

Policy for guidance and feedback

Our vision

At Landau Forte Academy Moorhead, we believe that guidance should be analytical and supportive, taking the child forward with their learning by:

- Focusing on success and improvement against the learning objective (pink highlight)
- Enabling children to become reflective and evaluative learners
- Helping them to close the gap between current and desired performance
- Deepening their knowledge, skills and understanding

Guidance should:

- Be manageable for teachers and support staff and meaningful and motivational for children
- Relate to the Steps to Success which need to be shared with the children
- Involve all adults working with children in the classroom
- Provide opportunities for children to become aware of and reflect on their learning needs
- Give recognition and praise for achievement (pink highlight)
- Give clear strategies for improvement (green highlight)
- Allow specific time for children to read, reflect and respond to guidance
- Involve children in the process through self and peer assessment
- Respond to individual learning needs, guiding face-to-face with some, and at a distance for others
- Inform future planning and individual & group target setting
- Be accessible to children
- Use consistent codes throughout the school
- Ultimately be seen by children as positive in improving their learning
- Encourage and teach children to self and peer assess wherever possible

Formative Feedback and Marking

a) Quality Marking

Guidance will be provided on all pieces of work, either by the pupil, a peer or the teacher. Selected pieces of work will be reviewed in depth and targeted guidance given.

Deep thinking questions, using Blooms verbs (appendix) should help the child develop or deepen their skills knowledge and understanding.

Coloured pens will be used to underline/highlight strengths and next steps within a piece of work:

- Pink pens will be used for all positive aspects ('Pink for Positive')
- Green pens will be used for all next step comments ('Green for Growth')

Guidance to move learning forward should prompt the child to either practise skills, knowledge and understanding or to deepen skills, knowledge and understanding.

b) Secretarial Features

Staff will model all writing accurately regardless of the children's age or abilities. Particular attention will be paid to spellings, grammar and punctuation. This same rigour should be applied when improving children's work as a class using the visualiser.

Spellings will be corrected in line with individual abilities. As a maximum, where appropriate, 3 spellings will be identified, corrected and rewritten 3 times by the child. Children are encouraged to refer to word banks, displays and personal dictionaries so that spelling accuracy improves over time. Where possible, pupils will be encouraged to identify and correct misspelt words.

Grammar and punctuation will also be corrected in line with individual abilities regardless of the lesson objective. This will reinforce its importance in all writing tasks. Scaffold prompts will be used with pupils to support their own editing and improvement skills. Where possible pupils will be encouraged to identify and correct errors as part of self-assessment and reflection.

Handwriting will be modelled accurately by staff both on whiteboards and in books. Children will be reminded regularly of the importance of handwriting and presentation within their books. Where work falls below the expected standard, marking will identify this. Example prompts will again be used, with children expected to rewrite these sentences to consolidate understanding.

c) Self-assessment

Children will be explicitly taught how to review and assess their work so that they become independent and reflective learners. Teachers will remodel clear self-assessment practice so that all pupils can undertake this effectively.

d) Peer Assessment

Children will often be asked to review each other's work in pairs. Peer assessment is modelled from the Foundation Stage so the children understand the principles of giving feedback to each other. Children will be taught to give constructive guidance related to the steps to success. Peer assessment may be undertaken in a range of ways and should be responded to by the recipient.

e) Organisation

Time must be given within every lesson for children to reflect on the guidance given and improve their work. Time must also be given to allow pupils to use self-assessment and peer assessment in a meaningful way.

Guidance Codes

Using Green Pen

Guidance will be given against the Steps to Success.

Tick = Steps to Success achieved

N A = Steps to Success not achieved

V = verbal feedback given

Self-assessment - in coloured pencil (pink for positive and green for growth)

Children will identify positive aspects and suggestions for improvement.

Peer Marking - in coloured pencil (pink for positive and green for growth)

Support or Independent – in green pen

When an adult has supported an individual or group of children this will be indicated by:

CT = class teacher support

TA = teaching assistant support

Where it is unusual for a child to complete work independently, this will be indicated by:

I = independent

Guidance codes

Spelling Mistake	sp Word underlined with 'sp' circled next to the incorrect spelling. Correct spelling written at end of work for child to practise.
Capital letter / full stop	CL . Missing capital letter or full stop is marked CL or . Children should be encouraged to add them correctly.
Punctuation Error/Missing	P Missing punctuation is marked with a P. Children should be encouraged to add the correct punctuation.

Finger space	<p>F/S (or draw a finger outline)</p> <p>Missing finger space is marked, if appropriate children rewrite the words/sentence.</p>
Grammatical Error in inaccurate use of Standard English	<p></p> <p>Underline mistake using a wobble line.</p>
Start a new line/paragraph	<p>/</p> <p>//</p>
Work is correct	<p>✓</p>
Work is incorrect/mistake	<p>•</p>
Need to check this	<p>_____</p> <p>Underline what needs to be checked</p>
Next steps comments	<p></p> <p>Children respond to the comment</p>