



St Stephens Community Academy

Responding to Children's Learning Policy

Status: Draft	
Recommended	
Version	V2.0
Statutory	Yes
Adopted v1.0	January 2016
Review v1.0	December 2016
Review v2.0	September 2017
Next Review v3.0	September 2018
Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	National Curriculum 14 SSCA Assessment Policy 15 SSCA Curriculum Policy 15 SSCA Year Group Non-Negotiable 15 SSCA Staff Non-Negotiable 14

N.B This document is in consultation during Autumn 2017 before LGAB agreement.

St Stephens Community Academy

Responding to Children's Learning Policy



Mission Statement

We believe feedback should be a cyclical process which provides constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and help them to diminish the difference between current and desired attainment.

Aims

- ✓ To provide a consistent and whole school approach for responding to children's learning in a way that encourages and motivates them and enables appropriate future teaching and learning.
- ✓ To celebrate success to motivate pupils

Principles

Feedback should:

- ✓ Relate to learning intentions, which are shared with the children.
- ✓ Provide identification of current levels of attainment and achievement;
- ✓ Provide children with opportunities to become aware of and reflect on their learning needs.
- ✓ Provide recognition and appropriate praise for achievement.
- ✓ Give clear strategies for improvement.
- ✓ Allow specific time for children to read, reflect and respond to marking.
- ✓ Involve children in the process (whether oral or written).
- ✓ Inform future planning and individual target setting.
- ✓ Use consistent codes throughout the school.
- ✓ Encourage and teach children to self-mark or peer mark wherever possible.
- ✓ Ultimately be seen by children as positive in improving their learning.

The Provision of Effective Feedback

Effective feedback occurs whilst the learning is being carried out or is fresh in the child's mind. With oral feedback, in the course of a lesson, adult's comments to children should initially focus on issues relating to the learning intentions of the lesson.

Our Approach to 'Feedback'

Feedback is only beneficial if it enhances self-esteem in the child and or facilitates learning.

	Marking will involve
All children to complete their daily intention box	
Week One English	Assessment notes/ photos with 2 simple programme Story maps/ box ups marked against a collaborative success criteria
Week Two English	Children edit work in response marking time with purple pens Teacher use code system to mark and provide a detailed comment Children/Teachers use the success criteria
Week Three English	Teacher marks in the margin and using AWL codes

	Children/Teachers use the success criteria Pupils peer and self-edit work Pupils create own success criteria based on collaborative criteria from previous weeks and individual learning goals
Maths	Pupils have time to respond to feedback.

At Stephens Community Academy we mark using two colours across the school. 'Tickled Pink' which show children successes and 'Green growth' which highlight where children's learning should go next.

Whether the task is open or narrative, feedback should focus first and foremost on the learning intention of the task. The emphasis for feedback should be on both successes against the learning intention and improvement needs against the learning intention. Focused comments should help the child in 'diminishing the difference' between what they have achieved and what they could have achieved.

For feedback to be successful we must ensure that the learning intentions for the activity have been clear for both the teacher and the child from the beginning of the lesson and as such become central to the feedback process. For feedback to be successful we must ensure that our children understand what is required of them in order to be successful before they begin an activity

As children's learning is given feedback against clear, planned learning intentions, then other areas may not be marked e.g. if the focus was punctuation then spelling (other than some key words) may not be given feedback on this occasion.


We use the feedback coding system below to note the level of support given and the type of feedback given such as verbal or peer. Specific points for development that are identified in pupil work are targeted in future planning

We strive to give feedback with the child present and give oral feedback as well as the brief notes using our coding system

We recognise that children need to know an adult has looked at and valued all their written work and it should be clear to the child that the work has been seen. This means use of the code system that also supports the assessment process.

Our Feedback Codes:

A (Blue pen)	Child was absent
I (Blue pen)	Child worked independently
P (Blue pen)	Child worked as part of a pair which shows that the child has had some support.
CT (Blue pen)	Child produced this work as part of a guided group with the class teacher which shows that the child was heavily supported.
S (Blue pen)	This work was undertaken when a visiting teacher/ supply was taking the class

ST (Blue pen)	This work was undertaken when a student was taking the class
LSA (Blue pen)	This work was undertaken when a learning support assistant was working with a group which shows that the child was heavily supported.
 (Blue pen)	This work has been discussed with the child. This discussion may be with an individual, a group or the whole class. E.g. group- a group of children who need support with the piece of learning are identified and will be part of a guided group work the next day when difficulties will be addressed. E.g. whole class if there are issues with many children's learning / understanding this will be discussed in shared work the next day.
LG (Green Pen)	The child has been given a comment against their learning goal (s)/ AWL grids.
VF (Green Pen)	This child has been given verbal feedback against the learning intention.
LI (1/2 or 3 ticks) (Pink Pen)	This will be used in phonics/ reading/ comprehension and foundation subjects to show the level of achievement against the learning intention.

