



St Mary's C of E School

Our School Vision

"Learning with Hope" guarantees our school is full of aspiration and hope for the future so that we can flourish and live "life in all its fullness." (John 10 v 10)

Our School Values

Hope, Courage, Perseverance and Generosity



Madron Daniel C of E School

Our School Vision

'Rise up, take courage and do it!'

Ezra 10:4

Our School Values

Hope, Courage and Perseverance

**Policy for Teaching and Learning
including Feedback and Marking Policy
July 2025**

Introduction

At our school, learning is a rewarding and enjoyable experience for everyone. The school's Christian values: hope, courage and perseverance are the characteristics that we aim to foster in our children everyday through our teaching and learning practice.

Learning is a change to long term memory and through our teaching we equip children with the skills, knowledge and understanding necessary to enable them to maximise their potential and equip them with the necessary life skills and attributes they need for an ever-changing world. We make learning sticky so our children are skilled in retrieving, shaping and utilising what we have taught them.

Within this policy the term 'all children' refers to every child who attends the school including and not limited to: age, gender, special educational need, disability, race including colour, nationality, ethnic or national origin, religion or belief. Likewise, within this policy the term parent refers to the person or peoples who have parental responsibility for a child.

Aims and objectives

Through our teaching and learning activities:

- We want children to develop an appetite and aptitude for learning that will stay with them for the rest of their lives.
- We want children to enjoy learning and relish the challenge of mastering new skills and knowledge.
- We want children to develop lifelong skills in developing successful learning strategies for themselves.
- We want every child to look back positively on their school experience having achieved the highest standard of work and achievement.
- We will use research-based approaches in our teaching and adapt, refine and improve our teaching approaches utilising the best evidence.
- We will adopt approaches in our classrooms which help children integrate new knowledge into the long-term memory.
- We will provide learning experiences and opportunities which create awe and wonder, develop spirituality and develop a love of learning – leading to lifelong learners.
- We will foster and develop a vibrant and self-improving teaching and learning community where teachers engage with CPD and utilise this to have maximum impact on the children's learning.

Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:

- Prioritise developing relationships with both children and parents to ensure effective learning can take place.
- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards.
- Follow the expectations as set out in this and other school policies.
- Update parents/carers on children's progress through termly reports on progress and parent/carers evenings.

Support staff at our school will:

- Know children well and adapt their teaching to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Meet the expectations set out in this policy.

Subject Leaders will:

- Help to create a well-sequenced, broad and balanced curriculum that builds knowledge and skills.
- Sequence lessons in a way that allows all children to make good progress.
- Drive improvement in their subject.
- Improve on development areas identified in their monitoring activities.
- Create and share clear intentions for their subject.
- Encourage teachers to share ideas, resources and good practice.
- Provide a range of strategies and resources to enable all children to achieve.

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Plan and evaluate strategies to secure high-quality teaching and learning across school.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching and mentoring.
- Promote team working at all levels.
- Provide research based CPD for teaching staff.

Children at our school will:

- Take responsibility for their own learning, and support the learning of others.
- Meet expectations for good behaviour for learning at all times.
- Attend all lessons on time and be ready to learn.
- Be curious, ambitious, engaged and confident learners.
- Put maximum effort and focus into their work.
- Complete home learning activities as required.

Parents and carers of children at our school will:

- Value learning and encourage their child as a learner.
- Make sure their child is ready and able to learn every day.
- Support good attendance.
- Participate in discussions about their child's progress and attainment.
- Communicate with the class teacher in the first instance to share information promptly.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to home learning.

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on children's progress.
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

Planning

‘Planning is a process not a product. It has one purpose; to enable high quality delivery which enables all children to learn.’

All teachers need to be clear and precise about the knowledge/skills they want children to learn in every lesson.

Teachers should spend time thinking about what they want children to learn first before they give consideration to what they want them to do.

The questions teachers need to ask when planning a lesson are:

1. Where are the children starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

Intended Learning

It is important that the teacher, children and support staff are all clear about the key learning that will take place in a lesson. Teachers should make the intended learning for the lesson explicit to children. All children should be able to explain what the key learning of the lesson is.

Long term planning

At our school, learning is broken down in to curriculum ‘small steps’ which provide coverage of the Primary National Curriculum. Steps are progressive and inform the sequence of learning to be planned and delivered. Children will build on existing knowledge as they progress through school. Teachers are aware of the steps to be taught prior to and following the year group they teach. Whilst subject leaders are aware of the steps to be taught across all year groups. The foundation subjects are planned carefully within a school year to allow for links between learning to be made and to build on prior knowledge.

