



# The Acorns

## Primary and Nursery School

Mutual respect

Equity

Inclusivity

Love

# Responding to Children's Learning

*Guidance for Best Practice*

December 2023

**Mission:** Be The Best You Can Be

**Vision:** Providing A World-Class Start To Life

At The Acorns Primary & Nursery School, we are a Rights Respecting School where everyone is welcome - we have No Outsiders. We equip our pupils with the skills and knowledge they need to become positive, global citizens. During their time here, children develop into intrinsically motivated, life-long learners: they understand the value of working hard and they aspire to achieve.

Our pupils leave us with a strong, moral compass, comfortable in their own skin, and knowing their own minds. They are brimming with self-belief and self-worth and are capable of being in respectful, trusting relationships with others in their community.

Throughout their time at The Acorns, we instil the characteristics of effective learning. These allow our pupils to develop into confident, resilient, and independent adults, prepared to succeed in the modern world.

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, Equity, Inclusivity and Love.

**Values:**

Mutual respect



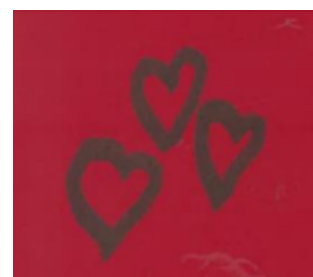
Equity



Inclusivity



Love



## Article 28: Every child has the right to an education.

### Responding to Children's Learning

#### 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 throughout the school.

Feedback and marking at our federation are:

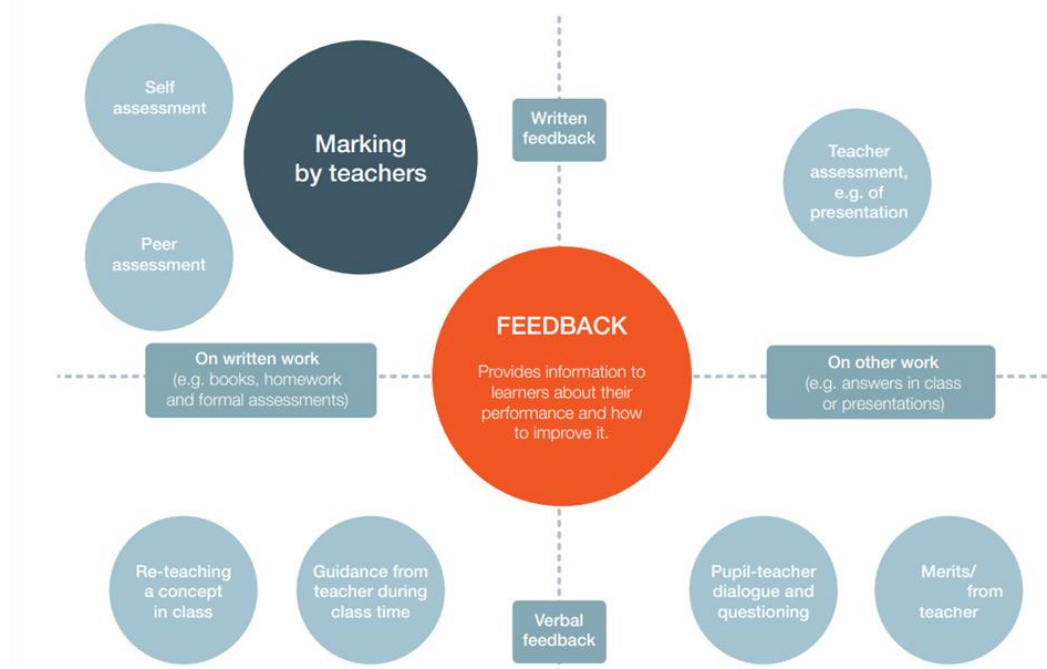
- ✓ meaningful
- ✓ motivating
- ✓ manageable

