



Mutual respect

Ambition for all

Nurture

Responding to Children's Learning Policy

November 2024

Policy Document Version Control

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Major changes	
Full re-write	

Mission: Be The Best You Can Be

Vision: Providing a world class primary education, producing adults who change the world

At Whitley Village Primary School, we provide a holistic educational experience which produces citizens who are happy and emotionally and physically healthy. They will contribute positively to their societies and are adaptable to a rapidly changing world.

Our pupils will learn to be intrinsically motivated life-long learners, who work hard to achieve their aspirations and who engage in blue-sky thinking. They will use their academic prowess, strong skills of communication and initiative to achieve their potential and become fulfilled individuals.

Pupils leave us with us with a strong moral compass, at ease with themselves and confident to enter their next phase of life. They are appreciative of the plurality of society and are thoughtful, creative individuals who overcome barriers and challenges.

In time, our pupils will utilise the choices they have at their fingertips to change the world for the better. We achieve this vision through our daily mission: be the best you can be and by remaining true to our core values of mutual respect, ambition for all and nurture.

Values:

Mutual Respect



Nurture



Ambition for all



Tickled Pink – Green for Growth – Purple Polish

Introduction

The aim of this guidance is to ensure that all children have their learning responded to in a way which improves their learning and achievement whilst developing their self-confidence. It ensures consistency in feedback and marking helps us to operationalise Article 28 (right to education). The policy also incorporates key aspects of the independent report entitled, 'Reducing teacher workload: Marking Policy Review Group report 2016 DfE'

Feedback and marking at our School are:

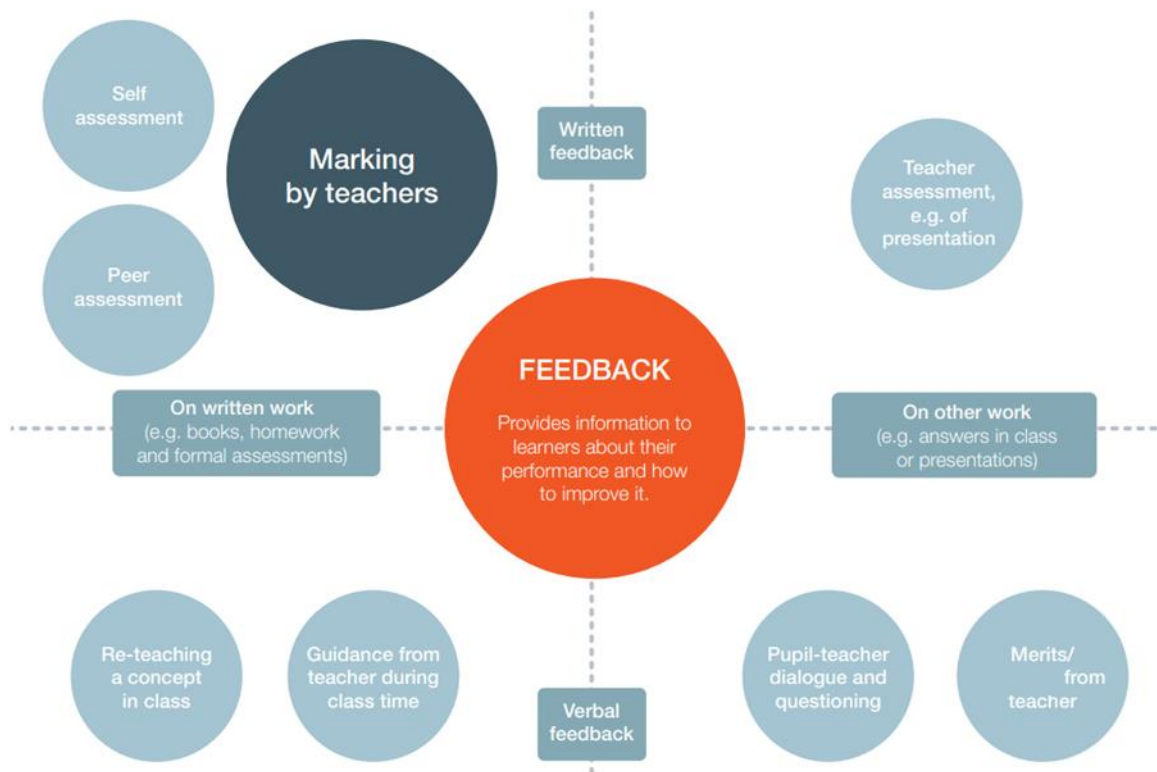
- ✓ meaningful
- ✓ motivating
- ✓ manageable

This document reflects the views and experience of teaching and support staff across the School. Responding to children's work is the responsibility of all teaching and support staff.

