



Chapelford Village Primary School

ACADEMIC GUIDANCE AND

FEEDBACK POLICY

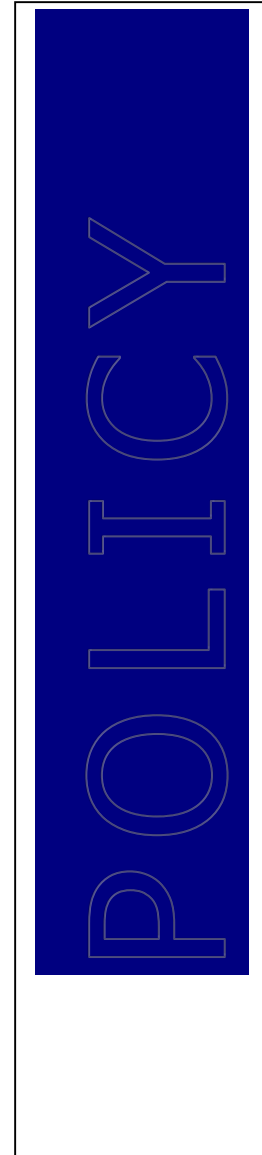
Learn
Achieve
Respect

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DOCUMENT STATUS

Version	Date	Action
1	October 2012	Updated policy
2	September 2013	Updated Policy
3	July 2015	Policy Review
4	April 2017	Updated Policy
5	February 2019	Updated Policy





Responding to Children's Work

Tickled Pink - Green for Growth - Purple Progress

February 2019 - This policy has been revised after school's evaluation, which includes monitoring, teacher feedback and a review of 'A marked improvement?' (April 2016 Education Endowment Foundation)

Introduction

The aim of this guidance is to ensure that all children have their work responded to in a way that improves their learning and achievement whilst developing their self-confidence. It ensures consistency in marking throughout the school.

Marking at our school is:

- ✓ meaningful
- ✓ motivating
- ✓ manageable

This document reflects the views and experience of teaching and support staff across the school. Responding to children's work is the responsibility of all teaching and support staff.

Purpose of Responding to Children's Work

- ✓ to give recognition of a child's achievements and progress
- ✓ inform and stimulate further learning
- ✓ to assist pupils in their next steps
- ✓ to enable teachers to plan the next stage of teaching and learning
- ✓ to enable staff to make judgements about pupil attainment
- ✓ to provide information for other staff involved in monitoring children's work
- ✓

Feedback may be given in a variety of ways at the appropriate level for the child's learning and understanding:

- written on or next to the work
- verbally
- shared in a plenary or between talking partners or children in groups

Principles and Ethos

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. Responses are more useful if

they are given as soon as possible. They can be written or oral; and should be regular and frequent. All work should be marked once the children have had the opportunity to proof read and edit their learning. In English, children must be provided with quality time for editing and improving their work.

Learning Goal and Success Criteria

Learning goal and / or success criteria are clear and link to the national curriculum. They are shared with the children at the beginning of the lesson and/or at the point of direct teaching. Children should reflect upon their own learning at the end of the lesson.

EYFS/KS1:

English: The learning goal will be at the top of the sticker with the visual success criteria below which may progress to written success criteria when appropriate. The learning goal and success criteria will be appropriately differentiated.

Maths: The label will have a title of 'Learning goal' and will be layered bronze, silver, gold and platinum. The learning goal sticker may be used for more than one day if appropriate to ensure that the objective is embedded.

Science and Foundation subjects: the learning goal will be in the floor book or pupil book (year 2). This does not need success criteria.

KS2:

English: The learning goal will be at the top of the sticker with written success criteria below. Where appropriate, visual success criteria may still be used. The learning goal and success criteria will be appropriately differentiated.

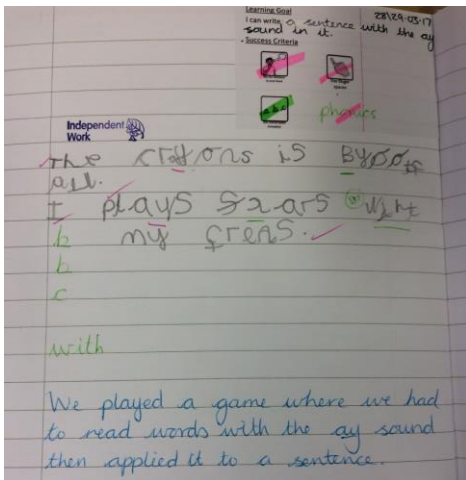
Maths: The label will have a title of 'Learning goal' and will be layered bronze, silver, gold and platinum. The learning goal sticker may be used for more than one day if appropriate to ensure that the objective is embedded.