This document reflects the views and experience of teaching and support staff across the Federation. 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
- ✓ 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

- written on or next to the work
- verbally
- shared in a plenary or between talking partners or children in groups

## 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.

## Article 29: Education must develop every child's personality, talents and abilities to the full

Practice:

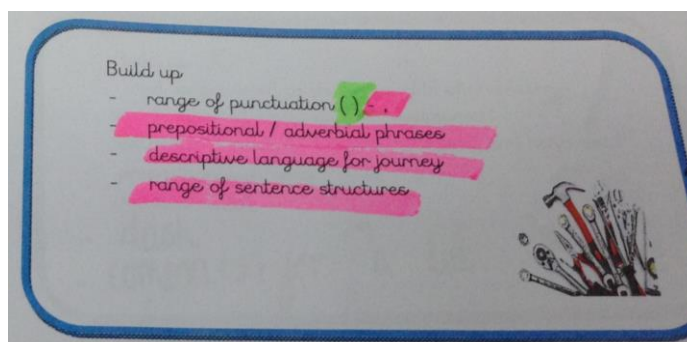
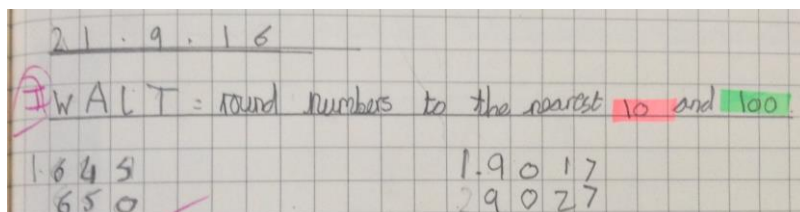
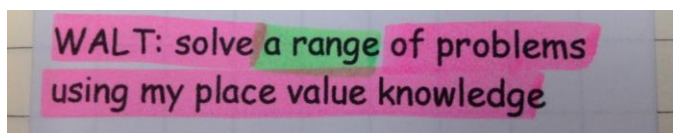
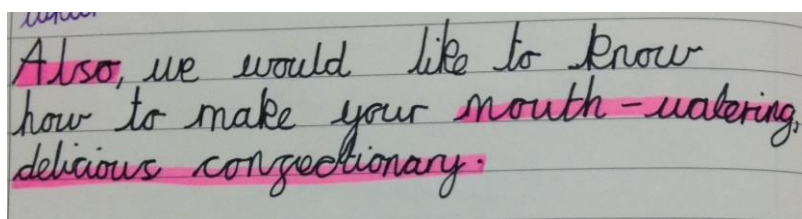
Address all aspects of the WALT and/ or Tools. Ensure that the date is correct (spelling days of the week is a Year 1 expectation). Address key spelling in all subjects.

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 used to give specific next step or challenge.

