

AYCLIFFE DRIVE PRIMARY SCHOOL



TEACHING and LEARNING POLICY including MARKING and FEEDBACK

Curriculum Committee

**Updated June 2017
To be reviewed 2019**

Staff Responsible

Mrs M Green Head Teacher

Aycliffe Drive School Teaching and Learning Policy including Marking and Feedback

Aims

The aim of this document is to constantly improve our teaching by focusing on research about how children learn, this will be achieved through:

1. Creating a culture and growth mindset.
2. Active involvement of pupils in their own learning, with a focus on them becoming increasingly independent.
3. On-going assessment used to move learning forward.
4. Effective use of a learning objective and success criteria.
5. Developmental marking and feedback.
6. Pitching work appropriately with challenge.

- 1. Together we need to create a culture and growth mindset where there is a reduced fear of failure and children are encouraged to share their errors in order to move forward.**

Growth mindset means that intelligence is expandable (I want to learn more). A growth mindset and good behaviour management facilitates the best kind of learning. To reach a high level of achievement,

The child:

- Embraces challenge
- Persists in the face of setbacks
- Sees effort as the way forward
- Learns from constructive criticism
- Develops stamina and keeps working confidently until the task is finished
- Takes risks knowing that they may make mistakes
- Openly shares work with others including errors (link to mini-plenaries)

The adult:

- Creates an environment where mistakes are acceptable and used to move learning on
- Everyone is involved in helping each other to move learning forward
- Focuses on achievement and effort
- Understands that this is particularly important with higher achieving pupils who often link ability with speed and lack of effort.
- Use the correct praise language eg. good it's making you think, well done you are learning to..., you're good at things because you spend a lot of time doing them, if you could already do it or it was easy, you wouldn't learn anything

2. Active involvement of pupils in their own learning, with a focus on them becoming increasingly independent.

The children need to:

- Follow all class rules and procedures in order that they can access their own learning and not disrupt others.
- Understand what they are learning about in order to focus them on what they already know, anchor them through their learning and encourage self-assessment (clear learning objective).
- Use the success criteria to know the steps involved in the learning objective, provide a focus for self-assessment, being clear about what they've achieved and where they need to go next.
- Be able to explain their learning in both written and verbal formats.
- In Maths, be able to choose their own level of challenge and adjust it accordingly. (This may also be appropriate in other subjects).
- Assess their Maths against answers in order to select the appropriate level of challenge. (This may apply to other subjects too).
- Develop the following skills for when they are stuck:
 - ✓ Check what they need to do. (Re-reading Learning Objective, Success Criteria and work).
 - ✓ Remember to use resources around the classroom to help. (Working Wall, Maths equipment, working displays, Spelling Journals)
 - ✓ Have confidence to have a go.
 - ✓ Ask a friend (Talk Partner or Magpie *see attachment 1 for what makes a good Talk Partner*), where appropriate.
- If they are still stuck, ask an adult for help.
- Respond to marking and feedback independently where appropriate or in response to over the shoulder marking with an adult.
- To use what has been learned from marking and feedback in future work.
- To join or leave an adult led group where appropriate.

3. On-going assessment used to move learning forward

Adults will need to:

- Ask skilful, open and closed questions to establish baseline and prior learning.
- Cast off and regroup children who need extra support or challenge
- Use mini-plenaries and questioning throughout lessons to assess children's understanding and move their learning on.
- Carry out developmental marking.
- Identify errors or areas that need to be improved in the children's work during the lesson (often with the child) and highlight in order that the child can respond.
- Ensure that time and value is given for children to respond to marking and feedback (teachers monitor this).
- Ensure that marking and feedback provide challenge (see below).

4. Effective use of a learning objective and success criteria

Learning objectives must be:

- Clear and about the learning (not the task) that is occurring, e.g. most will begin with to learn.
- In language that the children can understand, e.g. to learn to identify features (find examples). However, do not stop introducing and using accurate and technical language, eg National Curriculum words that must be learnt.
- Displayed clearly for all lessons in the children's books.

Success Criteria must be:

- In children's books in order that they can use them to independently assess and move their learning on.
- In language that the children can understand, e.g. I can start my sentence with a capital letter or I am learning to start my sentence with a capital letter. Linked to the learning objective.
- Know the steps involved with a closed learning objective, e.g. to learn to write instructions, e.g. I can (I am learning to) use a subheading, I can (I am learning to) use bullet points for new instructions, I can (I am learning to..) use imperative verbs.
- Either a mix of ingredients to meet the learning objective or a step by step approach.
- Include criteria that relate to children talking about their learning.
- Created with the children where appropriate.
- Evident in every Maths and English lesson, if you are working on the same SC from the previous lesson, write the short date in the margin and tick off SC with that days date.
- Evident in non-core subjects where necessary but might be more skills based.
- Literacy success criteria should not be used in place of subject specific success criteria in other subjects.

Foundation Stage use on-going success criteria called Top Tips. Teachers can display on-going success criteria similar to Top Tips on their walls in addition to those that are specific to the learning objective.