Purpose of Responding to Children's Learning

- ✓ to give recognition of a child's achievements and progress
- ✓ to inform and stimulate further learning
- ✓ to assist pupils in their next steps
- ✓ to enable teachers to plan the next stage of teaching and learning
- ✓ to enable staff to make judgements about pupil attainment
- ✓ to provide information for other staff involved in monitoring children's work

Feedback may be given in a variety of ways at the appropriate level for the child's learning and understanding:



Source: Education Endowment Fund, A marked improvement? A review of the evidence on written marking April 2016

Marking

Principles and Ethos

"Marking should serve a single purpose – to advance pupil progress and outcomes."
(Eliminating unnecessary workload around marking)

Effective marking is an essential part of the education process when it is meaningful and manageable. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. Responses are more useful if they are given as soon as possible. Live marking or mobile marking is assessment for learning in its purest form, with the teacher constantly engaged in "reading" the room and responding as pupils work. We therefore expect our staff to aspire to this whenever possible; however; we recognise that staff might also be working with a group for some of the lesson. They can be written or oral; and should be regular and frequent. All work should be marked before the child next sees their book. Books should only be marked when children have checked them. In English, children must be provided with quality time for editing and improving their work before the teacher marks it.

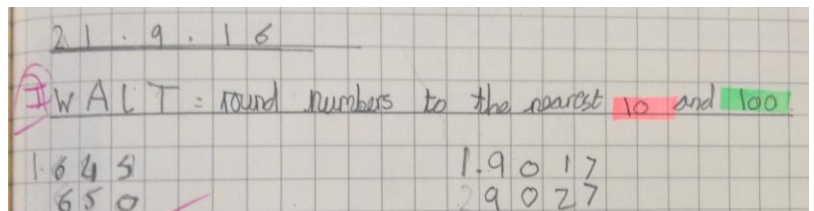
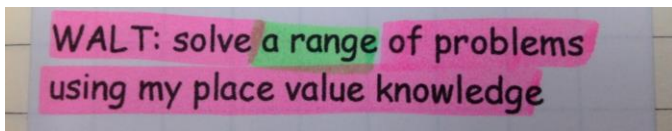
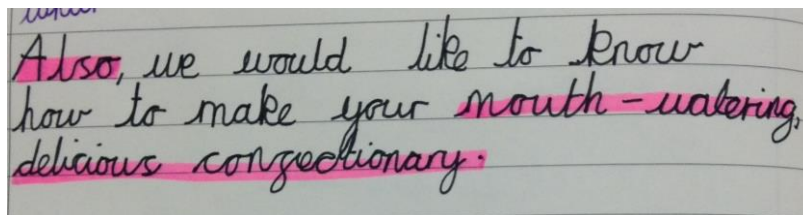
Practice

Address all aspects of the WALT and/ or Tools. Ensure that the date is correct (spelling days of the week is a Year 1 expectation). Address key spelling in all subjects. Teachers will look for strengths and areas for development against the WALT and/or Tools. **Work should show the majority pink (never less than 60%).**

Tickled Pink

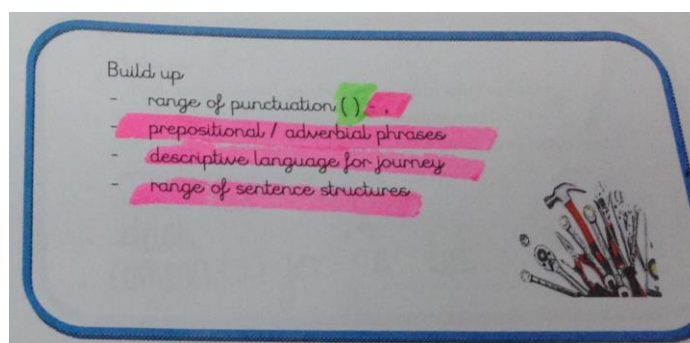
Highlighting:

Use a pink highlighter to underline or highlight specific examples of good work, referencing the WALT and/or Tools. Highlight the WALT and/or Tools to show what the child has achieved in that lesson. Highlighted work does not require an additional written comment.



Comments:

Written comments may be or challenge.



used to give specific next step

Green for Growth

Marking in the margin is both efficient and effective. It enables children to respond to marking more independently and promotes their learning. Children should tick the code when they have responded.

