



Responding to Children's Learning Policy

This policy should be read in conjunction with SUAT 'Feedback' Policy. At Perton Primary Academy, we believe that the feedback given to the children should be:

- Meaningful
- Motivational
- Manageable

We aim to provide contextual feedback that is effective, timely and is acted on by the children to move the learning forward. It should support understanding and be *harder work* for the recipient than the person giving it. Feedback may be given during or after the learning and should always be of high quality.

Feedback should:

- Link to the success criteria
- Address misconceptions
- Inform future learning
- Celebrate success.

At Perton Primary Academy, we use a range of formative assessment strategies which include:

- Verbal Feedback
- 'Closing the Gap' marking
- Marking Codes
- Pink for think, Green for great highlighting
- Next Step stickers / comments
- Handwriting - gold stars
- Self and Peer-assessment - purple pen editing

Verbal Feedback - We believe this is the most effective form of feedback that takes place during the lesson. This includes prompting children to reflect on their own work. It is given to the child during the learning. Where this feedback is given, a V symbol or stamp should be indicated. The feedback does not need to be written but there should be a visible change in the child's work as a result.

Next Step marking - this is more detailed marking for individual children. The steps to success should be highlighted by the teacher to show they have been achieved. A next step may be given related to the S2S - success criteria or to extend the learning further. Children may also tick the S2S.

Marking Codes - The code is written on the same line that needs the correction. The teacher then checks these corrections. These codes are written in the margin, and are:

- C - capital letter missing
- P - punctuation mark missing

- Sp - spelling mistake
- V - Verbal feedback

Correcting spellings: When children incorrectly spell high frequency words, taught graphemes or fail to apply a taught spelling rule these are identified with a 'Sp' symbol for children to correct. (3 - 5 words, depending on task.)

Green for Great, Pink for Think - this highlighting is used to give visual feedback to children either during or after the lesson.

A green highlighter is used to emphasise success (linked to the success criteria or a specific aspect of the work).

A pink highlighter is used to encourage the child to reflect on what needs changing in the work. Children will make a correction or edit in Purple Pen.

Next Step Stickers - these stickers are used to promote 'deeper thinking' in the children's learning. This could address a misconception or encourage children to explain, reason or predict linked to the learning that has taken place. Teachers should ensure they check pupil's responses to these stickers.

Self-review Learners can use success criteria to self-check and assess their own work, address their own misconceptions and identify areas for improvement using the Purple Pen.

Peer-assessment - This must be quality marking from one child to another. Self and Peer assessment should be used regularly as an integral part of teaching and not just an end of lesson task.

Steps to Success S2S (success criteria) - These are progressive with a challenge step in **red**. Children check the S2S sticker or provided checklist to identify what learning has been effectively demonstrated. Children can provide a next step for their peer/s based on a step to success that had *not* been achieved. Sometimes this can be verbal. Next Steps cannot simply refer to the amount of work completed, or presentation.

Reading and Responding - Time must be given for children to regularly read and respond in full sentences and to correct errors.

In Early Years, children are made aware of their Learning Intentions in English and Maths.

Next steps are given at the time of learning and addressed by staff within that week.

Policy adopted by LAC: June 2017

Policy renewed: Jun 2017 ET/SLT / Jan 18 ET/SLT / **May 2019** ET/KW/HE