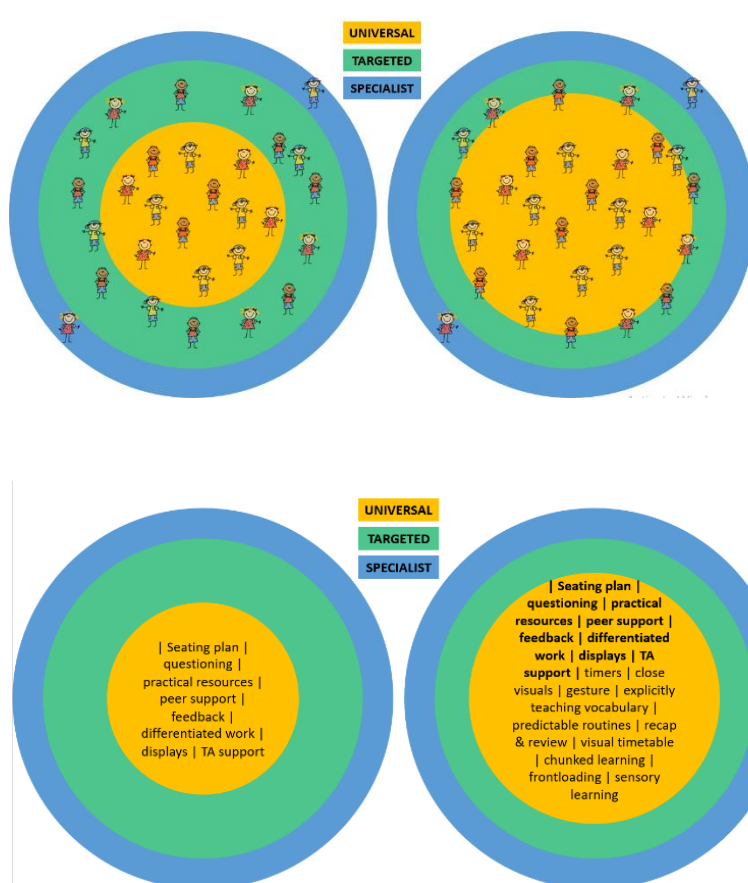
Short term planning

Short term planning begins with the intended learning. Teachers plan review tasks to begin lessons to activate prior knowledge. When planning, teachers identify when previous curriculum links have been taught and carefully plan to build on this knowledge, as well as being aware of the future knowledge children will gain in the next year or key stage. Short term planning identifies key questions, vocabulary to be taught and teaching strategies to be used to help deliver each lesson.

Planning to meet the needs of all children

Knowledge of the children; their prior attainment and specific needs, is a key part of planning.

Teachers are expected to know the profile of the children they teach. High quality teaching is the first wave of intervention for meeting the needs of SEND children. Adaptations should be planned over time to ensure a high quality approach which meets the needs of all children and groups and maximises the use of any additional adults in the room. When planning, teachers should consider the different pedagogical approaches used to engage, motivate and challenge all learners.



Our lessons are planned to include all learners. What is in place for one child, is accessible for all children in the class. Our universal teaching approach uses high quality teaching strategies as wave one. The diagram demonstrates our approach to learning and teaching for all children.

Teaching

*“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”
(Professor Dylan Wiliam)*

Teachers must be explicit about the key knowledge and vocabulary that all children must use. Children must know the knowledge and key skills they are required to learn and the language they are expected to understand and use.

We are all teachers of literacy; the quality of both children’s and teachers’ language, through instructions and questioning, are significant determinants of progress.

High quality teaching strategies

What a “typical lesson” will look like will vary from subject to subject and teachers may utilise a variety of strategies based upon their professional judgement and knowledge. However, it is expected that the agreed high-quality teaching strategies are used effectively in the majority of lessons. (See Appendix A)

Challenge

We should have high expectations of all children all of the time. It is good for children to struggle just outside of their comfort zone. All children must be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom and for the whole lesson.

Explanation

Teacher instruction should be planned with awareness of demands on children’s cognitive load, by presenting new material in small steps.

1. Limit the amount of material children receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide explanation and provide many examples.
5. Re-teach as necessary.

Vocabulary

Vocabulary for English and Maths is displayed next to the working wall and changed daily or added to as the unit progresses. This vocabulary is modelled during the ‘I do’ section and the children will then apply this to their own learning during the ‘we do’ and ‘you do’ stages of the learning process. Vocabulary will be revisited throughout each lesson and as part of the prior learning assessment section of each lesson.

Modelling (I do)

Teaching with clear instruction and modelling. To learn how to do something, children need to watch, listen and engage with teachers who will guide them through the process, step by step, before they make an attempt themselves. This learning will be separated into manageable chunks to avoid cognitive overload.