We use these codes for consistency. They are applied at an age and stage appropriate level; children in Key Stage 1 ready for more advanced codes, should have them.

Key Stage 1

Key Stage 2

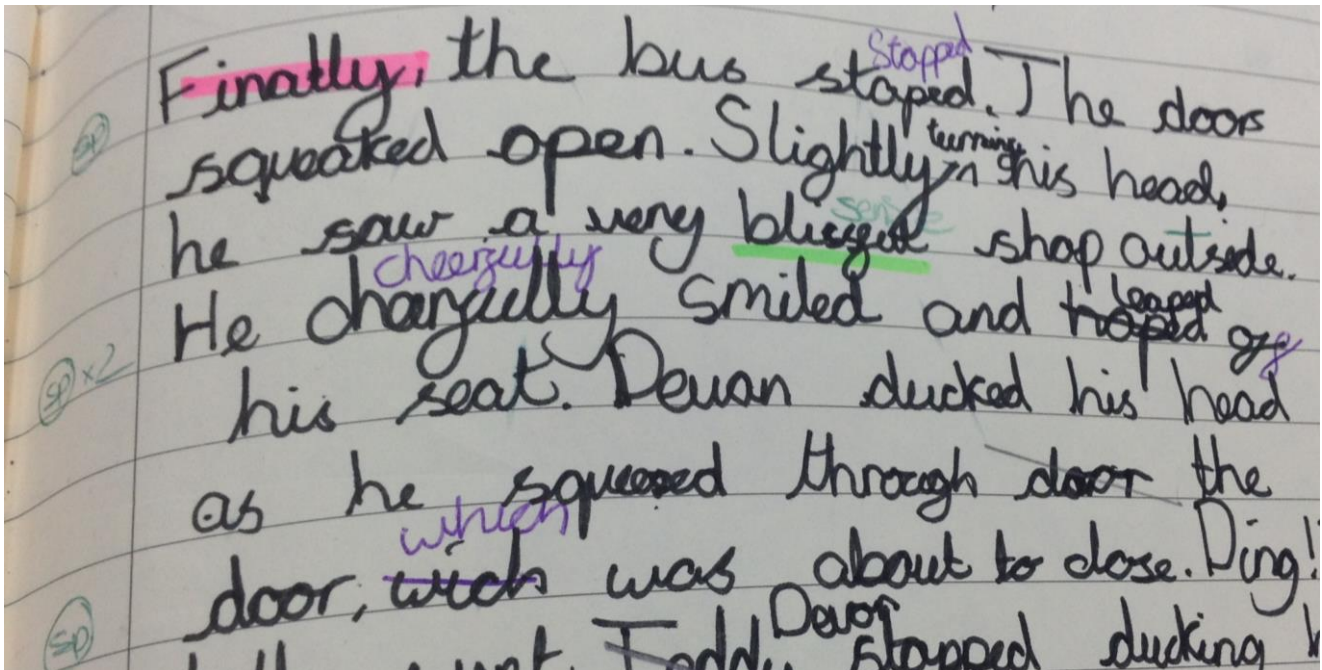
Marking Codes

Sp = Spelling
 CL = Capital Letter
 P = Punctuation

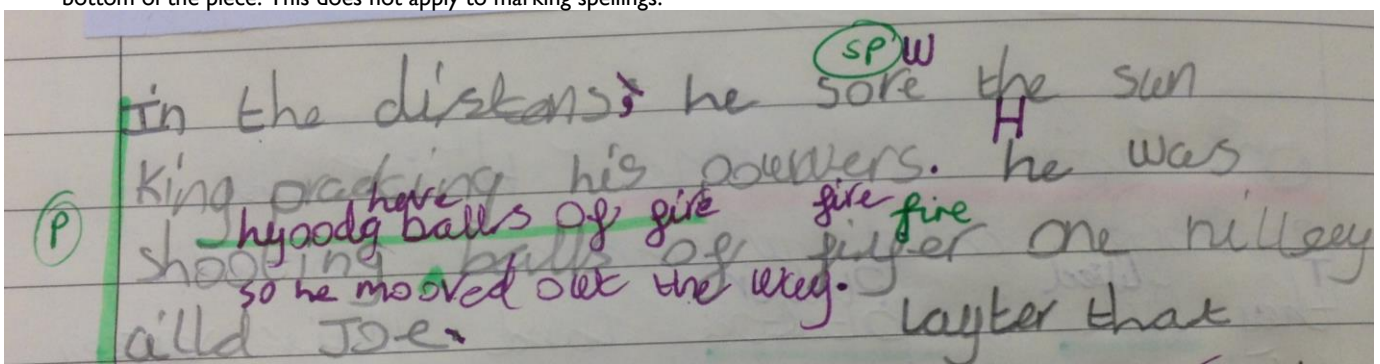
Teachers may be more specific with the P marking EG: FS for finger space or ! ? ,

