Marking and Feedback @ Copperfield Academy

This Guidance complements the Teaching and Learning approach at Copperfield Academy. It is a vital component in maximizing the full learning potential of all our children.

Key Principles:

• Wherever possible, children should be involved in feedback and marking practices encouraging a dialogue for learning between children and adults

• All adults working with children should give feedback on their learning

• The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school in line with the Copperfield Way.

• Feedback may be written and/or oral

• It may be immediate or reflective (i.e. working with the child or marked away from the child)

• Children will be given opportunities to respond to marking and feedback as soon as possible after it has been given. (This is done daily during the first part of the morning for all pupils).

• Feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge

• Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's levels

• It should also take into account children's targets and their progress towards these.

• Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning

• There should be a consistent approach to feedback and marking across the school

• Feedback and marking should be manageable for teachers.

Feedback and Marking in the AfL Cycle:

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

• Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities etc)

• Skillful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback

• When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson

• Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix B) • Feedback and marking given will inform planning.

Learning objective stickers:

These stickers will be prepared prior to the lesson and pupils will stick them in (where appropriate) during response to marking time during the first part of their morning. Sticker templates can be found on the shared drive under curriculum- these differ slightly per key stage.

Teachers and pupils will refer back to this sticker regularly throughout the lesson.

e.g of a Maths LO sticker (N.B the subject initial is recorded in the top right hand corner and the prompts at the bottom are related to basic Math skills)

To be able to		M
Success Criteria: What do I need to do to meet the LO?		
☐ 1. I can		
☐ 2. I can		
☐ 3. I can		
How did you find the work? ☺ 😐 ☹		

Taught by HLTA	Gd grp	I	S	VF

One digit per square

2	4	+	2	3	=	4	7

	3	4
	4	2
+		
	7	6

Line up all your hundreds tens or ones in the same column.

Wednesday 16th January, 2019

To be able to identify the features of an informal letter

Success Criteria: What do I need to do to meet the LO?
- ☐ 1. I can recall features of a letter
- ☐ 2. I can explain why each feature is needed
- ☐ 3. I can find examples of a feature

How did you find the work? ☺ 😐 ☹

Taught by HLTA	Gd grp	I	S	VF

Feature	Check	Edit
Your address (on right hand side)	✓	Edited
Chatty friendly style	✓	Edited
Date under address	✓	Edited
Ask questions	✓	Edited
End with a friendly statement	✓	Edited
Paragraphs	✓	Edited
Emotive Language	✓	
Ambitious Vocabulary	✓	Edited
Describe feelings in detail		
Describe events in detail		
Changes between tense accurately		

To be able to	plan an informal letter	
Success Criteria: What do I need to do to meet the LO?		
☐ 1. I can take on a role of a character		
☐ 2. I can explain how I am feeling		
☐ 3. I can describe an event		
How did you find the work? ☺ 😐 ☹		

Taught by HLTA	Gd grp	I	S	VF

full stops
I went to the park.

capital letters
My name is Ben.

cursive writing
a b

The LO and success criteria should be highlighted to show if it has been "met" also the boxes below should be highlighted to share information about the context. E.g I- showing independent work.

Marking Strategies

All feedback will be linked to the LO and success criteria in addition to this some feedback will be associated with basic skills in English and Maths.

• **Verbal feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms; annotated notes on plans or the use of VF in books

• **Live marking –** this can take the form of oral or written feedback and is given during learning time in the presence of the child and can be recorded in different ways (see above)

• **Distance marking –** this takes place away from the children and gives opportunity for further analysis and reflection on children' progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

• **Self –assessment and evaluation –** pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work)

• **Peer assessment and evaluation –** pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement

Prompts:

• Reminder/prompt – the simplest form of prompt and refers back to the learning objective/success criteria

• Scaffold prompt – provides further support. This may take the form of a question or a short cloze procedure

• Example prompt – this is the most detailed support and gives children examples from which to choose

Feedback Examples for English:

