



CEJA Feedback and Marking Policy

INTRODUCTION

1.1 School Values and Aims

Chapel End Junior Academy (CEJA) serves a richly diverse community. Therefore, we believe that our children learn by talking, listening and doing. Our aim is to provide a rich, structured and caring environment which offers a varied and balanced curriculum, often based on first-hand opportunities to learn. Our pupils are encouraged to acquire skills and attitudes that will enable them to realise their full social and educational potential and become confident, independent, valuable and caring members of society.

1.2 Aims of the policy

At CEJA, we believe marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions and success criteria. This will enable children to become reflective learners and help them to close the gap between current and expected performance.

1.3 The purpose of feedback and marking

We offer feedback and mark children's work to:

- **Celebrate Effort and Build Confidence:** Show children their work is valued, raise self-esteem, and inspire pride through praise and encouragement.
- **Clarify Progress and Next Steps:** Help children understand how far they've come, how well they've met learning intentions and goals, and what they need to do next.
- **Encourage Reflection and Ownership:** Promote self- and peer-assessment so children can identify their own strengths and areas for improvement.
- **Support Understanding and Identify Gaps:** Gauge children's understanding, uncover misconceptions, and share clear learning expectations.
- **Inform Teaching and Track Progress:** Provide evidence for both formative and summative assessment, guiding future planning and individual progress tracking.

2. Learning Intention and Steps to Success

A learning intention and *steps to success* or success criteria are used in every lesson to make it clear what the learning goal is in a particular lesson, and/or to give the children the steps to achieve a particular learning intention. The learning intention and *steps to success* or success criteria are displayed during lessons and are used by children to self or peer assess at the end the lesson, and they are used by teachers to assess children's work.

Those children with SEND may need a different learning intention, *steps to success* or success criteria, depending on their learning in class. Teachers must ensure that all children understand the vocabulary used in the Steps to Success by pre-teaching vocabulary, using widget.

Children must write the date and the learning intention for every lesson recorded in books. *Steps to success* can be stuck into children's books when appropriate, e.g. for hot task in writing.

3. Feedback and Adaptive Teaching

At CEJA, we understand the link between good feedback and adaptive teaching. We are committed to ensuring that we adapt our lessons and teaching so that all children can make good progress. What teachers do after assessing for learning is crucial and it will result in teachers adapting and adjusting their lessons; providing scaffolds or challenges; or changing groupings within classrooms. These strategies are examples of adaptive teaching.

4. Types of feedback

In books, teachers should use **blue pen** when responding to children's work or use **green** or **orange** highlighters.

Green highlighters show where children have met the learning intention and **orange** highlighters show where children need to improve, correct, edit or extend their work.

Pupils should respond to teacher feedback and make improvements or corrections using **green pen**.

Strategies	What this might look like
<p>Live Feedback</p> <p>(includes 'live marking')</p> <p><i>The next step is given 'in the moment'</i></p>	<p>While children work, the teacher circulates to give feedback 'in the moment' by:</p> <ul style="list-style-type: none"> • Asking questions • Giving hints • Modelling or scaffolding the next steps <p>Children make corrections or improvements immediately using green pen.</p> <p>Live feedback involves:</p> <ul style="list-style-type: none"> • Gathering responses from verbal answers or mini whiteboards (AfL) • Responding to individuals, small groups, or the whole class • Providing support, challenge, or changing the task as needed <p>Live marking means:</p> <ul style="list-style-type: none"> • Marking is done during the lesson, not after • Children are given time to act on feedback immediately • Children are motivated by knowing what they are doing right