Marking Codes

Sp = Spelling
 CL = Capital Letter
 P = Punctuation
 G = Grammar
 // = New Paragraph
 Adj = Adjective needed
 Adv = Adverb needed
 Re = Re-read



Highlighting: underline or highlight what needs to be improved or corrected. This can be achieved by highlighting specific words, phrases, or sentences. To enable greater independence and deeper learning, a line down the margin can be used or a code at the bottom of the piece. This does not apply to marking spellings.



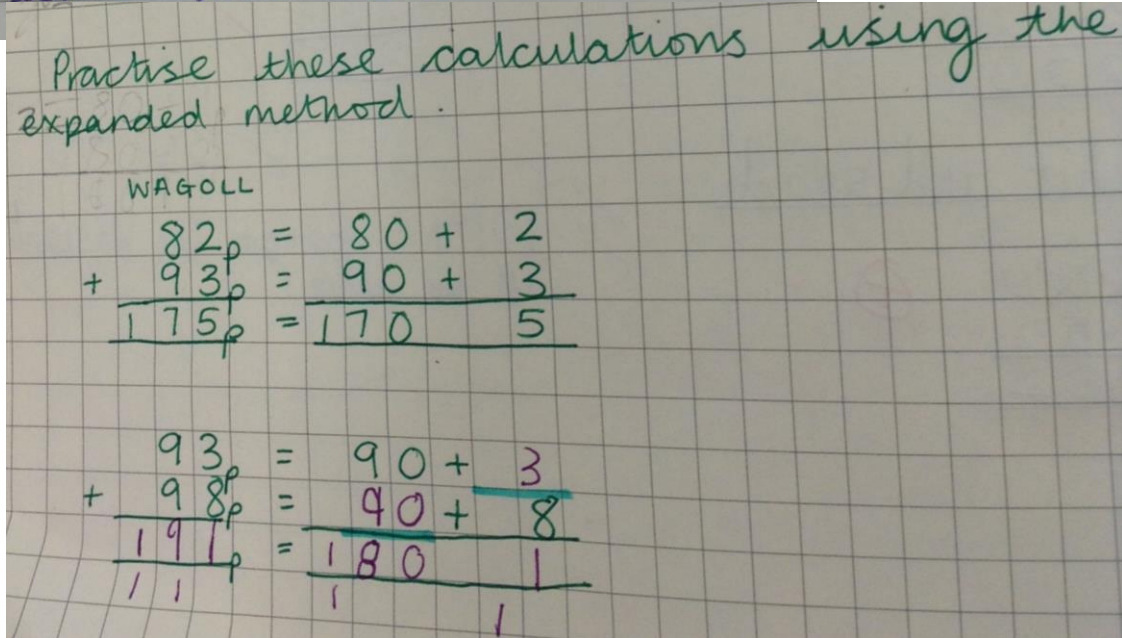
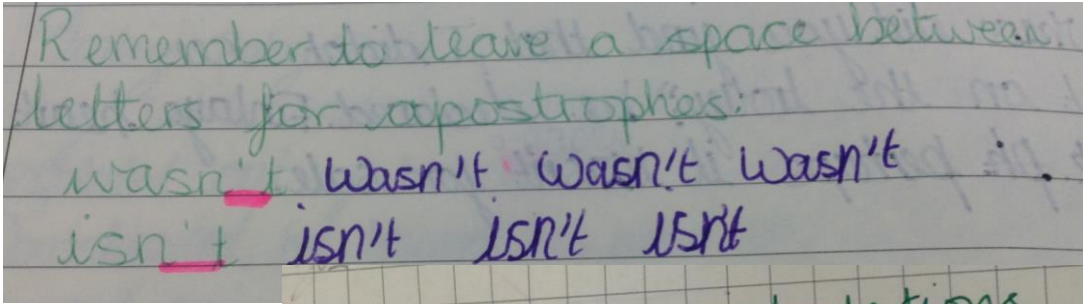
Comments

Written comments should be constructive and specific; they give a job for the child to do. For example, write 'improve the highlighted verbs to add more suspense'; don't write, 'can you make it scarier?' In maths, you could write 'fix the corrections'; don't write, 'You have made some silly mistakes. Concentrate!'

