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St Clement's CofE Primary School
Presentation, Marking & Feedback Policy

21 September 2020
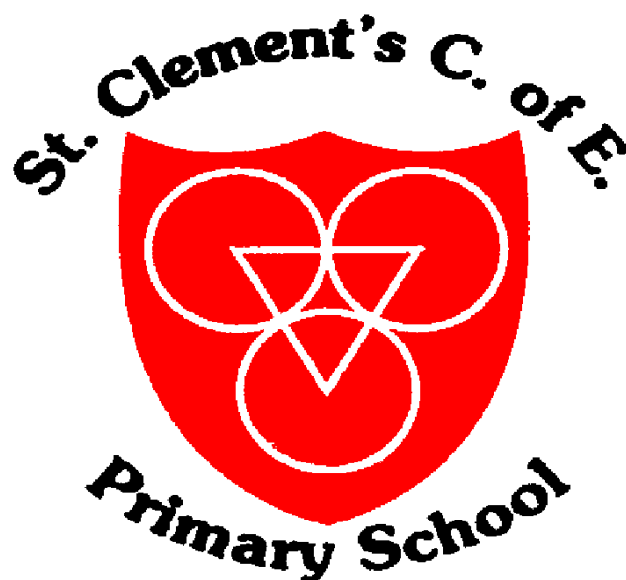
Other policies linked to this policy :

1 : Child Friendly Safeguarding Policy

Author : Zoe Law

Approved : Zoe Law

St Clement's C. of E. Primary School

Presentation, Marking & Feedback Policy

Approved by JP & HSH: September 2020

Due for review: September 2021

Growing Together To Let Our Light Shine

Mission Statement:

As a compassionate, Christian school, we are strong in our faith. We believe in love and forgiveness and are thankful for the opportunities we have to live and learn in our community.

Our Christian Values Reflected In This Policy
Faith
Hope
Love
Respect
Thankfulness
Compassion
Forgiveness

(September 2017)

DDA STATEMENT

At St. Clement's we will aim to:

- **Promote equality of opportunity between disabled people and others.**
- **Eliminate discrimination that is unlawful under the Act.**
- **Eliminate harassment of disabled pupils that is related to their disabilities.**
- **Promote positive attitudes towards disabled people.**

- **Encourage participation by disabled people in public life.**
- **Take account of a disabled person's disabilities, even when that involves treating a disabled person more favourably than another person.**

ST. CLEMENT'S C.OF E. PRIMARY SCHOOL PRESENTATION, MARKING & FEEDBACK POLICY

PRESENTATION OF WORK
At St Clement's, children are encouraged to take pride in all of their work so it is important that we promote high standards of presentation ensuring that all adult writing is spelt correctly, is grammatically correct and formed neatly with the correct formation and sizing.

PRESENTATION:
Promotion of Quality: *Quality comes into every aspect of school life*
-It is seen in the way teachers handle, store and display children's work
-The manner in which children leave their seats without scraping or clattering chairs and avoid disturbing the concentration of others, as they move around the classroom
-Quality is handing the adult a piece of beautiful, un creased writing
-Quality is stopping to pick up a fallen book, even though it is not yours
-Quality is shown in the way children turn the pages in a book
-Quality is evident in the attractive, welcoming, learning environment that teachers create in their classrooms

- Children should record their work in appropriate exercise books allocated to specific subjects for each year group.
- Worksheets (when necessary) should be neatly stuck in exercise books (corners glued down securely), in order to make clear to children that they are as equally valued as work done in books.
- Graffiti is not acceptable on or in books or on any work. Decoration on art sketch books and topic books is acceptable.
- Adults should write the name, year group and subject on a label on the cover of exercise books for all children.
- All written adult initiated work should be dated, using long date for Literacy and Spag books e.g. Monday 13th March 2019 and short date for Numeracy and all other subjects e.g 13.3.08. Older children will record the date themselves where able. For younger (EYFS Y1 & 2) and less able children, work will be dated by an adult. The majority of year 2 pupils should work towards writing the date & title independently as the year progresses. Worksheets should also be dated.
- Work in books should be laid out as follows: date to the left of page (underlined), miss a line, Goal (learning objective for the session) underlined , miss a line, work begins. (D.U.M.T.U.M).
- Pupils and adults should all be following the agreed **handwriting policy** for presentation expectations referred to.
- Pupils and adults should be following the agreed Editing and Improving Policy and the Spelling Policy referred to.

Literacy Books:
- Literacy three books can be used for pupils to carry out collaborative learning. When recording pupils should initial their work, the hand writing may vary from level 2 to 3 but pupils should always be encourage to take pride in their work and ensure it is legible. Pupils should continue to proof read/edit & improve writing as outlined in our Editing & Improving Policy.

- Literacy exercise books will be used for independent work. Pupils writing should be at level 2.

