given feedback time to respond to comments in green pen. Sometimes children may not need to directly respond, but are given opportunities to act on feedback in subsequent pieces.
- Written feedback may be given by other adults, using CAPE, in the classroom.

- Additional challenge will be provided by the teacher as appropriate
- If children have had verbal feedback then 'D' should be used to indicate that the learning has been discussed.
- Self and peer assessment should take place as appropriate to age of children
- Year group common exception words will not be corrected in children's work, instead the symbol 'sp' will be indicated and children will then independently correct using the spelling display and support resources within each classroom.
- Teachers and TAs always mark in blue
- Children always respond in green

Monitoring and Evaluating this Policy

- This policy will be monitored through further consultation of staff and through the planned reviews.
- Children's workbooks will be monitored by SLT with written or verbal feedback given to individual members of staff.
- Where appropriate, subject leaders in literacy and numeracy will highlight good practice and areas for development for staff

Date: August 2020 **Review date:** August 2021

At Aston Hall, we wear a CAPE to mark our books...

Challenge – I'm ready for the next step

Apply – I can independently show you that I understand my learning

Practice – I need some more practice

Edit – I am making changes to my learning