Sometimes, the child needs verbal feedback (VF) or more support so just write that. This is often best given during the lesson. There is no need to write what the verbal feedback was.

Sometimes children need a calculation modelling and then giving them one or two to do themselves.

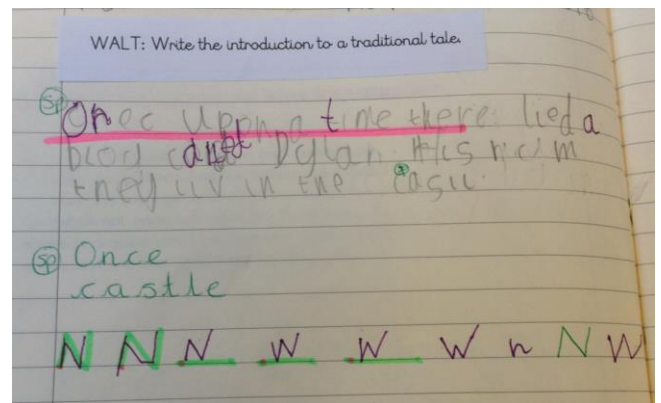
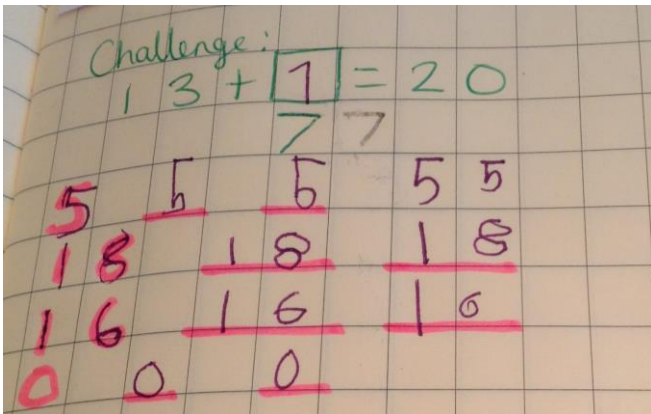
Do not write comments if they are not needed. Do not write lengthy comments.



On the odd occasions when a child has got a great deal wrong (such as in Maths), a comment at the bottom should address this, such as 'We will work on this again tomorrow'. This is better than a page of incorrect markings.

Handwriting

Correct handwriting in all English work. Choose one or two letters and model at the bottom of the page. Alternatively look for patterns of letters like descenders *yp.gj* or letters with a 'stem' *r.n.m*. Highlighters are useful ways to provide support. Correct digits in Maths. Children should write the letter or digit 5 times (no more).



The photos above show a child with SEND being supported with presentation in both Maths and English through effective marking.

Spelling

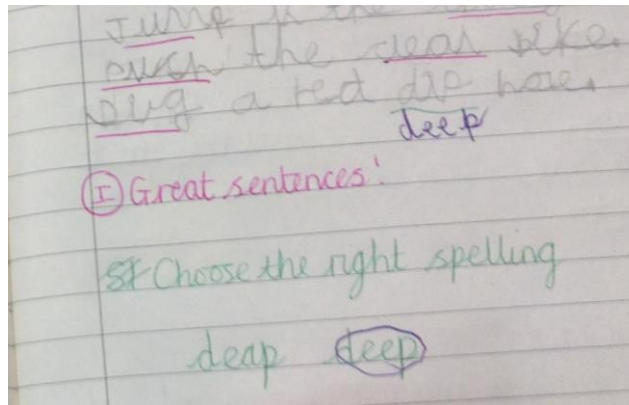
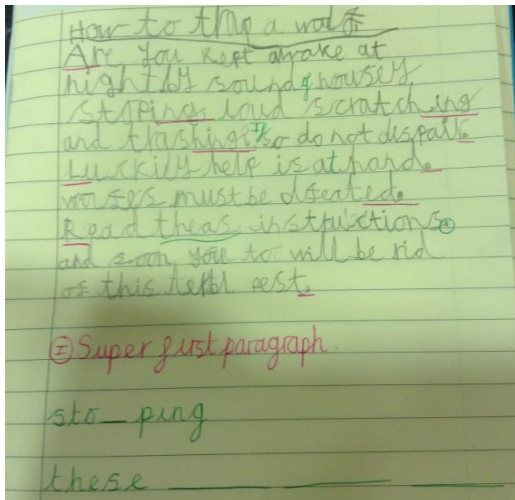
Spelling must be addressed at an age and stage appropriate Stage in all written pieces.