	<p>Both teachers and teaching assistants can provide live feedback or live marking.</p>
<p>Summary feedback</p> <p><i>Mini plenaries</i></p>	<p>Mini plenaries are used during the lesson to:</p> <ul style="list-style-type: none"> • Review learning and provide feedback in real time • Allow time for children to edit mistakes and make improvements <p>The teacher:</p> <ul style="list-style-type: none"> • Pauses the class periodically • Reviews the <i>steps to success</i> or success criteria • Models or “thinks aloud” their thought process • Directs children to check their own work <p>Pupils may:</p> <ul style="list-style-type: none"> • Review their own work or a partner’s • Use green pen to mark or edit their work
<p>Verbal feedback</p>	<p>Verbal feedback can be:</p> <p>Pre-planned and structured, such as:</p> <ul style="list-style-type: none"> • Whole class feedback (e.g. addressing common misconceptions) • One-to-one discussions (e.g. conferencing) <p>Instantaneous and spontaneous, such as:</p> <ul style="list-style-type: none"> • Quick prompts (e.g. “You need to add more detail to that answer”) <p>Verbal feedback can be accompanied by written feedback using blue pen in pupil books.</p> <p>Children make corrections or improvements immediately using green pen.</p> <p>Avoid generic comments like: “Well done!” Use specific praise instead, such as: “Well done! You are beginning to use capital letters correctly.”</p>
<p>Written feedback/distance feedback</p>	<p>This happens after the lesson, allowing teachers to assess understanding. It includes:</p> <ul style="list-style-type: none"> • Light-touch marking (e.g. ticks, dots, highlights). • Deeper marking for detailed guidance when needed. <p>Teachers are not expected to mark every piece of work deeply.</p> <p>Teachers:</p> <ul style="list-style-type: none"> • Review books to identify misconceptions and skill gaps • Use green/orange highlighters or blue pen ticks or dots to show where children have/have not met the learning intention • Make notes for whole class or group feedback in the next lesson

	<ul style="list-style-type: none"> • May adjust planning for the next day based on the children's outcomes <p>The next lesson begins with:</p> <ul style="list-style-type: none"> • Sharing good examples • Addressing common errors and misconceptions • Time for children to respond to feedback <p>Deeper written comments are used when in-lesson feedback wasn't possible or if assessing an end of unit piece of work.</p> <p>Children should respond to written feedback as soon as possible (e.g. during soft start or lesson start).</p>
<p>Self and peer assessment</p>	<p>This encourages children to take ownership of their learning.</p> <p>Teachers:</p> <ul style="list-style-type: none"> • Share learning intentions and success criteria • Involve children in co-creating success criteria when appropriate • Plan for a mix of feedback types, including peer/self-assessment <p>Children:</p> <ul style="list-style-type: none"> • Correct minor errors before teacher marking • Children can self/peer-mark (e.g. using answers in Maths) for immediate feedback • Use sentence stems to write self/peer feedback statements

4. Subjects:

4.1 English

Prior to the teacher marking any written work, it is important that children have been given the opportunity to 'find and fix' their own errors (spelling and punctuation) and to edit and re-draft their own work. The process of proof-reading and editing writing will need to be carefully modelled to children first.

- All work in books must be dated (long date) with a learning intention.
- Children should edit their work in green pen and teachers should mark in blue pen.
- Teachers should green highlight where children have met the success criteria in their writing.
- Teachers should use the following codes to feedback on a piece of writing:
 - SP – check spelling
 - P – check punctuation
 - // - new paragraph needed
 - Λ - a word is missing
- For more extended pieces of writing, the teacher may section off smaller chunks and focus their developmental comments on this section. Orange highlighter can be used to draw a box around the area of writing that the teacher wants the child to focus on and a developmental comment related to the success criteria for the lesson should be provided.
- Children should be provided with opportunities to respond to written feedback as soon as possible.
- Reading lessons should be written in books once a week and self-marked by the children or marked by teachers as necessary.

4.2 Maths

- ✓ - indicates correct answer
- - indicates an error and that the child needs to go back and check
 - All work in White Rose work booklets and the Maths exercise book must be dated with the short date.
 - Teacher comments will be evident in the White Rose work booklets.
 - The Maths exercise book can be self-marked or marked by the teacher as appropriate.
 - Where misconceptions are evident, teachers may need to provide comments which provide a model or scaffold to support the child to arrive at the correct answer.
 - Children should be provided with opportunities to respond to written feedback as soon as possible.
 - Short verbal or written feedback comments could be provided to extend children further- for example: '**Prove it**', '**Explain how you know**', '**Draw it**', '**Show it in another way**'. These short extension comments could be provided during live feedback or as part of distance marking.