Modelling supports explanation and can help children to make abstract ideas concrete. E.g.

1. Demonstrate the activity in front of children using modelled examples
2. Think aloud to show the thought process.
3. Show it is ok to make mistakes.
4. No questions are asked at this point in teaching.

Guided practice with scaffolding (we do)

Worked examples of tasks and scaffolding are used to support all children to aid with their learning e.g. sentence starters, key word definitions etc. Effective class discussion and questioning will happen at this stage, as well as partner, group and class collaboration. Limited, selective questioning should be integrated to help further progress children's understanding at this point of learning.

Independent practice (you do)

Children should be provided with the time they need to practise new material in a number of ways in order to master it. At this point, scaffolding may be reduced. Task should be ideally just outside of children's comfort zone. Teachers have an understanding of the learning pit (James Nottingham) and the suitable challenge and scaffolding which needs to be within each lesson.

What this looks like at our school

I do (modelling)

- Children face the direction of the teacher
- Children use cinema seats if they are in the classroom (turn their chairs to face the front of the classroom)
- Children are silent and have their hands free (excluding adaptations for individual children's needs)
- Children watch the clear modelling of the teacher without asking questions
- The teacher models the example, thinking out loud.
- No questioning will happen at this point in teaching

Teaching assistants support the needs of identified children in class to aid the learning and ensure the content being modelled is accessible. Teaching assistant to prompt the teacher if they feel that modelling is unclear or further clarity is required. Teaching assistants may also model thinking alongside teachers, for example when addressing misconceptions.

We do (guided practice)

- Children will work independently, in pairs or in small groups to solve a question similar to that modelled in the 'I do' section
- Children will discuss their learning and thinking processes with their peers
- Children will have the opportunity to ask questions
- The teacher will use selective directed questions at this point as a means of AFL and to further children's understanding
- Children will feedback their thoughts, answers and ideas, sharing them with the class
- Children could use sentence stems at this point to relay their answers
- The teacher will model again, this time encouraging explanations and using questioning
- Children will face the teacher using cinema seats (if in the classroom) to watch the second modelling
- Teaching assistants will be directed by the teacher as to who to work with at this point in the lesson. They will guide these children and then move away to allow for independent work when necessary

You do (independent practice)

- Children will work independently or in pairs, dependant on task
- Children may discuss their learning with their peers
- Children can ask for further support from the teacher/ teaching assistants

- The teacher will assess children's understanding at this point, circulating the room or targeting specific individuals
- Teaching assistants will be directed by the teacher as to who to work with at this point in the lesson. They will guide these children and then move away to allow for independent work when necessary

Classroom signals

All staff will use the agreed non-verbal school signals.



1,2,3 (1 stand, 2 move, 3 sit)



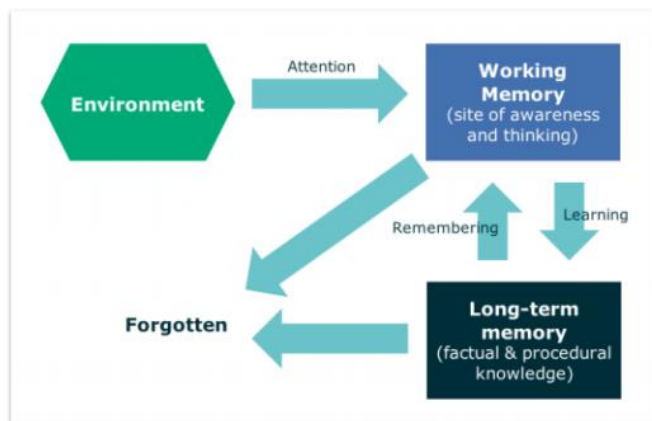
TTYP- talk to your partner



Stop signal (hand raised and no words spoken until all hands are up and the room is silent). Stop and track the speaker.

Responsive Teaching

Teachers should ensure that learning has 'stuck', by checking for understanding during the lesson and through review activities in future learning. All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learned. Teachers should be aware of the simple model of memory when planning and delivering lessons, ensuring the knowledge needed to access the new learning is securely in the long-term memory. Teachers will plan for retrieval tasks to stimulate prior knowledge as an assessment tool, before commencing with the new learning for the lesson. If learning is not yet secure for children, same day intervention should address misconceptions before the next lesson in the sequence is taught.



Adapted from Willingham (2009, p.55)

For responsive teaching teachers can use:

Questioning

Effective teachers ask a large number of questions skilfully, as questioning is our main tool to check and extend children's understanding. (The ways in which teachers ask these questions is found in Appendix B)

Teachers should ask questions, to lots of children, and then use what they learn from this process to adapt and reshape teaching within and between lessons. Teachers understand the importance of allowing thinking time for all children and build this into their planning.