Wonderful Writing Books:
- These books are to show pupils best writing, therefore pupils should see this book as a very special book and take pride in them.
- Pupils' handwriting in their Wonderful Writing Books will be their highest level of handwriting (level 1) – applying their handwriting skills confidently and with precision.
- Wonderful Writing Books should be personalised with a self-portrait or a photograph on the front cover.
- Contents page should identify the writing for each term, which has been included in the book.
- Briefs should be stuck in to give a brief description of the writing and to indicate level of independence.
- The writing included in the book is the pupils' final draft, therefore will not be marked by a teacher.
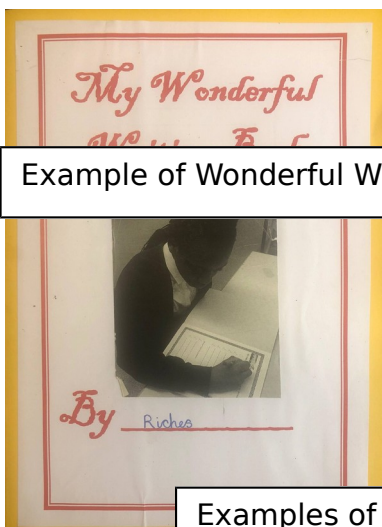
Example of Wonderful Writing Book front cover

Examples of a draft piece of writing compared to the Wonderful Write piece of writing:

which use SPAG books, long date to be written in them to reinforce use of capitals for days of week/month.
- Handwriting should be at level 2.
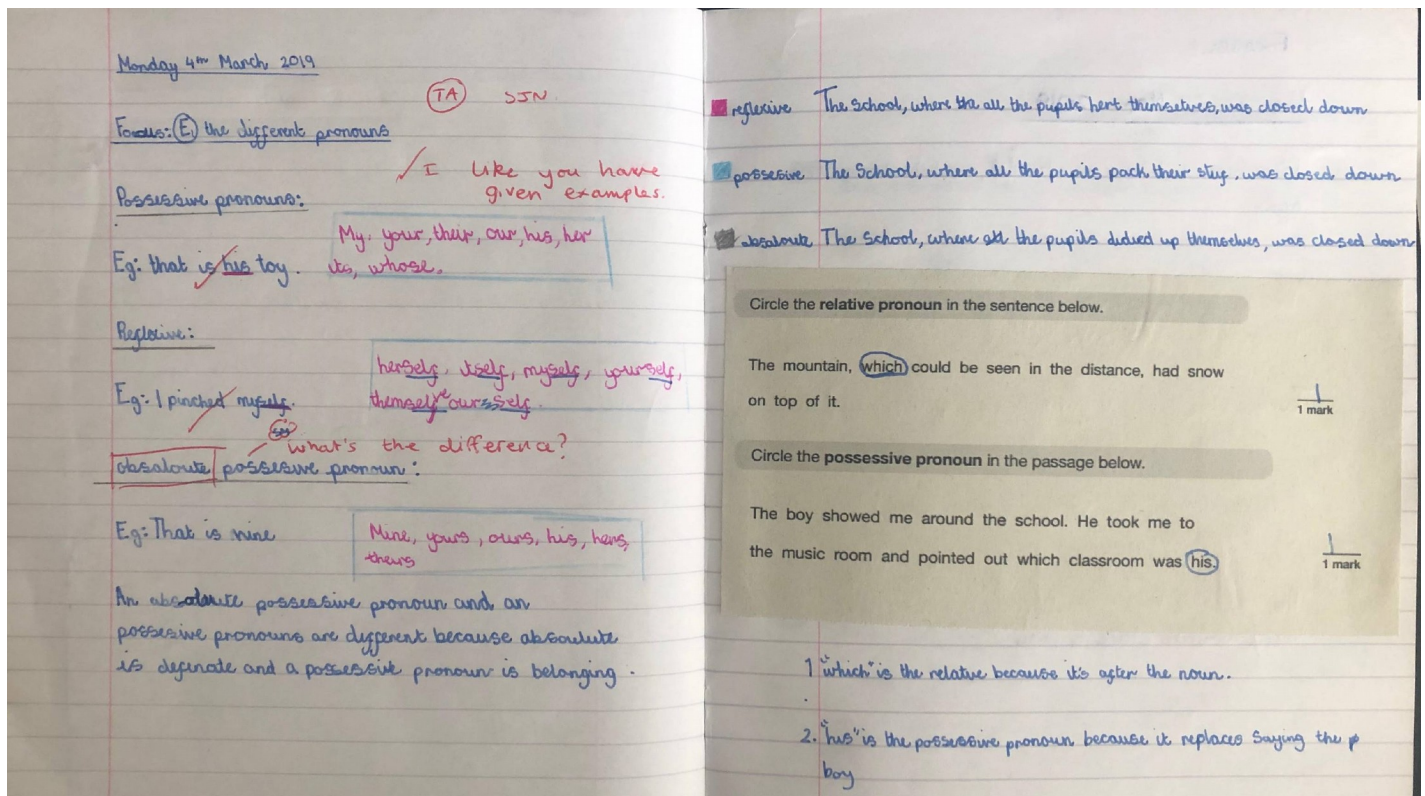
Reading Journals:
- Short date should be used, leave a line, focus stated e.g. which Gem/s is the focus – an image of the Gem may be stuck in if needed. Work sheets, when needed, should be neatly stuck and cut to size where appropriate.
- Handwriting should be at level 2.

