



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.

The Education Endowment Foundation (EEF) and The Sutton Trust have identified that one of the most effective strategies that has a high impact on pupil progress is feedback. The strategies that teachers use in the classroom are vital to school improvement. Feedback is the information given to the learner that aims towards improvement. It can be written, verbal, through tests and covers a wide range of aspects of the learning process. At Perton Primary Academy, we also believe that all pupils should have effective, challenging feedback to inform them of their achievements as well as providing targets to facilitate their future progress.

"The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work." Workload Review Group marking report, March 2016

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

Methods of feedback and marking might include:

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 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.

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.

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.

Success criteria – Children can use agreed and co-constructed success criteria or 'steps to success' that have been generated in the lesson or as part of a previous lesson to create a 'closed checklist' to assess their learning against. This could be during a lesson, at the end of a lesson or at the end of a unit of work.

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. Children tick the S2S sticker if achieved.

Reading and Responding – Time must be given for children to regularly read and respond and to correct errors.

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

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.)

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.

Consistency of approach across a key stage or school is important and will be expected. Shared expectations of marking will help everybody to be clear about what is required.

The Teachers' Standards state that teachers should, 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. This is not a requirement for pupils to provide a written response to feedback: it could simply be that pupils should act on the feedback in subsequent work or have the chance to rehearse a particular skill to enable them to progress or catch up quickly.

Abbreviations

S - Supported

I - Independent

M - Modelled

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