Use effective feedback (See Appendix C feedback and marking policy)

Marking and assessment have two purposes.

1. It allows children to receive feedback which they act on to make progress over time.
2. It informs a teacher's future planning and teaching.

Marking should:

- Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback
- A dialogue should be created: between the teacher and child, between the child at large, or between the child and themselves. It is essential to allow time for children to engage with feedback and enact that which they feel is relevant and important to moving their learning forward.
- Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.

The Learning Environment

In order for there to be excellent learning behaviour, there needs to be the right classroom conditions; where all children feel safe, supported and valued. To ensure all children are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

High expectations – teachers should always have high expectations for learning and behaviour for all their children

- Provide scaffolds to support those who need it. Working walls are updated daily, with modelled examples of current learning, for children to refer to as scaffolds.
- Promote active engagement.
- Believe all children are able to achieve.

Teachers build positive relationships with all children through positive behaviour management, modelling the school vision and values:

- Recognise children demonstrating our school values of: Hope, Courage and Perseverance
- Welcome all children into class by greeting them at the door.
- Use praise and positive recognition through the Above and Beyond board

Teachers have clear and consistent routines and procedures– so there is a safe, orderly learning environment and learning time is maximised

- Title is shared on the board from the very start of every lesson – learning begins immediately, every minute matters.
- Have a classroom agreement which is fair and reasonable, so that all children know exactly what is expected of them when they enter their classroom.

Monitoring and Evaluation of Teaching and Learning

We will monitor teaching and learning across the school to make sure that all our children make the best possible progress from their starting points

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school.
- To monitor and evaluate the progress of children.
- To identify training needs across the teaching and support staff and drive CPD.

SLT and subject leaders will monitor and evaluate the impact of teaching on student's learning through:

- Conducting learning walks.
- Book looks.
- Review of termly progress checks.
- Gathering input from student voice and teacher questionnaires.

Continuing Professional Development

“Be the best you can until you know better, and when you know better, do better and be better”. Maya Angelou

All staff at our school should engage with high quality, researched based CPD and be open minded, reflective and proactive at continually trying to improve their teaching practice.

Teaching and Learning CPD will be focused around what will have the biggest impact on developing teachers and consequently improving outcomes for children. The aim is to ensure all CPD is embedded, reviewed and evaluated.

CPD at our school is:

- Focused on High Quality Teaching.
- Research based.

Appendix A

High quality teaching strategies

Fan-N-Pick

Child 1 hold questions in a fan and says "Pick a card, any card"

Child 2 picks a card, reads it aloud and allows for 5 seconds of thinking time.

Child 3 answers the question

Child 4 responds to the question through either identifying right and wrong or paraphrasing and praising

Children rotate roles one turn clockwise.

Carousel feedback

Teams stand in front of their projects

Teams rotate clockwise to another project

For a set amount of time they discuss their reactions to the other teams project but do not write anything.

Child one records the positive feedback.

Teacher calls time to move on.

Children rotate again with a new scribe this time,

Teams continue to rotate until they are back at their own project and they then reflect on the feedback given.

Find someone who

Children mix in the class, keeping their hand raised until they find a partner who is not a team mate.

In pairs, partner A asks a question. Partner B responds. Partner A writes down their answer and thanks them for their contribution

Partner B checks and initials the answer.

Partner B asks a question. Partner A responds. Partner B writes down their answer and thanks them for their contribution

Partner A checks and initials the answer.

Partners shake hands, part and raise a hand looking for a new partner.

Continue until the worksheet is complete.

Children sit down but can still be used as a resource for others.

As a team, compare answers. If there is a disagreement or uncertainty, all 4 team members raise their hands to ask a group question.

Find-the-fiction

Children write 3 statements. Two true and one false, attempting to trick their team mates.

One child stands and reads their statements to their team mates.

Without any consulting, each team mate writes down their thought on which statements is false.

Team mates round robin and defend their guess. Teachers may ask them to arrive at a consensus.

Team mates announce their guess.

The standing child announces their false statement.

Children celebrate: children who were fooled congratulate the standing child and the standing child congratulates those who guess correctly.

The next team mate stands and the process is repeated.

Jot Thoughts

Teacher poses a question with multiple answers and sets a time limit.

Children announce their answer to their team mates and jot their answer on a slip of paper. One idea per paper.

Paper slips are put in the centre of the table. Children attempt to cover the table with different answers, without overlapping the paper.

Inside-outside circle

Children form pairs.