25.1.2019

Focus: Impressions of characters/3 mark questions

Noble: high/important

Eventhough the lady of the thought the gentleman was kind and generous but he was intimidating I know that because she stoped in he tracks.
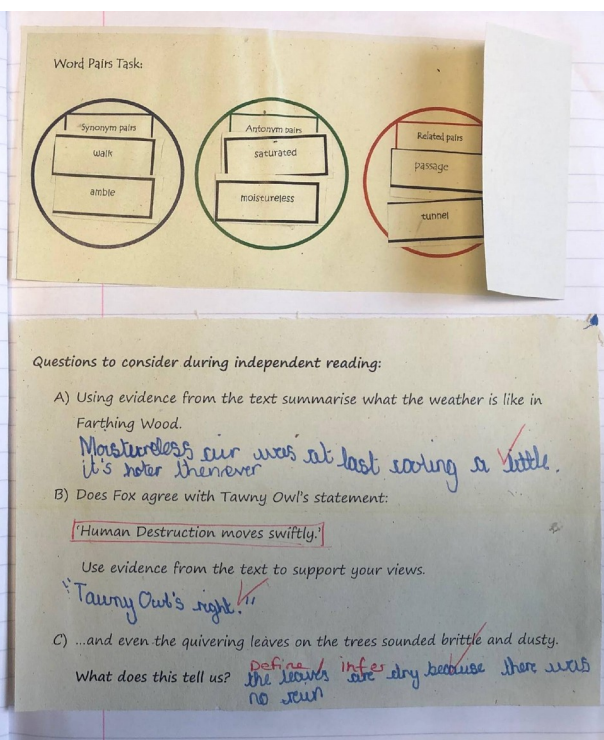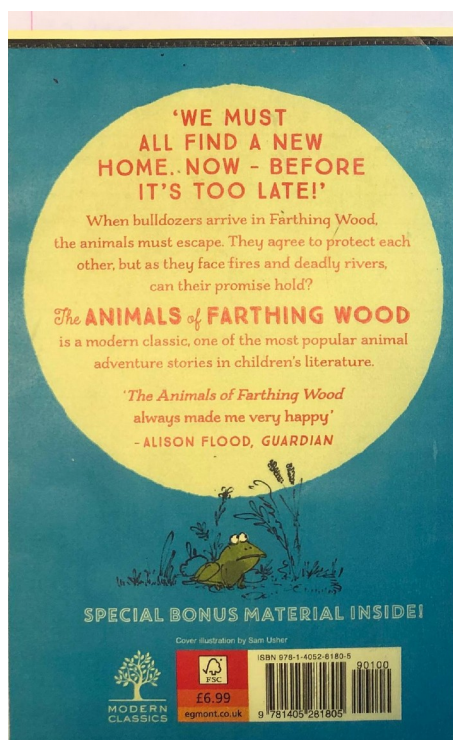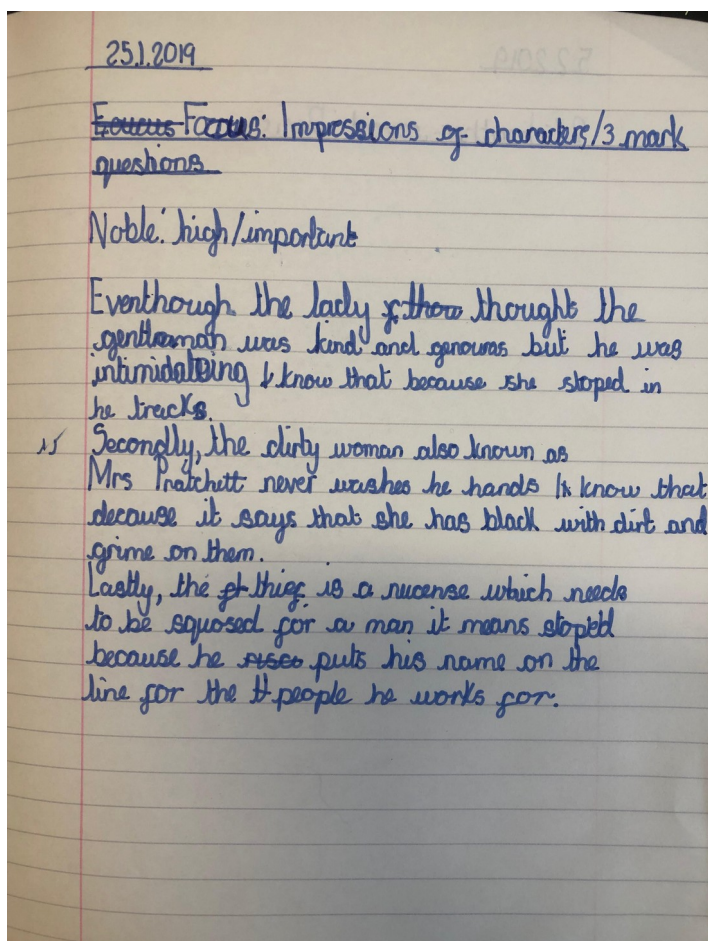Secondly, the dirty woman also known as Mrs Pratchett never washes he hands I know that because it says that she has black with dirt and grime on them.
Lastly, the thief is a nucense which needs to be squosed for a man it means stoped because he puts his name on the line for the people he works for.

'WE MUST ALL FIND A NEW HOME.. NOW - BEFORE IT'S TOO LATE!'

When bulldozers arrive in Farthing Wood, the animals must escape. They agree to protect each other, but as they face fires and deadly rivers, can their promise hold?

The ANIMALS of FARTHING WOOD is a modern classic, one of the most popular animal adventure stories in children's literature.