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

### Marking Codes

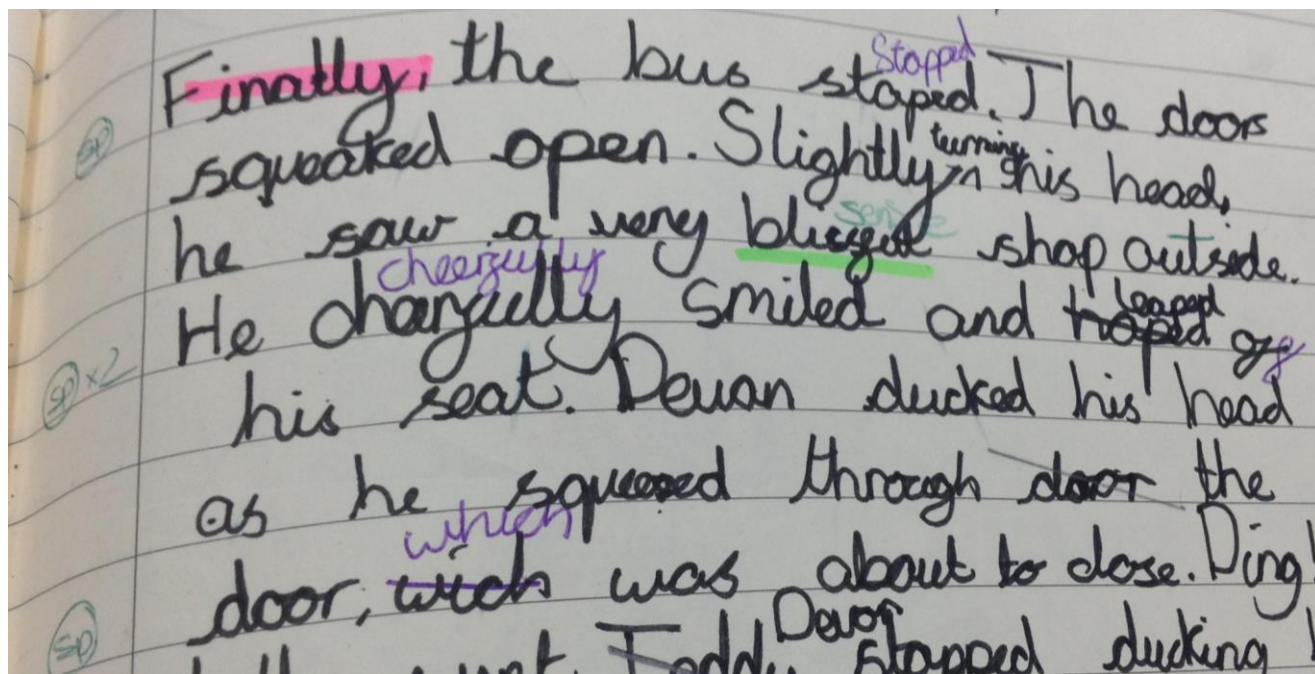
Sp = Spelling  
CL = Capital Letter  
P = Punctuation

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

#### Key Stage 2

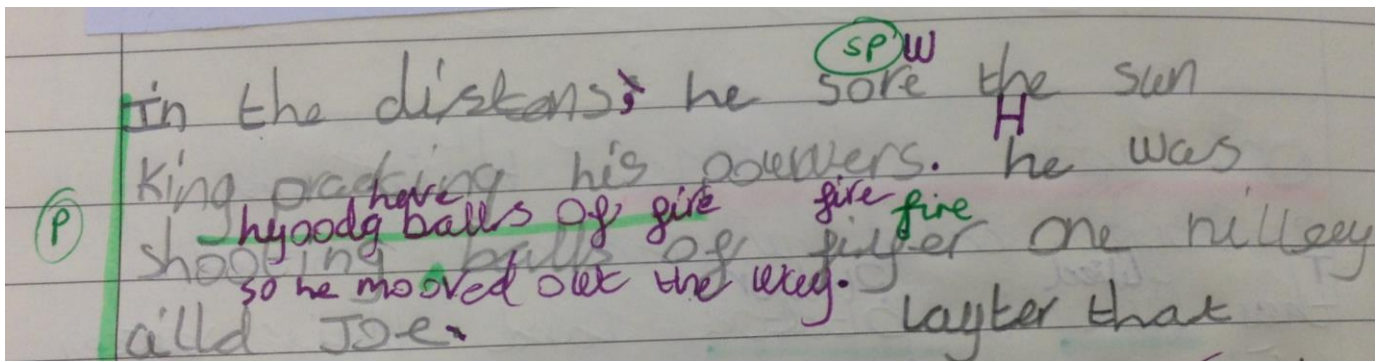
### Marking Codes

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.