Levels of marking spelling:

- Stage 1: Sp in the margin and write it for them at the bottom of the page, underlining the correction in spelling pattern made. The child re-writes it 2 times and then above the spelling mistake(s) in their work
- Stage 2: Sp in the margin and underline the error. Provide a scaffold for correction e.g. choices for the child at the bottom of the page for them to select from (eg rane, rayn, rain) / phoneme frame / missing the sound out.
- Stage 3: Sp in the margin and no help provided as to which word is wrong, but scaffold provided for correction
- Stage 4: Sp in the margin against a whole section of work or at the end of the piece

Please note only Stage 4 would enable the work to remain independent for the purposes of spelling assessment and moderation in Key Stage 2.

Help children to understand *how* to spell words when marking. Regularly add another opportunity for learning: in the example below /ee/ has been used, you could provide 'keep' or 'keap' and then a line for their own (like sleep or see).



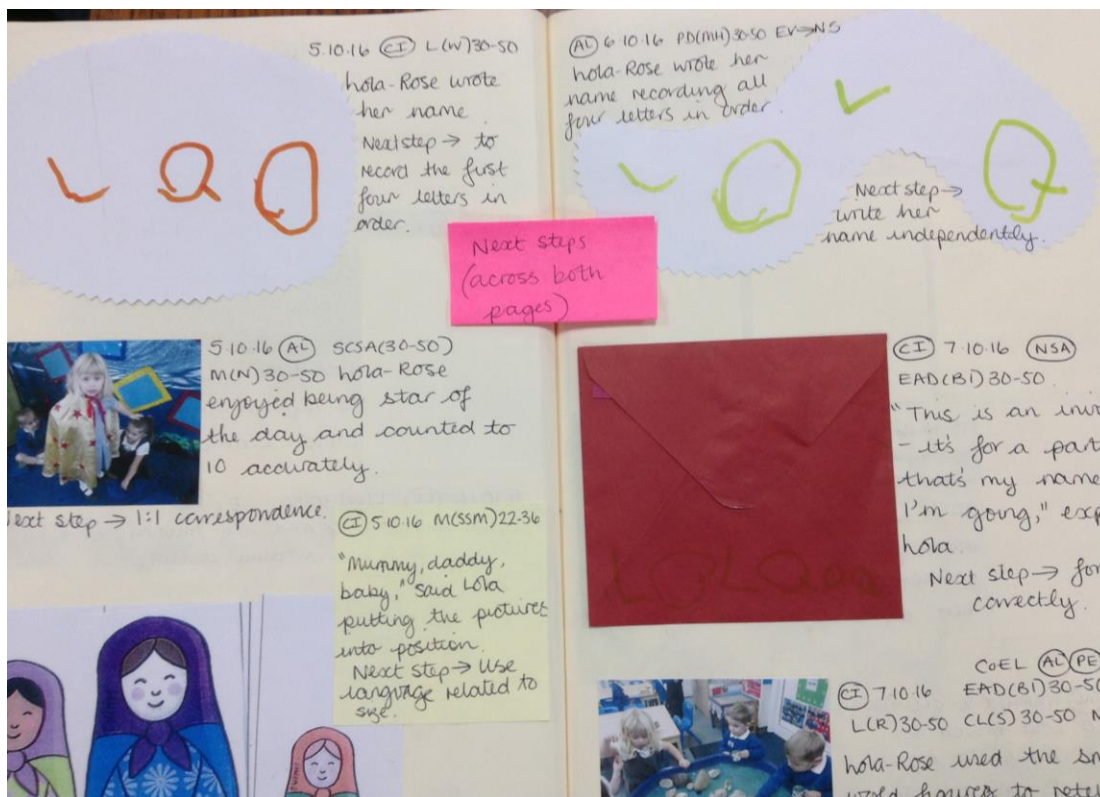
Mark spellings which are age appropriate and/or follow a specific pattern (like ed endings).

EYFS

Early Years Foundation Stage Profile 2024 handbook makes clear that teaching staff should avoid imposing excessive evidence-gathering requirements in their assessment practice for different learning areas and we are mindful of this message. The goal for staff is to maximise time interacting with and directly supporting children's learning and development. While avoiding unnecessary burdens, our teachers are encouraged to record significant achievements in a straightforward manner.

In EYFS, continuous assessment is taking place. Observations of the child are captured on photographs, post its, iPads. We also use the First 4 Maths Recording proforma to track learners in mathematics tasks. Next steps are recorded in Learning Journey's to extend and steer children towards new learning. The following code is used:

- Next Step** □ New learning is recorded after the arrow.
- Ev** □ **NS** This highlights that there is evidence towards the next step.
- NSA** This code indicates that the next step has been achieved.