Literacy Editing Code: (using 'Green Growth' Pen)

//	Start new paragraph
Sp- written in the margin	Check your spelling
Wriggly line	Written under a word to improve the word/ word choice
Straight line	Written under the word to show incorrect spelling
^	Word omitted
p- written in the margin	Check your punctuation
Circle	For capital or not

Feedback made by the class teacher or LSA will include:

Useful prompts, such as:

- ✓ **A reminder prompt** (e.g. 'What else could you describe here?')
- ✓ **A scaffolded prompt** which provide support through a question, a directive or an unfinished sentence (e.g. 'What was the old man saying?', 'The old man was so angry he...', describe how the old man felt in that situation, $12 \times 10 = 120$, what is 14×10 ?).
- ✓ **An example prompt** (e.g. Choose one of these or your own: She ran quickly up the stairs looking for her bag/ The car shot quickly out of the driveway, Choose the correct answer... $\frac{1}{2}$ of $30 = 10$ or 15 ?).
- ✓ **A question prompt** to check/further understanding (Solve 45×4 ... What is ten more than...?)

Feedback is never negative and we will never use phrases such as "you did not try hard today". We never use meaningless phrases such as "well done" or "very good" without clarifying what was well done or very good specific to the learning intention and success criteria.

In Maths any incorrect answer will be marked with a green dash next to the answer. We will never use crosses to mark an incorrect answer.

All marking should be written using a clear handwriting style, use correct spelling and be grammatically correct.

Guided Reading

Reading Response Menu can be used to show the learning intention or the learning intention is written in another way. Feedback will be made against the menu activity. For comprehension activities feedback will be made against the assessment focus of the comprehension. Green Pen will be used to give feedback against the success criteria.

Phonics/ Spelling

The focus phoneme/spelling will be written at the top of the activity and the daily key word. Feedback will be made against the learning intention using LI and ticks. Pink and Green Pen will be used to underline the specific phoneme/ key word for the session. Children will be asked to edit their words with purple pen. Children's independence will be encouraged by the adult not recording the correct spelling for them. Green pen will be used to give feedback.

Successes:

Our feedback is not the only way to celebrate success with a child. We also use the strategies below:

- ✓ Stickers or smiley faces on pieces of learning
- ✓ Share good learning with the class
- ✓ Send the child to another teacher or the Head of School to celebrate
- ✓ Share work with the parent or carer
- ✓ Send home notes which celebrate good learning
- ✓ Display work in the classroom and around the school environment
- ✓ Show learning in class assemblies

Foundation Stage

In the Foundation Stage the majority of feedback is provided orally. Any written next steps are recorded on 2 simple or in books.

Secretarial Features

During learning/ at the end of learning process, adults remind children to check for things they could improve in their learning when they read it through. In all books, basic secretarial markings should be evident based on the age related expectations for that year group.

Personalised Learning - Response to Learning Time

The opportunity for pupils to reflect upon and respond to feedback before the next lesson is vital.

- ✓ Adults must timetable a designated Personalised Learning session to enable pupils to respond to their feedback.
- ✓ Subsequent evidence in pupils' books must demonstrate consistent use of targeted skills.
- ✓ Children show response to feedback either using the purple pen e.g. to correct capital letters/ full stops
- ✓ Or children show responses to feedback by completing a task given by the teacher e.g. solve a calculation/ write a more powerful opening/ list alternative adjectives to be used. A range of types of response tasks need to be given by the teacher.
- ✓ Teachers encourage children to initial next to the teachers comments to show that they have read this

Diminish the Difference– Response to Marking

- ✓ Is directly linked to the Learning Intention
- ✓ It is used to support pupils who have not met the expected learning criteria
- ✓ It will consist of a task used to address a misconception in order to embed learning.
- ✓ Time must be provided for pupils to respond before moving on to ensure consistent use in subsequent pieces of work. (see Personalised Learning)

Self-Feedback

Children should be provided with opportunities to self-evaluate when applicable. They should be encouraged to identify their own successes in their learning and look for improvement points.