Science and Foundation subjects: the learning goal will be in children's books. This does not need success criteria unless the teacher feels this is appropriate.

The date will either be on the label or written by the children. This must be the long date in English and the short date in Maths.

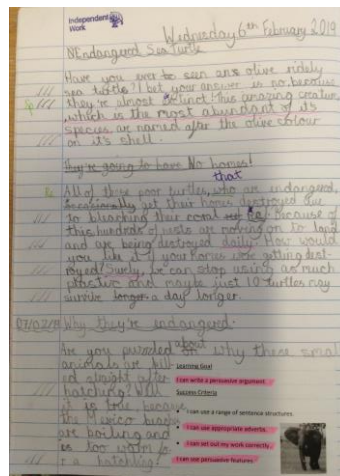
Academic Guidance

- Address all aspects of the Learning Goal and Success Criteria.
- Ensure that the date is correct (spelling days of the week is a Year 1 expectation).
- Address spelling in all subjects.
- Highlight strengths and areas for development against the Learning Goals.
- Build self and peer assessment against the learning goals and success criteria when appropriate.



Use a

Tickled Pink
pink



highlighter to

underline or highlight key strengths against the success criteria. Highlight the Success Criteria to show what the child has achieved in that lesson. If highlighting makes clear what has been achieved, additional comments are not required.

Comments

Any written comments should link to the achievement of the Success Criteria. They should be concise and explicit. For example **well-chosen adjectives and prepositions**; not 'lovely description'. Don't write lengthy comments such as 'This is fabulous work. I really liked it when you said the creepy, old woman. Well done John. I am proud of you.'

Green for Growth

Use a green pen or highlighter to show where success criteria could have been applied or improved. Additionally, a green highlighter should be used where basic skills have been missed or where misconceptions are evident. This should be addressed in MAD time or during the next lesson.

Comments

When given, written comments should be constructive and specific; they give a job for the child to do. For example, write **'consider vocabulary choices to increase suspense.'** Avoid writing, 'Can you make it scarier?' VF can be written when verbal feedback has been given.

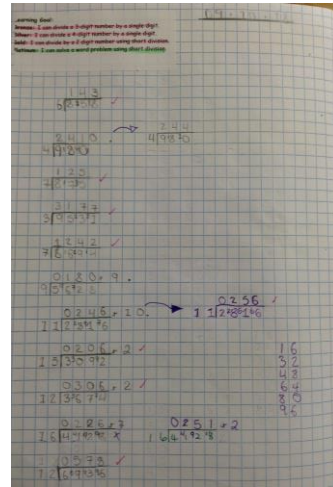
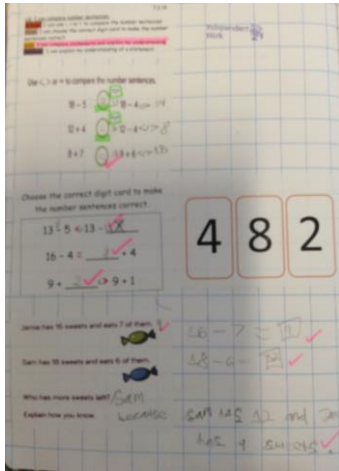
Maths

If it is correct, tick it in pink or if it is an explanation under line in pink.

If it is incorrect, dot or underline the part that is wrong in green.

If it is incorrect formation or reversal, circle in green and write a correct formation to copy.

Green comments are written at the end of the piece of work to help any misconceptions or to give next steps.



Marking Codes

Use these codes for consistency. They are applied at an age and stage appropriate level.

Key Stage 2

Sp = Spelling
 P = Punctuation
 Re = Re-read
 VF = Verbal feedback
 DJ = DoJo

EYFS/Key Stage 1



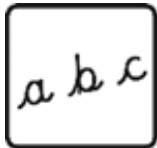
Capital letter



Finger spaces



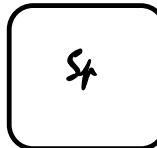
Write on the line



Correct formation



Re read it/check it



Spelling mistake



Full stop



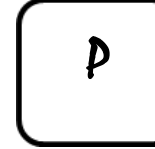
Use commas



Use exclamation marks



Use question marks



Check punctuation



Codes should be used in the margins to draw children to specific improvements or corrections. To enable greater independence and deeper learning, a green line down the margin could be used to encourage children to amend larger sections of writing. A further extension to this is to use the appropriate symbol at the end of an extended piece of writing.