'The Animals of Farthing Wood always made me very happy'
- ALISON FLOOD, GUARDIAN

SPECIAL BONUS MATERIAL INSIDE!
Cover illustration by Sam Usher
£6.99
ISBN 978-1-4052-6180-5

Word Pairs Task:

Synonym pairs: walk, amble
Antonym pairs: saturated, moisturelless
Related pairs: passage, tunnel

Questions to consider during independent reading:

A) Using evidence from the text summarise what the weather is like in Farthing Wood.
Moistureless air was at last cooling a little. it's noter thenever

B) Does Fox agree with Tawny Owl's statement:
'Human Destruction moves swiftly.'
Use evidence from the text to support your views.
Tawny Owl's right.

C) ...and even the quivering leaves on the trees sounded brittle and dusty.
What does this tell us? Define infer the leaves are dry because there was no rain

Maths Books:
- Maths No Problem books will be used in sessions, pupils should still show pride in their work by ensuring it is legible (level 2 handwriting).
- In Maths' Journals, work sheets, when needed, should be neatly stuck in and working out should be carried out neatly underneath. In year 6 work will be presented in columns.
- In Maths, digits and symbols should be written neatly in boxes and working out should be organised and clear.

- Lines should be drawn with a ruler, however, if pupils are drawing visual prompts to support learning a ruler is not needed but should be set out clearly and in an organised manner.
- 1 neat line through mistakes.
- Teachers need to use the Martin Harvey handwriting approach to teach pupils how to write numbers clearly.
- Maths books (MNP work books and journal) will be marked to show assessment has taken place, ideally at the point of learning, every lesson.
- Fast maths books do not need to be marked.
- If misconceptions are found they should be addressed in the next lesson, through KUNCU work or through a supported intervention and this should be clear in the workbook / journal.
- If a child has struggled with a concept and have been moved to another activity, such as something practical or something in their journal it should be made clear in the workbook.
- If a child has been moved on to their journal to deepen knowledge through a challenge etc. this should also be made clear.
- If a child has had additional support this should also be indicated clearly in the maths books.

LEARNING OBJECTIVES:

- The learning objective should be worded with one of the following starters:

  Focus: To explore (E) , practise (P) apply (A) , secure (S), deepen knowledge (DK)

  e.g**. Focus:** To practise using apostrophes for omission to mark where letters are missing.
- The learning objectives also appear on the teacher's planning and are used by pupils to recognise the purpose of their work, where they are in their learning journey and to self or peer assess their work.

STATIONERY:

- Y3-6 pupils should use a blue handwriting pen for all written work except in maths where a pencil will be used. Nursery-Y2 pupils will use a pencil for all work.
- Handwriting will be taught using the Martin Harvey scheme in R-Y6.
- Crayons and / or colouring pencils rather than felt tips, should be used in exercise books.
- Children should be taught to use rulers to underline titles and for graphs and diagrams. Graphs and diagrams are to be drawn in pencil.
- Rubbers should not be used so that it is possible to see corrections made by children. *

HAND WRITING POLICY FOR PRES
ST. CLEMENT'S C.OF E. PRIMARY SCHOOL
MARKING AND FEEDBACK

1   Introduction
At St Clement's C of E Primary School we take a professional approach to the tasks of marking work and giving feedback. There should be a consistent approach in the use of marking symbols and systems, although this may vary through key stages – see appendix 2 and 3 for more specific details about marking in Key Stage 1 and 2. All children are entitled to regular and comprehensive feedback on their learning. Therefore all adults give feedback as an essential part of the assessment process.

2   Aims
We mark children's work and offer feedback in order to:

- show that we value their work and encourage them to do the same;

- boost their self-esteem and aspirations through use of praise and encouragement;

- give them a clear general picture of how far they have come in their learning and how to move forward and set new targets

- gauge their understanding and identify any misconceptions;

- promote self-assessment and peer assessment whereby they recognise difficulties and are encouraged to give and accept guidance to and from others;

- provide a basis both for summative and formative assessment;

- provide the ongoing assessment that should inform our future lesson-planning.

- provide information for parents / carers and teaching staff of children's achievements and targets.

3   Principles of marking and feedback

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

- Marking and feedback should be at the point of learning and involve the child directly. As many children as possible should receive verbal feedback during a lesson in all key stages.

- The marking should always be in accordance with the learning focus, Success Criteria, basic skills- eg spelling and the child's next steps.

- Marking should identify whether a child has achieved the focus, or has applied taught skills and then next steps should be in order to enable the pupil to move their learning forward. These next steps need to be clearly and specifically explained as outlined in the key stage guidance.

- The child must be able to read and respond to the comments made and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

- Comments should be appropriate to the age and ability of the child and may vary across year groups and key stages.
- Feedback should also be given by a teaching assistant or through peer review.

4   <u>Adults marking Expectations:</u>
Quantity for marking requirement

Teachers may mark focus groups they are working with in more depth, or mark selected pupils in depth during the session. However, each child should show that the teaching and learning/modelling in the session/feedback/resources/the learning environment has supported them with their learning.

This may be shown through:

- Self-assessment – pupils being given the time to fix/improve their writing further. Pupils should be trained to use the coding system in place and use checklist pencils, resources and the environment to support them. This should be done in pencil to show response. Pupils may be given specific focuses for SA/PA e.g. fix your punctuation/ rethink some of your vocab choices/ improve by adding more 'feelings'.