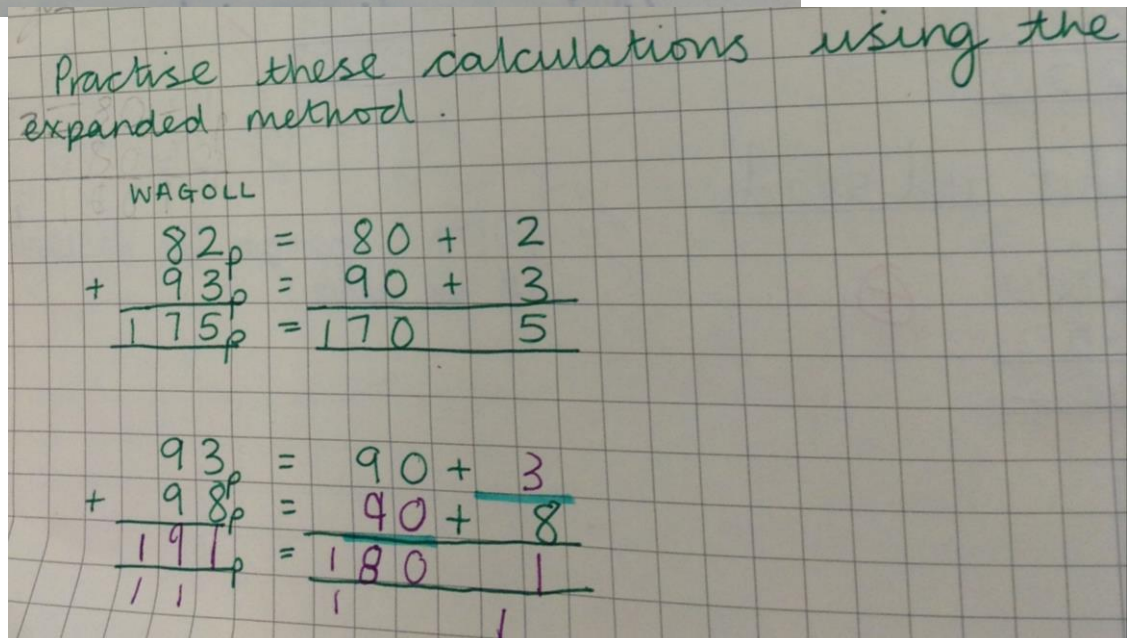
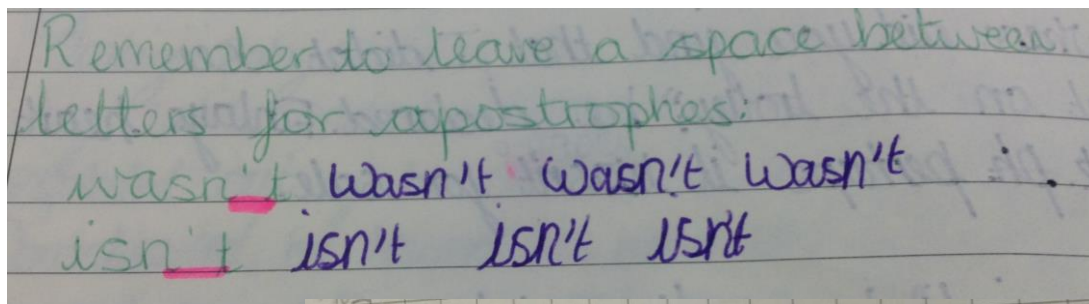




**Comments:** Written comments should be constructive and specific; they give a job for the child to do. For example, write 'improve the highlighted verbs to add more suspense'; don't write, 'can you make it scarier?' In maths, you could write 'fix the corrections'; don't write, 'You have made some silly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