4.3 Topic

History, Geography, Science, RE, PSHE, ART, D&T, Computing, PE, Spanish* and Music

Teachers must look at and acknowledge each lesson that is recorded in books by highlighting, ticking or giving scaffolds. Misconceptions must be addressed in all subjects in any of the ways listed in part 3. Self-assessment can be used to mark work that has clear answers (e.g. Spanish).

4.4 Computing

Recording evidence for Computing

Use Senso to take a screenshot of the child's screen in the computing lesson and write a summary of the lesson underneath. The screenshot must contain a lesson summary to ensure the learning has context.

Teacher should make use of the question tool as plenaries throughout the lesson (see appendix 1.6)

4.5 Music

Recording evidence for Music

All photos and videos from the music lessons need to be recorded using the music iPad and uploaded on to the system as evidence of the children's work.

When uploading photos or videos of the lesson, please ensure there are written annotations to give the uploaded evidence the appropriate context (see appendix 1.7)

The iPad will be kept in the AHT room in the top drawer of the chest behind the door. Please leave the charging cable in the AHT room as the iPad will be kept charged in the AHT room when not in use (iPad password: 687668)

4.6 PSHE

Recording evidence for PSHE

Keep samples of work from each lesson. These can be emailed or kept and handed to the PSHE coordinator, who will collate a floor book of evidence. If the lesson is completely discussion based, pupil voice must be captured and provided in the same way as work samples.

5. Structuring lessons to maximise the effectiveness of feedback

Teachers should be resourceful and flexible with the structure of lessons to 'carve out' opportunities for feedback to take place and be responded to. Examples of how feedback can be built into the day include:

- A 'soft' start to the school day e.g groups/individuals/whole class respond to feedback at the beginning of the day, before a lesson officially begins or maybe during assembly.
- Time is planned into the start of a lesson for feedback to be given or responded to e.g. misconceptions from the previous lesson are addressed or examples of good work from the previous lesson are shared.
- Lesson begins with the whole class giving feedback on a model piece of writing displayed on the interactive whiteboard.
- Use of whiteboards throughout the lesson so children can share answers, and teacher can give immediate feedback.
- Mid-lesson plenaries
- Time is built into lessons for self-assessment - for example, self-marking in Maths, checking writing against success criteria.
- Lessons designated for proof-reading and editing writing on a regular basis.

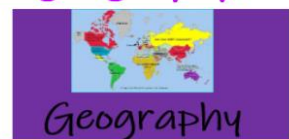
6. Summary of CEJA feedback and marking requirements

- At the end of the day, teachers should review the learning to effectively plan future lessons.
- Teachers review children's books to ensure that they address any misconceptions as quickly as possible.
- It should be evident that children receive feedback regularly in their books through children's correction or editing of work and/or teacher marking or highlighting.
- Feedback must be given as close to the lesson taught as possible and preferably 'in the moment' as part of live feedback and marking.
- When looking at books, teachers and leaders must ask the question: *"Do errors and misconceptions persist?"*
- Teachers at CEJA have high expectations of children's work and poor handwriting and presentation must be addressed promptly.
- If a child is absent, this needs to be recorded in the child's books. 13.12.23- Absent- Ill. 14.12.23- Absent- Sporting trip.

Appendices

1.1- Steps to Success example

LI: To understand elements of physical geography.



P/S

Step 4

Step 3

I can include key information from the video.























Step 2

I can explain what happens when a volcano erupts.

Step 1

I can explain what a volcano is.

1.2 – Supported Steps to Success

Thursday 20th April 2023 L.I: To act out a story		 was I  successful  ?
Step 4	 I can  say  what  I  did well	
Step 3	 I can  act  out  a  scene	
Step 2	 I can  work  with  a  partner	
Step 1	 I can  listen  to a  story	

1.6 Using computing question tool as plenary

Groups Question x

i Ask one or many users a quick question with their response returned.

Question

Answer Option 1

Answer Option 2

Answer Option 3

Answer Option 4

Save as shortcut

? Need help? Run Close

1.7 Example of Music evidence

In today's music lesson we were introduced to the term motif.

A motif is a repeated pattern and we were able to identify these in our vocal warm up focusing on the Romans and in Beethoven's Fifth Symphony. In addition to this, we were learnt to play a motif on tuned instruments as well as use the online keyboard and xylophone.