- Peer buddy work – pupils looking at a piece of work together and discussing strengths e.g in Literacy the three writing zones (Fantastics/Grammaristics/Boombastics) and identifying 1 or 2 things the pupil needs to improve. Pupils will obviously need training to do this effectively, but the more modelling that is carried to show this the more confident and effective peer assessment buddy's pupils will be.

- Pupils identifying their own strengths – teaching staff may just put a positive symbol and code it to outline what the strength was – pupils then should identify what the strength was, however, some pupils will need this outlining for them.

- Pupils fixing/improving their work in response to verbal feedback given individually, from their peer buddy or feedback given to the group/class by teaching staff.

- Pupils responding to 'Literacy crimes' which have been identified by teaching staff and checking to make sure they have not committed any.

- Teaching staff will mark selected pupils work in class using the coding system (ensuring and identifying strengths from the three writing zones in Literacy. (Fantastics/Grammaristics/Boombastics).

- Pupils work being showed on the visualiser and pupils give feedback.

- Pupils reading out their work aloud and being given positive feedback/ advice how to improve and then responding to this advice.

- In Literacy the teacher should model how to SA/PA when modelling their own writing e.g. Which fantastic have I used? – What impact does it have? Why did I chose that word? What was my intent? (☺ ☹)

Not all pupils work in the session will be marked in depth by a teacher, but there should be some evidence of the above has supported them with their learning/editing and improving.

Teaching staff should also glance at books in the session/at the end of session to see if there are any key misconceptions preventing pupils from moving forward with their learning and address this either through:

- 5 minute intervention session/intervention session with group to address gaps Intervention

- Guided write session either at the point of learning/next day

- KUNCO homework or if it is a whole class misconception addressed in the next session/additional SPAG session in response to what has been seen in the session/in books.

*These responses shows effective response to teaching and learning.

- To be able to assess the end of unit outcomes, in literacy all end of unit outcome pieces of work should be looked at in depth and assessed and when teachers are looking at the totality of independent writing, from end of unit pieces or cross curricular writing during the termly assessment weeks using target tracker statements and writing assessment procedures referred to in the assessment policy.

5 Method of marking:
Written work
Foundation stage - Adults should:
- Provide oral feedback to each pupil during their activities.
- Whilst the pupil is with them, the adult will use codes on the "twinkle pencil" to show the pupil what they did well and what they need to do next. Adults will tick symbols to show what has been done well and circle symbols to indicate what needs to be practised or the next step. Later in the year, when children show readiness, a dot on a symbol will show the pupil what to look for when editing.
- The adult will initial the twinkle pencil to show who has marked the piece of work.
- Whilst the pupil is with them, include a written comment for each pupil using a red biro or gel pen for 1 positive aspect and a target stamp for what needs to be practised or the next step.
- The adult should also record if the work was TA (with initials of the TA) or independent.
- The adult should also scribe what the pupil said about their work.

KS1 & 2
- See guidance in Key Stages for in depth detail.
- **Science, RE and Foundation Subject Marking:**
- **Years 1-6**: Use red biro or gel pen to tick the learning objective if a child has achieved it. Leave blank if the child has not achieved it.

- We are trying to promote pupils having ownership of their learning – by identifying key skills they have learnt in the session, talking about new knowledge they have acquired during the session and deepening their learning by encouraging them to record questions they want to think about further and research – pupils may complete self-assessment forms for this (see Key stage Guidance). Teachers should monitor what pupils are recording during the self –assessment opportunities.
- A red comment can be made if the adult wishes, but it should not be a repetition of the learning objective.
- Red biro or gel pen must also be used to tick correct answers.
- A red biro or gel pen is to be used to record constructive comment to move the child's learning forward.

- **Literacy:**
- Years 1 & 2: Include a written comment for each pupil using a red biro or gel pen for 1 positive aspect. Use the target stamps for what needs to be practised or the next step.
- Years 3-6: Please read appendices 2 for more details about the feedback and making in KS2. At the point of learning and when needed an adult may write positive comment/s to show what the child has explored, applied or secured (red biro/gel pen) referring to achievement of the learning intention and, where relevant, the individual's targets or as referred or the teacher will prompt pupils to identify 2 areas of learning themselves, staff are impressed with. In addition, adults may draw thought bubbles and write constructive red comments to respond to pupil's misconceptions/move pupils forward with their learning should be written where necessary at the point of learning. Larger thought bubbles with a comment are for next steps where the child responds independently or future thinking for the next session/future learning.

The marking of spelling – taken from the Spelling Policy:
- Within the Literacy lesson, proof-reading techniques are taught using 'Teacher Demonstration' and 'Shared Writing' teaching methods. The children are made aware that checking their work for spelling mistakes is a vital and important part of the 'Writing Process'. We agree as a staff that children should have the ability to proof-read work independently and not waste time queuing up to have their writing checked. We also want to avoid the scenario where children become accustomed to teachers proof-reading their work and finding all the mistakes for them.

- Teachers will put an S in the margin/or at the end of a paragraph/piece of writing to highlight there are spelling errors. See marking policy for more details. Teachers will use their own judgement when identifying spelling errors and which spellings should be a focus to correct e.g. key words they should know/spelling patterns taught/spellings they should be spelling for their ability. However, to support pupils with spelling errors teachers may provide visual aid/strategies to support pupils retain spelling patterns they are having difficulty learning/retaining.