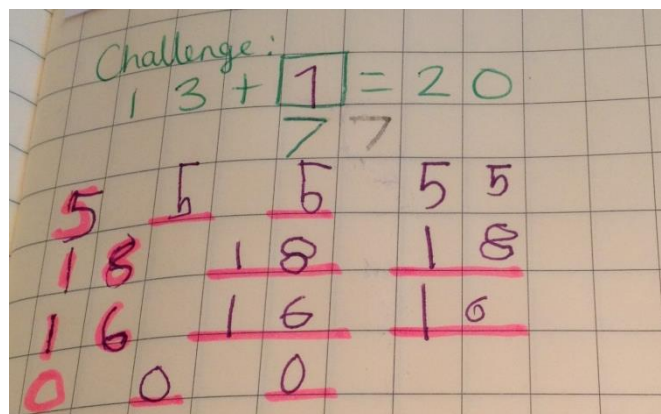
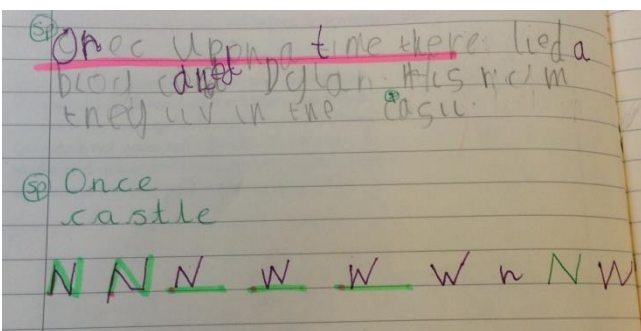
Age and stage appropriate support eg:

1. P on the line where the error occurs.
2. Highlighted section of text with P beside it.
3. P at the end of the writing.

Handwriting

Handwriting should be corrected when appropriate. Choose one or two letters or a letter join and model at the bottom of the page. Alternatively look for patterns of letters e.g. descenders y p g j.

Correct reversed digits in maths and model improved presentation if required.



The photos above show a child with SEND being supported with presentation in both Maths and English through effective marking.

Spelling

Mark spellings that are age appropriate and/or follow a specific pattern (like ed endings). Age and stage appropriate common exceptions words should be addressed. This links to the five spellings to learn.

Levels of marking spelling:

Level 1: Underline the incorrect part of the word so that they know which exact bit is wrong.

Level 2: underline the complete word and children amend the error within the word.

Level 3: Sp in the margin but the children have to work out which word is incorrect.

Level 4: Underneath the paragraph, if there were incorrect words, highlight the margin and then write 'Check your spellings'

Children understanding their learning

Children should be provided with quality time to edit and improve their work during MAD time (make a difference) They should check their work before handing it in, especially in maths and english.

Teachers can choose to do more detailed self-assessment using checklists. Some of the work of children can be self-marked and/or peer marked under the teacher's guidance thus encouraging children to evaluate their own progress. This must always be reviewed by the teacher.

Children's Response to Marking

Children should feel motivated and engaged by the marking process.

Children respond to marking using a purple pen and we call this purple progress. Children must be provided with quality time for this. 'Make a difference' time happens at the beginning of each session and additionally, children may be given extended time for purple progress when appropriate.

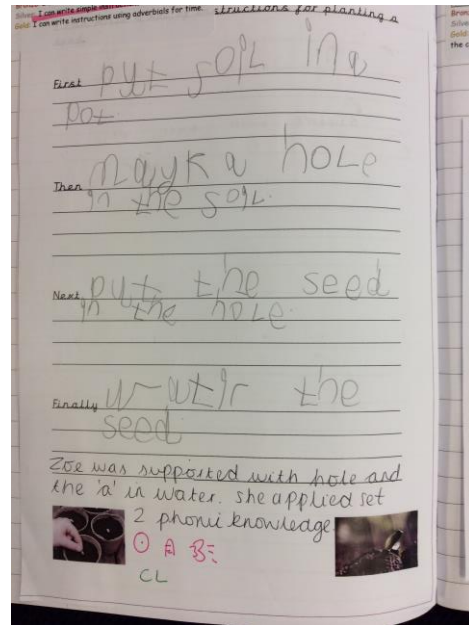
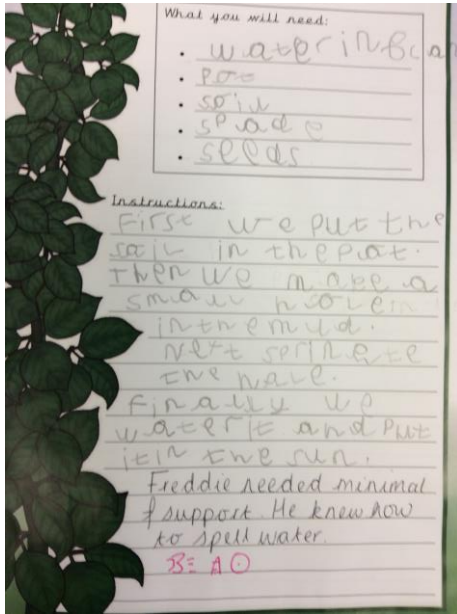
Response to marking should always be checked by the teacher and noted by a pink tick.