5. Developmental marking and feedback

Marking and feedback is information given to the learner and/or teacher about the learner's performance relative to the learning objectives which then *redirects* or *refocuses* either the teachers or the learner's actions to achieve the goal. Negative effects of feedback only happen where feedback threatens self-esteem.

- Children must be working in a class where growth mindset is the established culture.
- The more over the shoulder marking that is carried out, the greater the impact of the marking (this can be carried out by the teacher and teaching assistant).
- **Comments must move learning forwards, (these must be either written in or highlighted in green) here are some suggestions:**

- Why is $700+300=100$ wrong?
- Use the number fact in question 6 to write number facts with the answer 10,000 and 100,000
- Prove that $304-9=295$
- Use the division fact $90 \div 10$ to write other division number facts
- Now try next step $7235-1357=$
- What have I done incorrectly? It is not the answer $(24+4) \div 4=1.5$
- Use numicon to demonstrate what has happened in question 4

$$\begin{array}{r} 3570 \\ + 1202 \\ \hline \end{array}$$

2368 What have I done wrong?

- Identify in green such errors as: a spelling mistake, grammatical error without telling the child exactly where the error is. The child then finds the error and corrects it. (possibly with a purple pen or at the end of the work).
- With younger or less able children you might highlight the error with a green highlighter for them to correct.
- You may highlight a sentence to re-draft for a particular reason.
- You may ask for an element to be expanded or re-written.

- In literacy books an empty page should be left to allow room for redrafts, corrections and teachers comments.
- Whenever a child makes a correction in their work that an adult has requested, they must not rub out but write the correction in purple pen or an appropriate coloured pencil (not green). This is to be made where the correction is a spelling, grammar or short calculation. If a child has been asked to re-draft a section this can be made on the opposite page or at the end of a piece of work in pen or pencil (not purple pen). Eg.

went

I **whent** to the shops. (spelling) For older children you would only indicate that there was a mistake on the line not necessarily identify it.

Or

went

I **goed** to the shops yesterday. (grammatical)

- Highlight in pink, sentences, phrases or calculations that you are particularly pleased with (this can be carried out in the lesson) children will soon get used to pink meaning praise. If you prefer use a red pen to write a comment at the end of the work (more literacy based than maths)
- Children and adults tick off success criteria when the child has reached it either at the end of a lesson or during it.
- Work is used throughout the lesson to feedback to the class either showing good practice or where there are errors that need to be addressed (mini-plenaries).
- Where possible children peer mark against success criteria, this will need to be taught.
- Children will need to have time to answer and address these comments on a regular basis when marking is carried out away from children. Some children will need support to answer comments and comments need to be checked consistently and any errors corrected.

- Children can mark their own work in Maths and move themselves on independently making sure they are choosing the correct challenge (using marking stations or some such method).
- Anyone other than the class teacher needs to initial marking, **including teachers covering, and TA who work with the class all year.**
- Next steps can be identified in a variety of ways eg. through success criteria, marking comments, verbal comments or a clear understanding of the learning journey. **If written they need to be in green.**
- Children may still have individual targets such as learning specific tables, phonics, spelling of particular words and these may be identified by the teacher in a variety of ways, but they will often be conveyed orally.
- It is expected that all subjects will be marked and that any comments made are directly related to the subject being taught eg. marking of history is not the same as marking an English book, **although literacy can still be marked and commented on.**
- **There should be no difference in literacy expectations in other subjects.**

6. Pitching work appropriately with challenge.

- Thoughtful planning linked to the new National Curriculum requirements.
- Termly Key Stage planning meetings.
- Weekly planning that is open to change and assessment driven.
- Use of Herts for Learning assessment criteria tool that will support next steps and identifies gaps in teaching.
- An awareness of pupil achievement and progress.
- Setting appropriate tasks that will challenge all pupils with no ceiling to the learning.
- Use of learning objective that is National Curriculum led and Success Criteria that allow for differentiation.
- There should be a clear learning journey that shows progression.
- Opportunities for children to ask and answer questions.
- **Opportunities for pupils to explain their learning**

Attachment 1

Marking Symbols

Symbol	Use
1hp	One house point
V	Verbal feedback given
1:1	Individual support
S	Help given/support
I	Independent (where appropriate)
?	This does not make sense
//	New paragraph
^	You have left something out
<p>Green mark in margin on the same line as the error. If more than one error identify by x 2/3 etc</p> <p>eg  = spelling mistake</p> <p> = grammar mistake</p> <p> = punctuation</p> <p>Something underlined in green or highlighted with a green highlighter will indicate that changes need to be made for growth</p>	<p>With a younger child the member of staff may prefer to underline or highlight the error in green. With older children they can find the error and self-correct.</p> <p>The child to find the error and self-correct in purple or similar colour.</p> <p>For longer corrections, eg, redrafting of a couple of sentences would need to be written at the end of the piece of work.</p> <p>These may be written above if appropriate or this may be written below if corrected during the lesson</p>

Colour	Use
Green highlighter	Comment at bottom meaning improvement or growth
Pink highlighter or red pen for comments	Before praise eg. I like this part! Can be phrase, sentence or word
Purple pen	Pupil to correct own work, but not redraft
Red pen	Any additional marking that you need to do or general marking including ticks!