Children understanding their learning

WALT and/ or Tools are clear and link to the National Curriculum knowledge / skill that is being taught. They are shared with the children at the beginning of the lesson and/or at the point of direct teaching. Children should reflect upon their own learning at the end of the lesson.

Children should be provided with quality time to **edit and improve** their work in most lessons. They should check their work before handing it in, especially in Maths and English.

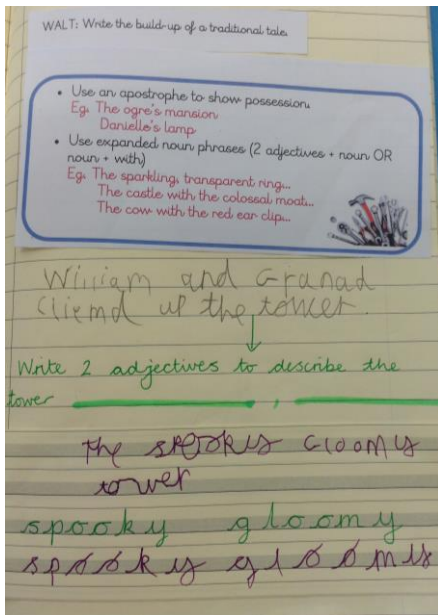
In Maths, children should regularly mark their own work. When children are ticking or 'dotting' their work they can just use the pencil or pen they usually work in. Corrections can be addressed within the lesson in purple pen. It is important that adults still look at self-marked work in order to further assess learning; they will highlight the WALT as per guidance.

Children's Response to Marking

Children should feel **motivated and engaged** by the marking process.

Children respond to marking using a **purple pen** we call this **Purple Polish**. Children must be provided with quality time for this. 'Fix It Time' happens during every session and additionally, children are given extended time to Purple Polish.

Response to marking should be checked as often as possible. This can be during the lesson or afterwards. By providing additional Purple Polish time during the week, children improve their responses.



Sometimes children's response to marking is not good enough. Teachers should address this as often as possible. This will more likely be through verbal feedback than re-marking.

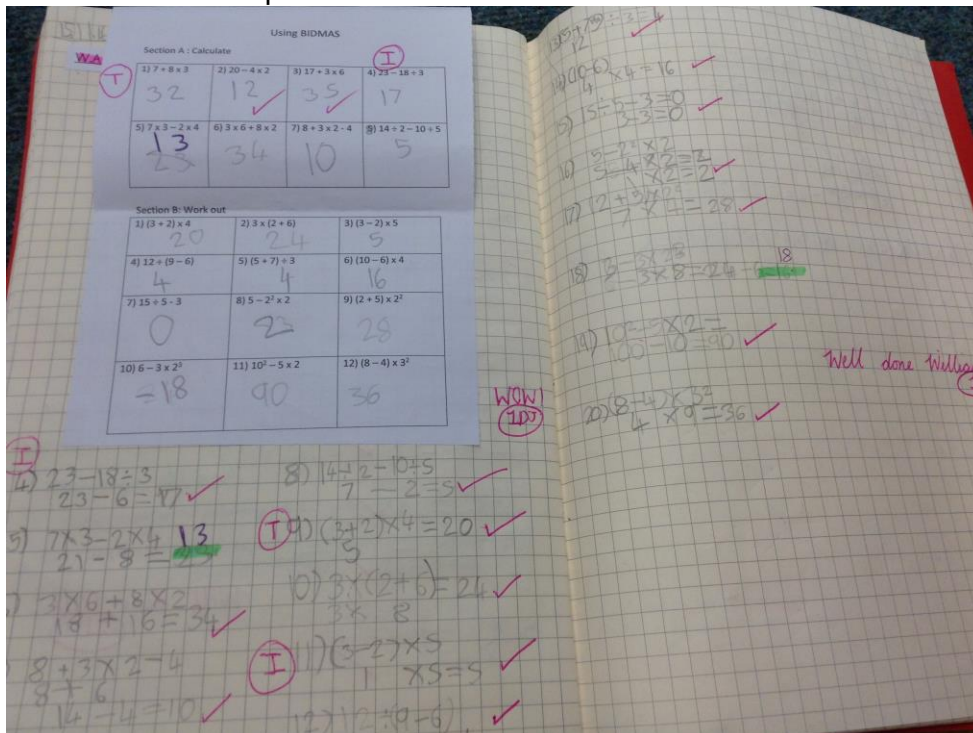
Children can tick any margin marking to show that they have addressed the correction. In Maths, they should complete the next step challenge or corrections. They could also fix a new problem shown on the board.