One partner forms an inner circle facing the outside of the room. The other partner stands facing them, facing the inside of the room. Two concentric circles should now be formed.

Teacher poses a questions. Inside partner answers to their partner. Partner listens.

Children then swap roles and the outer partner answers.

Children on the outside then move a set amount of spaces, directed by the teacher, clockwise to gain a new partner.

Repeat above.

Teacher shouts 'swap' and children switch places with their current partner.

Mix-Pair-Share

Children mix around the room until teacher calls 'pair'.

Children pair up with the closest person to them.

Teacher poses a questions and allows for thinking time.

Children share their answers with their partner using rally robin or timed pair share.

Numbered heads together

Children decide on their number within their group.

Teacher poses a question and allows for thinking time.

Children privately write their answer down.

Children stand and share answers, teach each other or show answers. Children sit down when they have come to a consensus.

Teacher calls a number and that person feeds back their group's decision.

One stray

Children work in a group with their team mates.

Teacher calls a number and that number from each group stands up and the other team mates raise their hand.

Teacher calls stray and that child leaves the group to find another group.

Team mates lower their hands when a new team mate joins them. They continue to work in new teams.

Quiz-Quiz Trade

Teacher prepares question cards or the child develops their own.

Teacher calls stand up, hand up, pair up.

Partner A quizzes B and partner B answers.

Partner A then praises or coaches partner B.

Partners switch roles.

Partners trade question cards and thank each other.

Repeat a number of times with new partners.

Rally Coach

Each pair needs a set of high consensus questions.

Partner A solves the first problem.

Partner B watches, listens, checks and coaches if necessary.

Partner B solves the next problem.

Partner A watches, listens, checks and coaches if necessary.

Partners repeat taking turns.

Round Robin (table group) and Rally Robin (with partner)

Teacher poses a question to which there are multiple answers.

Children take it in turns to give an answer.

- All Write Round Robin- children each record each other's answer on paper.
- Think-write Round Robin- children independently think and write down their answer before starting the round robin.
- Timed Round Robin- each child gives their answer for a set amount of time in the round robin.

Round Table

Teacher provides a question to which there are multiple answers

Children take it in turns to write their answer then pass on the paper and pencil, with all children making a contribution.

Simultaneous Round table

As above but all children have their own paper and pencil.

Children write their response on their paper. Thumbs up when complete.

Pass their paper clockwise to the next person who then contributes.

Spend a buck

Options to be voted on are laid on the table on separate slips of paper.

Children have 10 chips each. They can vote for their favourite by placing their chips on their preferred option.

The option with the highest amount of coins will win.

Stand up- hand up- pair up

Teacher instructs children to move on a command with their hand in the air.

Children find the closest partner who is not a team mate. Give each other a high five and put their hands down.

Teacher asks a question or instruction

Partners interact using rally robin or timed pair share.

Talking chips

Teacher provides a topic or question and allows thinking time.

Any child begins the discussion and places their chip in the middle of the table.

Any child with a chip can then contribute, putting their chip in the middle of the table.

When all team mates chips are in the middle, children can reclaim their chips and the conversation can continue.

Timed Pair Share

Teacher announces the topic or question, the amount of time each partner will have and allows thinking time.

In pairs, partner A shares and partner B listens.

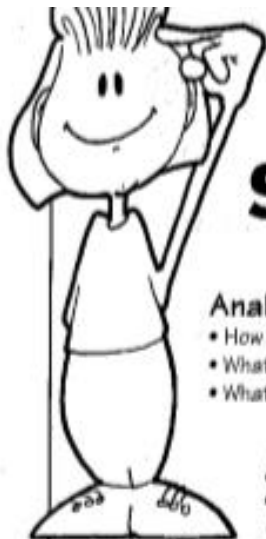
Partner B responds with a positive.

Switch roles and repeat.

Appendix B

Questioning techniques

- Lollypop sticks
- Pose, Pause, Pounce, Bounce
- Timed Pair Share / Think Pair Share – What did your partner say?
- Mini Whiteboards
- Random pupil selectors
- Mexican wave
- Popcorn retrieval



Questions to Engage Students' Thinking Skills

Analyzing

- How could you break down...?
- What components...?
- What qualities/characteristics...?

Applying

- How is _____ an example of...?
- What practical applications...?
- What examples...?
- How could you use...?
- How does this apply to...?
- In your life, how would you apply...?

Assessing

- By what criteria would you assess...?
- What grade would you give...?
- How could you improve...?

Augmenting/Elaborating

- What ideas might you add to...?
- What more can you say about...?

Categorizing/Classifying/Organizing

- How might you classify...?
- If you were going to categorize...?