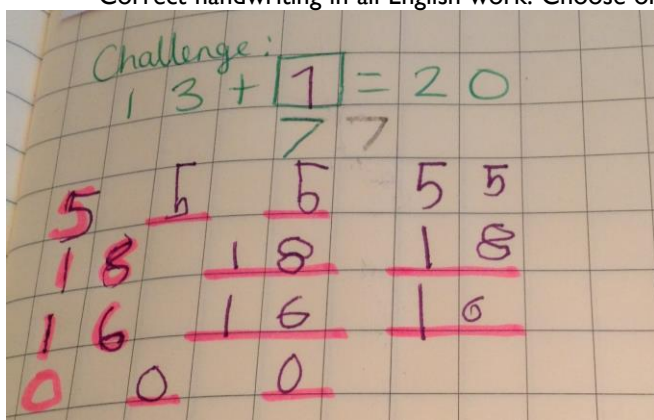
a child has got a great deal wrong (such as in Maths), a comment at the bottom should address this, such as 'We will work on this again tomorrow'. This is better than a page of incorrect markings.

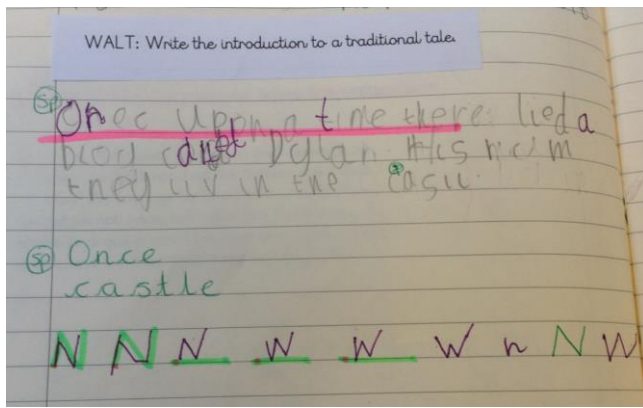
Correct handwriting in all English work. Choose one or two letters and model at the bottom of the page. Alternatively

look for patterns of letters like decenders y p g j 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.

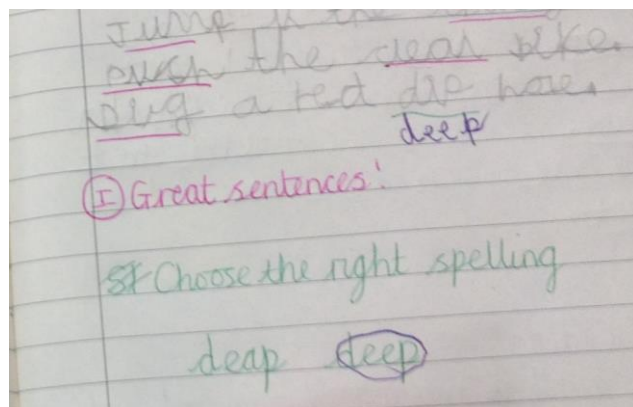
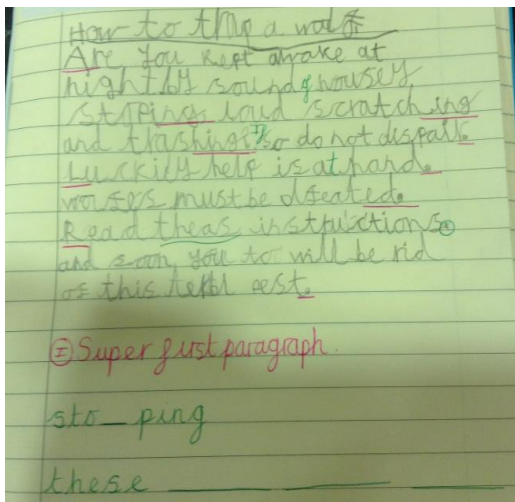
Spelling must be addressed at **an age and stage appropriate level** in all written pieces.

Levels of marking spelling:

- Level 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
- Level 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.
- Level 3: Sp in the margin and no help provided as to which word is wrong, but scaffold provided for correction
- Level 4: Sp in the margin against a whole section of work or at the end of the piece

Please note only Level 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).