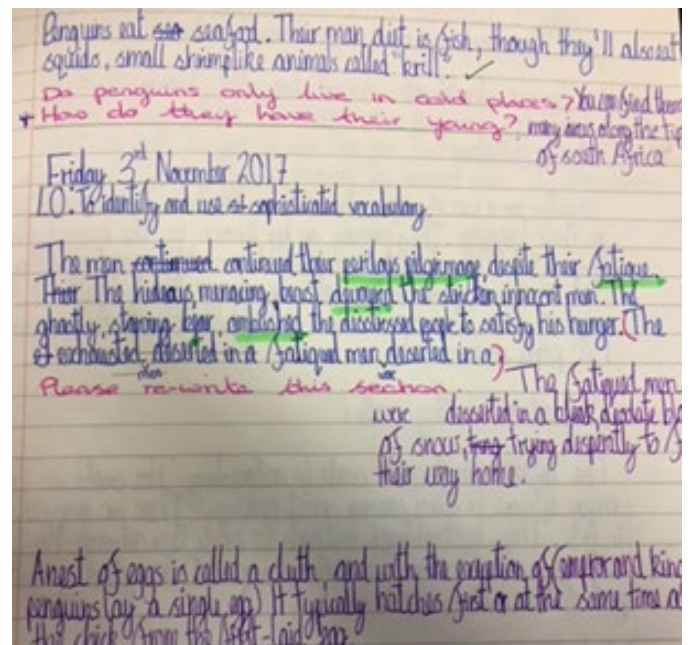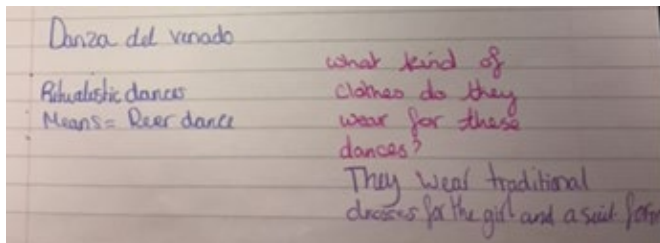| Learning Objective	Extract from child's writing	Reminder/prompt	Scaffolded prompt	Example prompt
To be able to give reasons for things you say	*It was dismal.*	Say why you taught this.	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: - It was dismal because I was bored all the time - I found it dismal having only my Grandad to talk to
To be able to introduce a character in a story opening	*James went to school.*	Can you describe James?	What type of boy is James? Good, bad, kind, shy, excitable, loud or naughty? James was a …	Describe James' character. Perhaps: - James was a kind, likeable boy with a great sense of humour. For instance… - James was often excitable and noisy but would be quiet and serious when he was working.

Feedback Examples for Maths:

YR	Learning Objective	Extract from child's work	Reminder/prompt	Scaffolded prompt	Example prompt
R	To be able to recognise numbers from 0-10	6,7,8,1,2,4,5	What numbers are missing?	Can your order these numbers in a different way.	
Y3	To be able to find a small difference by counting from the smaller to the larger number e.g. 102-97	*103, 104, 105, 106, 107*	Did you count from the smaller to the larger number?	5 answers are wrong. Find them and see If you can work out why	Use and empty number line to count from 95 to 101

Children's Response

 Children will be given opportunity to respond to the teacher's comments on a daily basis. This is a task that will be built into all year group timetables-children will be in the routine of reading the teacher's comments, responding and sticking the current days LO marking stickers in, in preparation for the day. Responses will be in purple polishing pens and should be acknowledged by the teacher using their initials. Please see below e.gs of responses to marking.

Marking Code:

Each teacher should follow the marking code (this can be found in the front of each book).

Marking our Learning

Sp	*You have made a spelling mistake.*
p.	*You have made a punctuation mistake.*
g.	*You have made a grammar mistake.*
//	*You need to start a new line.*
∧	*You have missed out a word.*
?	*This doesn't make sense. Please check.*
h/w	*Please take greater care with your handwriting and presentation.*
VF	*Verbal feedback – my teacher has talked to me about the 'next steps' I can take to complete the success criteria I haven't achieved.*
w/c	*Word Choice. Choose a more effective word.*

Book Non-Negotiables

- All books should be labeled with the child's name and class- labels are provided by the school office.

- All books should have a clear plastic cover on to protect it this should be kept clean.

- The date is written on the top line on the right hand side and underlined with a ruler (all underlining is done with a ruler).

- The learning objective sticker is to be stuck in the top left corner of the books next to the margin and under the date.

- If there is a title to the piece of work it goes in the middle and is underlined.

- Children should write from the margin to the edge of the page.

- All drawings and diagrams are drawn with a pencil.

- Pictures should be coloured in coloured pencils or crayons. Felt tip pens should not be used in books.

- Purple pens are used for self and peer-assessment.

- One single line is used to cross out mistakes in writing; this is to be done with a ruler.

- Tipex and correction pens are not to be used by children.

- Poor presentation is challenged through verbal and written feedback.

- Teachers must remind pupils of presentation expectations when independent work starts.

- When squared paper is used for Numeracy one digit is written in each box.

- A margin is drawn on the left hand side and question numbers are written in this (KS1 can fold page to represent margin if appropriate).