Comparing/Contrasting

- How would you compare...?
- What similarities...?
- What are the differences between...?
- How is _____ different...?

Connecting/Associating

- What do you already know about...?
- What connections can you make between...?
- What things do you think of when you think of...?

Decision-Making

- How would you decide...?
- If you had to choose between...?

Defining

- How would you define...?
- In your own words, what is...?

Describing/Summarizing

- How could you describe/summarize...?
- If you were a reporter, how would you describe...?

Determining Cause/Effect

- What is the cause of...?
- How does _____ effect _____?
- What impact might...?

Drawing Conclusions/ Inferring Consequences

- What conclusions can you draw from...?
- What would happen if...?
- What would have happened if...?
- If you changed _____, what might happen?

Eliminating

- What part of _____ might you eliminate?
- How could you get rid of...?

Evaluating

- What is your opinion about...?
- Do you prefer...?
- Would you rather...?
- What is your favorite...?
- Do you agree or disagree...?
- What are the positive and negative aspects of...?
- What are the advantages and disadvantages...?
- If you were a judge...?
- On a scale of 1 to 10, how would you rate...?
- What is the most important...?
- Is it better or worse...?

Explaining

- How can you explain...?
- What factors might explain...?

Experimenting

- How could you test...?
- What experiment could you do to...?

Generalizing

- What general rule can...?
- What principle could you apply...?
- What can you say about all...?

Interpreting

- Why is ____ important?
- What is the significance of...?
- What role...?
- What is the moral of...?

Inventing

- What could you invent to...?
- What machine could...?

Investigating

- How could you find out more about...?
- If you wanted to know about...?

Making Analogies

- How is ____ like ____?
- What analogy can you invent for...?

Observing

- What observations did you make about...?
- What changes...?

Patterning

- What patterns can you find...?
- How would you describe the organization of...?

Planning

- What preparations would you...?

Predicting/Hypothesizing

- What would you predict...?
- What is your theory about...?
- If you were going to guess...?

Prioritizing

- What is more important...?
- How might you prioritize...?



Problem-Solving

- How would you approach the problem?
- What are some possible solutions to...?

Reducing/Simplifying

- In a word, how would you describe...?
- How can you simplify...?

Reflecting/Metacognition

- What would you think if...?
- How can you describe what you were thinking when...?

Relating

- How is ____ related to ____?
- What is the relationship between...?
- How does ____ depend on ____?

Reversing/Inversing

- What is the opposite of...?

Role-Taking/Empathizing

- If you were (someone/something else)...?
- How would you feel if...?

Sequencing

- How could you sequence...?
- What steps are involved in...?

Substituting

- What could have been used instead of...?
- What else could you use for...?
- What might you substitute for...?
- What is another way...?

Symbolizing

- How could you draw...?
- What symbol best represents...?

Synthesizing

- How could you combine...?
- What could you put together...?

Appendix C

Feedback and Marking Policy

What is Feedback?

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give children a clear sense of how they can improve, with children responding and making progress as a result.

Feedback more likely to move learning forward		
Task	Subject	Self-regulation strategies
 Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.	 Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.	 Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.

This table is reproduced from recommendation 2 in the EEF guidance report: Teacher Feedback to Improve Children Learning

Aims of Feedback and Marking

- I. To help children make progress
- II. To provide strategies for children to improve
- III. To give children dedicated time to reflect upon their learning and put effort in to make improvements
- IV. To inform planning and structure the next phase of learning
- V. To facilitate effective and realistic target setting for children and/or the teacher
- VI. To encourage a dialogue to develop between children and teacher
- VII. To encourage children to have a sense of pride in their work
- VIII. To encourage children to perfect presentation
- IX. To correct mistakes with a focus on English and mathematics skills and strategies

Principles of Feedback and Marking

- I. Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback
- II. A dialogue should be created: between the teacher and child, between the child at large, or between the child and themselves. It is essential to allow time for children to engage with feedback and enact that which they feel is relevant and important to moving their learning forward.
- III. Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.

Type and Frequency of Feedback and Marking

Verbal Feedback

- I. This is the **most** frequent form of feedback.
- II. It has immediacy and relevance as it leads to direct pupil action.
- III. Verbal feedback may well be directed to individuals or groups of children; these may or may not be planned for, but will be based on acute and strategic assessment for learning.

Peer Feedback

- I. This is shown by research to be one of the most **effective modes** of feedback. Effective peer feedback is structured and modelled by the teacher.
- II. Childrens need to be well trained over time to effectively peer assess one another. This process will be led by all teachers.