Success Criteria	Self-Assessment	Example (s)
	One tick- I am developing my understanding of this Two ticks - I have some evidence in my writing (see example) Three ticks- I am confident in using this with accuracy (see examples)	
e.g. I can use expanded noun phrases		Little, white sheep
Pupils identify and highlight aspects of their work they feel are strengths and aspects that they need to develop further.		

Peer Feedback

It is important that children are given the opportunity to discuss their learning with other children. When learning in pairs, a number of points need to be considered:

- ✓ Children needed to be trained in paired marking, through modelling with the whole class, watching the paired marking in action.
- ✓ Ground expectations (*listening, confidentiality, etc.*) should be decided and collaboratively agreed
- ✓ The children have to be aware of the success criteria/learning intention, otherwise they will simply talk about neatness and punctuation.
- ✓ Children should, alternatively, point out what they like first and then suggest ways to improve the piece, but only against the learning intention and not spellings, etc.
- ✓ Varied pairings should be used for peer feedback
- ✓ Encourage a dialogue between children: they should discuss each other's learning together.
- ✓ Adults may provide phrases to support effective peer feedback

Organisation

In order for the approach to learning to be effective, it is vital that time is allocated within lessons for the children to read through comments made and respond to them. When planning lessons, teachers need to consider the time implications of this approach. Wherever class discussion takes place, feedback is given orally. Notes might also be necessary to inform future planning as a result of the discussion findings. The expectation is that children will be given time to reflect on their learning.

Common Misconceptions

If a large proportion of children in the group have made similar mistakes, the first part of the next session must be designed to deal with these misconceptions, rather than just carrying on with lots of individual written feedback.

Layout in Books

Reference to a learning intention will be present in all pieces of learning across the school. In Foundation this is provided by adults.

From Year One to Year Six a learning intention will be stuck into children's books. In Year 5 and 6 children can write the learning intention as the title. The agreed frame will be used as below.

Example A: Unit Focus: e.g. Addition	Outcome of unit:
---	-------------------------

Note whether distance/ elicitation		
Learning Intention LI To _	Self/ Peer Assessment Underline whether self or peer	Adult Assessment
Success Criteria		
Level of Support: I CT LSA ST S		
Resilience	Reflective	Resourceful
		Reciprocity

Self/ Peer and Adult Assessment will involve:

One tick- I am developing my understanding of this

Two ticks- - I have some evidence in my learning

Three ticks- I am confident in using this with accuracy

Presentation of Learning:

For Key Stage Two Learning Intentions will be displayed at the top of the page underneath the date line. Children will be asked to write the short date in Key Stage One. Children will be expected to write the long date for English in Key Stage Two.

Foundation Subjects

Teachers are expected to give feedback on these subject areas when there is written evidence using the code system. Feedback can be given orally on learning in relation to a practical activity. Adults may also use 2 simple to collect evidence of learning and use this to inform next steps in the learning process.

Learning Support Assistants

Learning Support Assistants are encouraged to record their feedback into books using the coding system. When Learning Support Assistants have worked with a group during a lesson, the LSA will be expected to write a learning comment in the child's book for both the child and the teacher to read.

Supply Teachers

Supply Teachers are expected to complete secretarial marking of books as a minimum. All learning marked by Supply Teachers must have the coding 'S' highlighted in the learning intention label.

Pen Colour

Coloured pens (provided by the school) are to be used to record written feedback to children.

RRSA

Through feedback we, as an ADMAT Schools, aim to promote the UNCRC in all aspects of our work, this reflects our position as a Rights Respecting School.

Marking and Feedback relates to the UNCRC articles:

Article 13 (freedom of expression) - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 28 (right to education) - Every child has the right to an education.

Article 29 (goals of education) - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Monitoring and Review

The Head of School and Senior Leadership team will review the implementation of the schools feedback policy regularly. On a termly basis an evidence scrutiny will take place that will involve feedback on the effectiveness and impact of learning feedback. Monitoring of learning feedback will also take place during visits to classrooms. The Senior leadership team will ensure that teachers are regularly kept abreast of current research on effective feedback and provide CPD. Teachers and staff are encouraged to independently keep themselves abreast of current research.

Review:

This policy will be reviewed in line with the academy policy review programme. The Head of School is responsible for reporting to the Local Governing Advisory Board (LGAB) about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Date Revised: **January 2016**

Date for review: **December 2016**

Date Revised: **September 2017**

Date of next review: **September 2018**

Signed (Head of School)

Signed..... Chair (LGAB)