Next steps in Maths could be correcting errors, a further calculation or problem, or it may be that the child is ready to move on and start the next day's lesson.

Codes to show teaching process

Use the codes to show the level of support provided (see appendix). This could just be an **I** or a **TA**. However, where the level of support has varied throughout the lesson, indicate this. For example, write **T** during the initial part of the lesson when you supported the child; write **I** when

you left them to be independent.

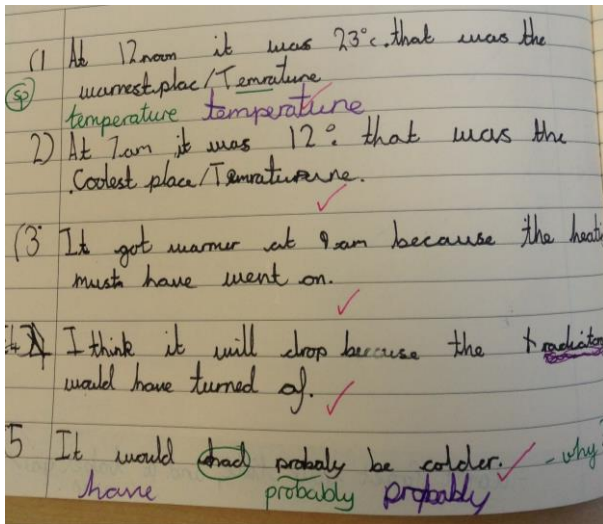


Foundation Subjects

In foundation subjects, highlight the WALT if they have achieved it. A brief pink or green comment may be added at the bottom of the page, but this is not required for short activities or when self or peer assessment has been used. A short comment should be given for extended pieces of work. **Basic handwriting, grammar and spelling must be addressed in all written pieces across the curriculum.** Children should mark their own work when appropriate. Teachers should be cautious when marking lower attaining English

writers / SEND children not to detract from the child's learning within the specific subject. It can be demoralising to have a page of spellings to correct when you are an excellent scientist!

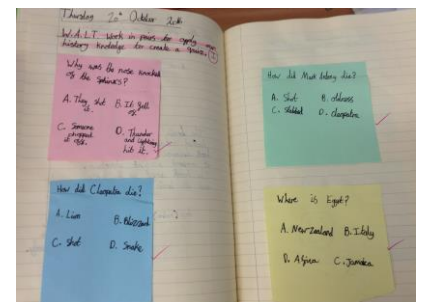
Marking addresses errors in spelling. The WALT was highlighted in pink.



Marking here is in French. WALT is highlighted and a challenge provided for the next lesson. Marking of this history lesson is efficient. The teacher has established that the child understood the lesson. He is ready for the next lesson. In Science, a child has been asked to complete the chart.

Monitoring and Evaluation

SMT monitor the quality and impact of marking through regular book scrutinies. They will also check that this guidance has been followed to ensure marking is meaningful, motivating, and manageable.



Manageable







Marking must be meaningful and motivating for our pupils. It is our contention that if a child works hard on a piece, marking should acknowledge this. Therefore, we provide feedback on all work in books.





We want marking to be manageable so that quality time can be spent on all aspects of teaching (such as planning and preparing resources). Additionally, we want staff to maintain a positive work-life balance. This means that we ensure that time within lessons is given for self-assessment and feedback. Children should work harder than the teacher in lessons.

When marking, the outcome of the process must be considered. How much of a difference will this marking make? If the child has worked independently during the lesson, then a greater level of marking is likely to be required. If a child has been provided with Guided Writing, then very little marking should be required. Furthermore, if a child has thoroughly edited their work then less marking is needed.

The process we use for teaching English follows Talk for Writing 3 I's (Imitate, Innovate, Invent). This means that throughout the course of teaching a text type, the amount of work produced each lesson will vary. During some weeks, such as in the 'Innovate' stage, children will need more support through marking (unless they were in the Guided group). However, when children are planning, marking only needs to address spelling and to ensure that plans are logical.

No lengthy comments are required in this guidance. We recognise that sometimes teachers and teaching assistants may wish to write a longer pink comment to really praise a child. However, most daily marking should make use of WALTs/Tools and margin marking.

	Independent work
	TA assisted work
	Teacher assisted work
	Guided Session
	Child Initiated work
	Adult-led work

	Independent work
	TA assisted work
	Teacher assisted work
	Guided Session