Self Reflection, Assessment & Feedback

- I. As with peer feedback, children need an explicit and clear structure to identify their learning needs.
- II. Teachers should both help uncover and share the elements of success in learning where appropriate.

Marking

- I. All work is acknowledged using the school Marking Code (Appendix A).
- II. Work is presented in line with the Presentation Agreement (Appendix B).
- III. Written feedback will model all aspects of our presentation/handwriting expectations
- IV. When determined appropriate to use, written feedback will provide clear actionable ideas to improve their work.
- V. This may include identifying specific issues such as key words, presentation issues, spellings, etc.; children should act upon these.

Appendix A – Marking Code

All books:

Teachers mark using two colours: **pink** to acknowledge where work meets the **learning objective and green to move the learning on**. Titles are highlighted in pink or green for every piece of work. This may take various forms, including:

Summative feedback/marking

This usually consists of ticks or a mark signifying incorrect work and is associated with closed tasks or exercises. Where ever possible children should **self-mark** or the work should be marked as a class or in groups.

Formative feedback/marking

With oral feedback, in the course of a lesson, teachers' comments to children should focus on issues about the intended learning and secondly on other features. When verbal feedback is given the work should be marked with VF and a short comment. E.g. **VF – full stops, or adding relative clauses using relative pronouns.**

Quality marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged using the drafting code or given detailed attention through deep marking.

Teachers should avoid general, non-specific feedback. The emphasis in marking should be on improvement needs. Highlighting the title/intended learning allows children to understand if they have been successful. Focused comments should help the child in 'closing the gap' between what they have achieved and what their next step is. E.g. For the underlined section, can you think of a simile? Deep marking includes the use of the drafting code as well as a next step or 'closing the gap' comment that will improve the quality of work.

Closing The Gap Prompts:

- **Reminder prompt** – the simplest form of prompt and refers back to the intended learning
e.g. Use adverbial starters.
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
e.g. Add a simile to the postman's journey through town
- **Example prompt** – this is the **most detailed** support and gives children examples from which to choose.

e.g. The man, whose feet reminded Paul of planks of wood, stood watching out over sea.
Underline the relative clause and use this in your writing.

Secretarial features

Spelling, punctuation, grammar etc. **should not be asked** for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time. When work is finished ask children to check for things they know are wrong in their work when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking words up.

Self Marking

- Children should self- evaluate wherever possible using the drafting code. Children can identify their own successes (one/two or three) and look for improvement points.

Peer Assessment

Can be class/group or pairs

Children should sometimes be asked to mark narrative work in pairs. The following points are important:

- Peer assessment should not be introduced until Key Stage 2, unless teachers feel younger children are ready for this.
- Peer assessment should form part of the editing sequence of lessons.
- Children need to be trained to do this, through modelling with the whole class, watching the peer assessment in action.
- Encourage a dialogue between the children rather than taking turns to be the 'teacher': they should discuss each other's work together (e.g. I think this bit really shows how the character feels, what do you think?)

General Principles - Maths

Teachers will:

- **Always** address incorrect work. This may be done through: corrections, oral feedback given or comments to feedback on. This may also at times be addressed in subsequent lessons (repetition of the intended learning) to address misconceptions.
- Always provide children with time to respond to feedback.
- Give 'next steps' to help to push children's thinking forward **when needed**.
- Use feedback to push children's reasoning and communication about mathematical ideas

Drafting / Marking Code

This should be displayed in all classrooms. Teachers and Teaching Assistants should use the codes as a guide to ensure consistency when marking children's work and should be used by children when self and peer assessing and when proof-reading and editing their work.

A range of strategies / approaches should be used to ensure children receive high quality feedback at the point of learning.

Writing Marking Code KS1 (&SEND)

(Sp) - Indicates there is a spelling mistake. Teachers may ask a child to write the correct spelling out 3 times.

 cornwall – Something is missing. This could be a word or a piece of punctuation.

 Writing should start near the margin

 Check the sentence/phrase (a wobbly sentence)

VF – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial. It is advisable to add a word or short comment to explain the focus of the dialogue so that improvement can be checked.

S – support given

SDI- Same Day Intervention

Su- Supply

Teacher highlights the title **PINK** if the intended learning has been achieved.

Teachers' written feedback is given in **GREEN**.

TAs'/ Supply teachers written feedback is given in **GREEN**. **(Anyone marking work other than the class teacher must initial the work they have marked.)**

For some children, stamps, stickers and smiley faces may be used to encourage and acknowledge good work when the learning intention achieved.