- Some pupils will have book marks/pencil check lists (see appendix 2) with key words they are continually making errors with, which may also have spelling strategies to support them.

- We will also develop pupils' confidence with spelling by marking for positives e.g. identify parts of the word they have got correct and celebrate this.

Literacy & Numeracy:
- Please refer to the Key Stages Guidance for more details.
- Errors should be identified with a red biro or gel pen if at the point of learning with the pupil or gel pen, if marking when the pupil isn't present.

- Any comments made by adults should be specific. For example, rather than *'good sentence'*, an explanation as to why a sentence is good keeping in mind learning intention, success criteria, pupil's next steps and basic skills; *'S- inclusion of adjectives'* or referring to whether a child has applied writing skills from the three writing zones: Grammaristics, Boombastics or a Fantastics.
- The agreed coding system should be being used in KS2 to identify basic skill errors.
- Constructive comments should provide enough explanation and detail to give the pupil the tools and understanding to move their own learning on. For example, an illustration of how to set out the written method correctly or how to use commas in a list. 'Practising ' examples should be used where helpful. Eg: *'You try j again'. 'Please explore the spelling of the suffix –tion as in station'; 'If 6x2=12, what will 60x2= ?'*
- It is essential that pupils get the opportunity to respond to the written comments if they were not present when the comments were written. During the next lesson, pupils must be given time to look over their last piece of work and in Years 2 and 3, they complete any practising example given and write their name to show they have read and understood what they have done well and what they need to do next. In Years 4-6, pupils have the same opportunity, but they short date and initial next to the pink comment too.

Homework:
- Use red biro or gel pen to provide an acknowledgement of effort, research or participation of family members for example.
- Kuncu homework should be checked and appropriate feedback given.
- Self or peer assessment labels can also be used in the homework books for pupils to complete when they have presented their homework project verbally- eg powerpoint presentations, posters, models etc

1:1 Marking:
Teachers and teaching assistants will also undertake 1:1 marking with a pupil when they feel a pupil requires more in depth feedback about their work to enable them to progress further. The agreed methods and codes for marking as outlined above will be employed, but staff should also write in the margin if the pupil has received 1:1 marking support.

Coding work
Marking should identify who has marked the work / provided the verbal feedback by using the coding 'TA' for Teaching Assistant. This should be at the end of the piece of work. The teaching assistant should also initial next to their marking.
A full list of the codes is shown in Appendix 1.

5.1 Non written work assessment:
- Foundation stage are to record practical activities and any achievements in non-written work by either – a note made at the time of observation on a post-it note or other recording material or a photograph, audio or video recording (subject to availability of resources).
- Target tracker statements should be updated regularly to show the impact of sessions, where there is no written work etc.

5.2 End of Science, ICT & Foundation Topic Work Assessment
Teachers should use feedback to assess pupils progress and the target tracker statements should be updated as per assessment policy.

5.3 Peer marking and Self assessment
- Peer marking and self-assessment are essential aspects of the learning process and develop pupils' awareness of the need to evaluate, nurture independence and empower the pupils to take control of their own learning paths.
- It is important for peer and self assessment to be introduced carefully. Establish from the start that the purpose of self and peer assessment are to help pupils to have an

understanding of assessment and what constitutes progress and success. Also, staff should create a supportive, non-threatening environment where it is safe to share thoughts without the worry that any demoralising comments will not be allowed. It is important that pupils feel secure in this or we won't reap the maximum benefits.

- It is important for peer marking and self assessment to be planned for and used as regularly throughout sessions in all year groups.
- Modelling self and peer assessment strategies as part of a whole class or within a group promotes healthy discussion. Give children the opportunity to assess an adult's work or an imaginary person's. Talk through and make deliberate mistakes to enable the pupils to pick up on these – pupils can pick up on what is wrong and identify how to improve and put right the mistakes.
- Asking pupils to make judgements on other's work can be daunting. It is important that pupils are taught the language of peer and self assessment:
    - **I liked…… because…..**
    - **Now/next time…..**
    - **Why did you use…?**
    - **The feedback sandwich=positive comment, constructive criticism with an explanation of how to improve and a final positive comment**

    The kind of language used will be dependent on the age/ability of the children.
- Self and peer assessment and feedback should be provided by pupils orally and / or in writing.
    Where it is provided orally, staff should write the assessment for younger pupils.
    If children have been asked to carry out peer assessment on a piece of work then they need to PA and complete the comment in pencil. KS2 pupils may use the agreed marking codes and pupils should be taught to use the above phrases. If pupils are using self or peer assessment labels that are stuck into their books, then the comments must be written in the agreed pencil. All peer assessment must be signed by the child in pencil. The child who has received the feedback should initial to show how they have responded to it.
- Please see the **editing and improving policy** for specific guidance on the marking of Writing.

6. Monitoring and review

- We are aware of the need to monitor and review the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice.
- We will monitor our marking of written and practical work to check for consistency and effectiveness in application of the policy.
- We will review this policy annually.

Signed:

Date:

Appendix 1:

Codes to be recorded in exercise books:

Level of support provided:

GW: Guided Work

If GW has not been written the work will be independent. Marking and feedback will indicate whether a child has been supported with their learning by staff or peers.