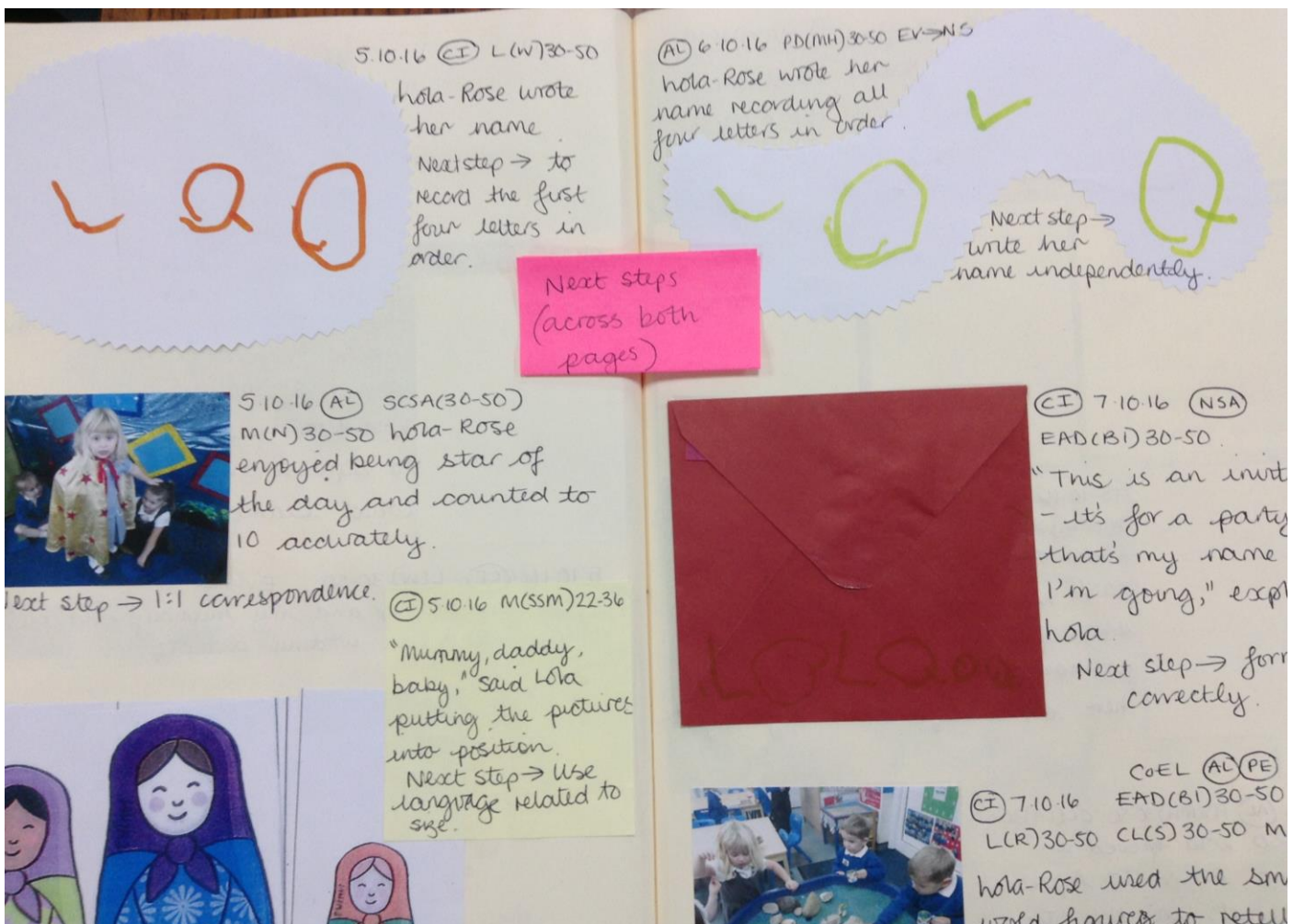


## EYFS

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 and sometimes iPads. 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 are asked to self-assess their understanding of learning in a variety of different ways depending on the most appropriate method for that activity. Often, pupils will show their level of understanding as either a 1, 2 or 3, with 1 being the most confident and 3 being the least. Teaching will then be adapted based on this level of self-assessment.