Sometimes children's response to marking is not good enough or is incorrect. Teachers should address this as quickly as possible. This could include verbal feedback and then addressed the next day or giving the correct answer/prompt. In Maths, they should complete the next step challenge or corrections.

EYFS

In EYFS, continuous assessment is taking place. Observations of the child are captured on photographs, tapestry and in their books.

Evidence of children's writing can be seen in their Writing Apprenticeship books three times weekly. Once is a guided write with the teacher and the other two are independent tasks. Each piece of guided writing has a learning goal and a pictorial success criteria. The success criteria is highlighted with pink when evidenced and green when not achieved. Evidence of children's maths learning can be seen in their maths books at least twice a week and one of those is a guided maths session.

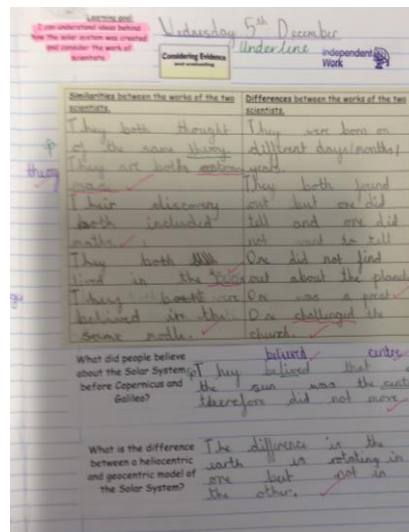
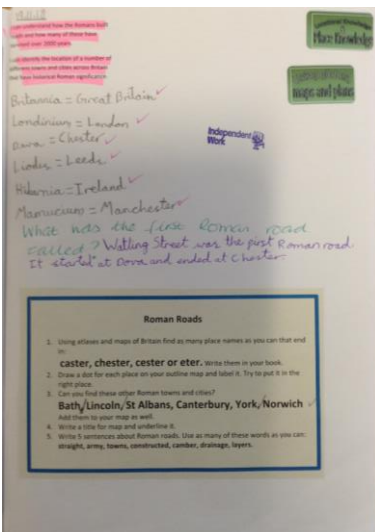


Codes to show teaching process

Use the codes, written or stamps, to show the level of support provided (see appendix). This could just be a T, I or a TA. However where the level of support has varied throughout the lesson, indicate this. For example, write T during the initial part of the lesson when you supported the child; write I when you left them to be independent.

Science and Foundation Subjects

In science and foundation subjects, highlight the learning goal if they have achieved it. A brief pink or green comment may be added at the bottom of the page, but this is not required for short activities or when self or peer assessment has been used. A short comment should be given for extended pieces of work. Basic handwriting, grammar and spelling must be addressed in all written pieces across the curriculum.



Monitoring and Evaluation

Subject leaders and SLT monitor the quality and impact of marking through regular book scrutinies. They will also check that this guidance has been followed to ensure marking is meaningful, motivating and manageable.

Manageable

Marking must be meaningful and motivating for our pupils. It is our intention that if a child works hard on a piece, marking should acknowledge this. Therefore we mark all work in books.



We want marking to be manageable so that quality time can be spent on all aspects of teaching (such as planning and preparing resources). Additionally, we want staff to maintain a positive work-life balance.



When marking, the outcome of the process must be considered. *How much of a difference will this marking make?* If the child has worked independently during the lesson, then a greater level of marking is likely to be required. If a child has been supported through a guided writing session, then very little marking should be required.

During some weeks, such as during incidental writing opportunities that support the final outcome, children will need more support through marking (unless they were in the guided group). However, when children are planning, marking only needs to address spelling and to ensure that plans are logical. No lengthy comments are required in this guidance. We recognise that sometimes teachers and teaching assistants may wish to write a longer pink comment to really praise a child.

Appendix 1

Adult Support Codes EY/KS1

	Independent work
	TA assisted work

	<p>Teacher assisted work</p>
	<p>Guided Writing</p>