Provider of marking, feedback or support:
TA = teaching assistant (with initials)
SA= Self assessment (SA + dialogue if provided orally records the assessment)
PA= Peer assessment (PA + dialogue if provided orally and the adult records the assessment)

Appendix 2:
Feedback & Marking Guidance for KS1 June 2019

Revising the marking policy and making sure:

➢ marking is at the point of learning
➢ has an impact on pupils learning and progress
➢ is visual for pupils

All marking by adults will be written in red pen – to give both positive verbal feedback and next steps at the point of learning. We want marking to be purposeful, and we also believe best learning takes place when a range of strategies are put in place to support with learning, to support with addressing misconceptions in lessons and to support with modelling to pupils how they can improve their work.

- Quality discussion and verbal feedback at the point of learning between teaching staff and pupils/between pupils should be at the forefront of quality teaching.
- Opportunities for quality discussion/feedback must be built in throughout sessions and teaching staff are continually modelling how to give purposeful feedback.
- Continuous modelling by the staff throughout sessions to model skills/to outline misconceptions/to model steps to success.
- Staff need to be proactive in addressing misconceptions at the point of learning. If there is a whole class misconception, this needs to be addressed hastily, so pupils can move forward with their learning. If individual pupils/groups of pupils have a misconception, these need to be addressed e.g. 1 to 1 support/guided session/additional support session/work to be sent home to support with addressing the misconception.
- Displaying quality models of work/ examples of work using the visualiser and discussing positives about the piece and also discussing ways to improve pieces of work further.
- Prompts for steps to success are display to support pupils with their learning.
- Strong learning environments with displays/resources, which support and enhance learning and promote independent learning.
- Check lists in Literacy just to help them check their basic skills.
- Looking at books again at the end of a session and identifying any misconceptions and addressing them the next day.

Positive comments:

Teachers will use a symbol to indicate positives such as a tick, a smiley face, a star (teacher's personal choice). Teachers will write positive comments if needed and where appropriate to outline:

- whether the learning intention/s has been met
- If taught skills have been practised/applied
- If pupils have responded to feedback
- If pupils are identifying and fixing errors
- If pupils have shown pride in their work

To give pupils more onus with their work, teachers will put 1 or 2 bullet points and the pupil has to identify what they think they have achieved/done well.

In Literacy the bullet points will be linked to the application of the Grammaristics/Fantastics and Boomtastics to identify whether children have included something from the three writing zones (Write Stuff approach).

In KS1 we will use the visual marking stampers to indicate next steps and challenges for the pupils. The coding on the stampers will be displayed on our literacy wall and linked with our success criteria pencils.
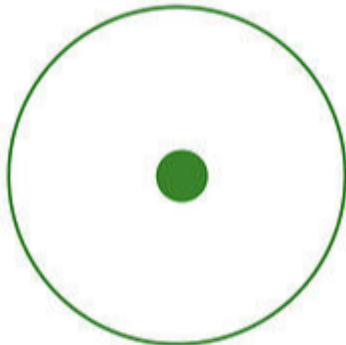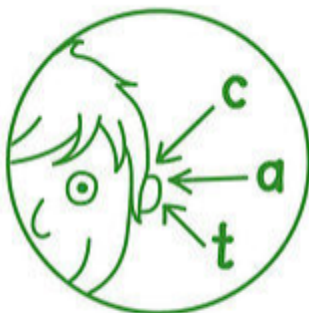
Full stops

Finger spaces

Capital/lower case letters

Handwriting (ascenders/descenders)

Represents some sounds correctly

Join handwriting

Dictionary

Editing in KS1:

We want our pupils to be able to identify their own issues; however, there may be times pupils need more guidance. Teachers will use the stamping in the margin to support pupils to find their errors.

The use of the purple editing pen is introduced for the more able children in Reception class, where children use their success criteria to check for – spelling, capital letters and full stops.

For more able pupils the teacher may just remind pupils to look for errors at the end, so pupils can try and identify them themselves.

During yr1 the children need lots of opportunities to have 1-1 or small group editing sessions where the children are taught by an adult how to edit using the purple pen.

Pupils in Reception, Yr1 and Yr 2 will also have the bookmark pencils to support them with checking for basic skills, which may be a focus for them, their group or their class.

If any written work in yr2 is to be used to assess – the writing success criteria pencil must not be used at the top of the children's page as this would be scaffolded too much.

Feedback & Marking Guidance for KS2 June 2019

Aims for feedback and marking:

- ➢ marking and feedback is at the point of learning and is purposeful.
- ➢ has an impact on pupils learning and progress
- ➢ is visual for pupils
- ➢ Promotes independence and ownership of work

All marking by adults will be written in red pen – to give both positive verbal feedback and next steps at the point of learning. We want marking to be purposeful, and we also believe best learning takes place when a range of strategies are put in place to support with learning, to support with addressing misconceptions in lessons and to support with modelling to pupils how they can improve their work.

- Quality discussion and verbal feedback at the point of learning between teaching staff and pupils/between pupils should be at the forefront of quality teaching.
- Opportunities for quality discussion/feedback must be built in throughout sessions and teaching staff are continually modelling how to give purposeful feedback.
- Continuous modelling by the staff throughout sessions to model skills/to outline misconceptions/to model steps to success.
- Staff need to be proactive in addressing misconceptions at the point of learning. If there is a whole class misconception, this needs to be addressed hastily, so pupils can move forward with their learning. If individual pupils/groups of pupils have a misconception, these need to be addressed e.g. 1 to 1 support/guided session/additional support session/work to be sent home to support with addressing the misconception.
- Displaying quality models of work/ examples of work using the visualiser and discussing positives about the piece and also discussing ways to improve pieces of work further.
- Prompts for steps to success are displayed to support pupils with their learning.