Writing Marking Codes – KS2

(Sp) - Indicates there is a spelling mistake. *There is an expectation that if a child is working at ARE, they should be spelling most of the age-related spellings correctly. They can use a dictionary to support their spellings, or a teacher may want the child to write it out 3 times, to practise a taught rule.*

 cornwall - Something is missing. This could be a word or a piece of punctuation.

 Writing should start near the margin

 Use an alternative word/phrase

 Check the sentence/phrase makes sense (a wobbly sentence)

VF – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial. It is advisable to add a word or short comment to explain the focus of the dialogue so that improvement can be checked.

S – support given

SDI- Same Day Intervention

Su- Supply

Teacher highlights the title **PINK** if the intended learning has been achieved.

Teachers' written feedback is given in **GREEN**

TAs'/ Supply teachers written feedback is given in **GREEN**. **(Anyone marking work other than the class teacher must initial the work they have marked.)**

Self/Peer marking to be recorded in **PURPLE**.

Final pieces of written work in English we will mark using a simplified code, to ensure writing is independent for moderation purposes.

E1- Spelling, punctuation or missing words (*purple pen any small mistakes*)

E2- The sentence doesn't make sense- needs rewriting (re-written at the bottom of the page in pencil)

E3- More/less description required to make the sentence/ paragraph effective

Appendix B – Presentation Agreement

Staff will:

- Teach children the skills required for presenting work.
- Encourage children to take pride in their work.
- Remind children regularly of expected standards.
- Use the guidance flexibly for children with SEND.
- Acknowledge and reward children's efforts.
- Set high standards of presenting work for children in displays and classroom organisation.

The following information sets out clear guidelines on the expected presentation of work.

- All children's workbooks have their name, subject and class and year group on the front.
- Each piece of work must be dated. As a model for this the teacher must write the date on the board. The short version of the date, with "dots", i.e. 24.03.24 is to be used in all subjects with the exception of English books when the long version is used. The date should be underlined using a ruler.
- Each piece of work should have the learning objective modelled on the board by the teacher. This will reflect the small step identified in the subject curriculum. In EYFS and KS1, the title may be printed onto a label and stuck neatly into children's books by an adult / child if they are able to do so. By the end of the Year 2 children will write their own date and title.
- If a new piece of work is to be continued on the same page, the end of the previous work must be clearly shown by a line drawn across the page under any previous writing, including any teacher's comments.
- Any mistakes should be crossed out neatly using one ruled line. The correct version should be written on the same line or above the mistake, wherever is most appropriate.
- Tippex is not allowed.
- Rubbers are permitted but should be used sparingly. The use of pen or pencil is determined by the guidelines set out above.
- Other than for editing purposes, only blue pens may be used in exercise books (children who have their handwriting license). School handwriting pens only should be used.
- Felt tip pens and gel pens should not be used in any exercise books. Colouring pencils only should be used to colour in (if appropriate).
- A child must not write or draw ANYTHING on the covers of any exercise books.
- A child must not 'doodle' or in any other way mark any of the pages in their exercise books or on the cover.
- Drawings or diagrams must be done in pencil and straight lines drawn with a ruler unless it is intended to be a rough sketch. If a plain page is needed, this must be trimmed before being neatly stuck in.
- If appropriate, worksheets may be used in books – but should not protrude beyond the edges of the book. Folded over sheets should be glued into books neatly with no edges protruding beyond the pages of the book. Date and Titles should still be clear, following the above guidelines.
- When marking, handwriting MUST be in line with the school's cursive script handwriting approach and must be neat and legible so as to set high expectations for the children.
- Any errors in presentation MUST be addressed by the teacher – through comments in the marking or through verbal feedback. Amendments to expectations for individual children may be necessary.
- In all subjects, with the exception of mathematics and English, a Knowledge Organiser, which includes a picture, topic title and unit number is stuck in to identify when new topics begin.

Mathematics

- Mathematical work is to be recorded in pencil.
- All lines should be drawn with a ruler; this includes answer lines for vertical calculations, tables, graphs and all straight sided shapes.
- For those children using squared pages, each digit should be written in a separate box to assist with understanding place value.
- All question numbers should be noted and shown by a bracket, e.g. 2) as dots can be confused with decimal points.
- Any corrections should be written out again as a new calculation rather than being altered on the original calculation.

Science

- Rulers must be used for any diagrams that need straight sides represented.
- All diagrams and lines to label parts must be drawn in pencil but written labels can be written in ink if appropriate.

Monitoring presentation throughout the school

- Presentation will be monitored through book and planning scrutinies throughout school and findings will be communicated back to staff.
- Random book collection will be undertaken by the SLT to focus on presentation (in addition to other aspects).
- Subject Leaders will monitor books for presentation and ensure that the quality of presentation is of the same standard as that in English and mathematics.