- Strong learning environments with displays/resources, which support and enhance learning and promote independent learning.
- Check list pencil/checklists in Literacy just to help them check their basic skills.
- Looking at books again at the end of a session and identifying any misconceptions and addressing them the next day.
- Pre-teaches/post teaches will support pupils to gain a foundation to learning/address gap/pre-misconceptions.
- 5 minute intervention sessions to address gaps/misconceptions in learning in response to teacher's assessment in sessions.

Positive comments:

Teachers will use a symbol to indicate positives such as a tick, a smiley face, a star (teacher's personal choice). Teachers will write positive comments if needed and where appropriate to outline and will also use words from the learning journey to show stages of learning pupils are up to:

- whether the learning intention/s has been achieved
- If taught skills have been practised/applied/secured/deepened
- If pupils have responded to feedback
- If pupils are identifying and fixing errors
- If pupils have shown pride in their work

To give pupils more onus with their work, teachers will put 1 or 2 bullet points and the pupil has to identify what they think they have achieved/done well.

In Literacy the bullet points will be linked to the application of the Grammaristics/Fantastics and Boomtastics (from the Write Stuff approach) to identify whether children have included something from the three areas.

E.g. I like the way/ I am impressed with/you have applied:

- G I have used/applied a propositional phrase correctly.
- B I have included some action to show how woodcutter reacted.

We are having a closer focus on the marking of basic skills in writing. We will support pupils to proof read their work and identify basic skills they need to fix by using the following coding system:

P = Punctuation error

C = Capital letters errors

G = Grammar issue

$\bigwedge$ = Missing word/words

S = Spelling error

V = Vocabulary choice

Differentiation for coding:

We want our pupils to be able to identify their own issues; however, there may be times pupils need more guidance. Teachers will use the coding in the margin to support pupils to find their errors. For more able pupils the teacher may just remind pupils to look for errors at the end, so pupils can try and identify them themselves. For pupils whom may need more support/guidance teachers may make it clearer the areas the child needs to work on, so they

can proof read/edit and improve the correct areas and the process is more purposeful for them.

Pupil will also have the bookmark pencils/checklists to support them with checking for basic skills, which may be a focus for them, their group or their class. Some pupils make have book marks for support with spellings.

Moving pupils forward with their learning and responding to pupil's misconceptions:

Think about …

To fix this … / Practise

To improve …

How could you…?

Next attempt…

In Literacy the thought bubbles will be related to the three areas Grammaristics/Fantastics and Boomtastics and will encourage pupils to explore using/apply using writing skills from these three areas to improve their writing.

Red comments can also be used for next steps to support future learning, this will allow pupils to either have time to consider this comment/time to respond/ or prepare them for the next session. (Just use a *larger* thought bubble for future thinking.)

To improve further…
To move forward…
Next time think about…
In our next lesson try applying…
Try practising at home…
To secure learning…
To deepen your thinking…
Research…

Updated Peer assessment:

In Key Stage we are now naming peer assessment buddies – 'Critical Friends'. If children have been asked to carry our peer assessment on a piece of work, they need to write PA in the margin and complete the comment in pencil (KS2 pupils should be trained to use phrases teaching staff are using e.g. I like the way/I am impressed with/you have applied using/ To improve try exploring using etc please see attached prompt sheet) and then sign their name at the end, the pupil whose work they have given feedback should show they have responded by initialling it. KS2 pupils should still continue to use the self-assessment/Peer-assessment/impact for writing forms created when necessary – this may be for a focus piece of work where pupils are

given the opportunity to have an in depth conversation together about each other's work and complete the forms together to provide purposeful feedback. Teachers should model and train pupils how to do this.

*Please see editing and improving policy for further information for the marking of writing.

KS2 Self & Peer assessment forms:

1. Something I am proud of…	2. In my lesson today I have been: exploring / practising / applying/ securing/ deepening my knowledge…
3. To improve further I will… Next time I will…	

1. Name of critical friend: _____ Tell your partner something you like about their work…	2. What have they been exploring / practising / applying/ securing/ deepening their knowledge with **in the lesson?** What has impressed you?
3. Can you ask your partner a question about your partner's work? or Can you suggest how can they improve their work next time?	

Peer Assessment in Literacy:

Name of the author:	Name of the reader:
Tell the author something you like about their writing….	What impact did the author's writing have on me when I read it?
What does the author need to do to have an even bigger impact on the reader?	

1. Name of critical friend: _____ Tell your partner something you like about their work…	2. What have they been exploring / practising / applying/ securing/ deepening their knowledge with **in the lesson?** Which Grammaristics has your buddy used? Which Fantastics has your buddy used? Has your buddy used any Boomtastics?
3. Can you ask your partner a question about your partner's work? or Can you suggest how can they improve their work next time?	

Self Assessment in other subjects: (Assessment sheets have the relevant subject lens on)

Today I am self-assessing my learning in our

History session:

☺ What am I proud of?

What knowledge I have I gained this session?

Which skills have I learnt this session?

After today's session what question/s do I now want to explore further?