Teachers can choose to do more detailed self-assessment using colour codes for different aspects of writing for example, but should never provide lengthy 'success criteria' or create 'Tools' which link specifically to the Expected Standards and not the toolkit/WALT.

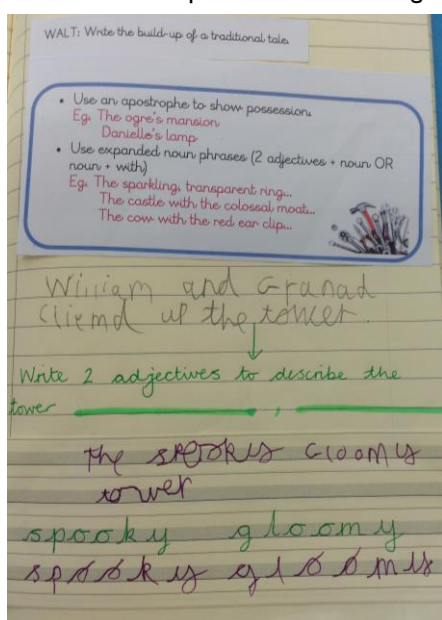
Some of the work of children can be self-marked under the teacher's guidance thus encouraging children to evaluate their own progress. Children will generally use yellow highlighter to highlight specific work.

## 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.

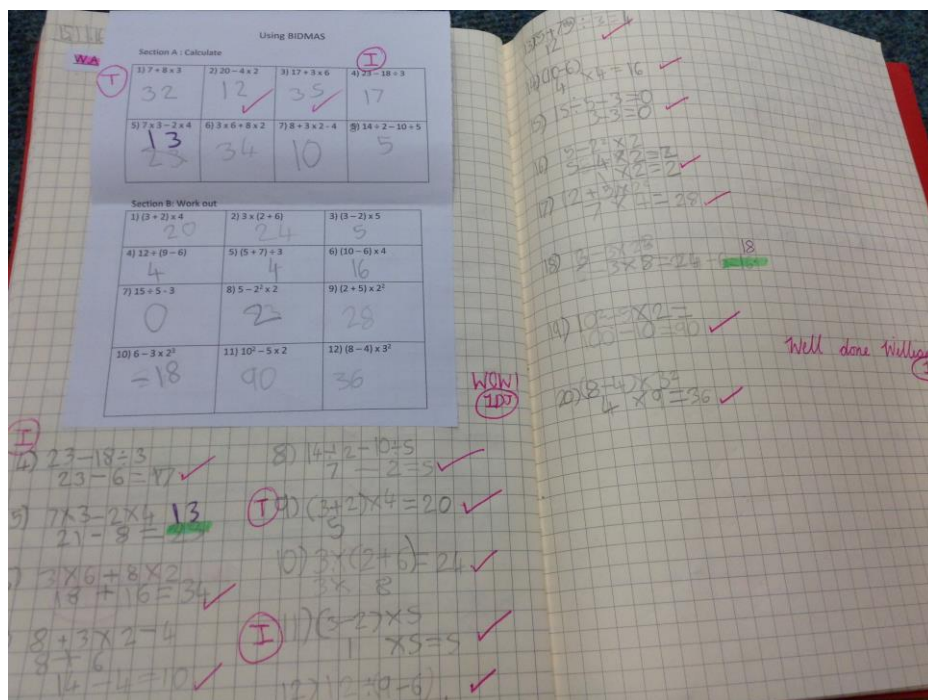


Sometimes children's response to marking is not good enough. Teachers should address this as often as possible. This will more likely be through verbal feedback than re-marking.

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



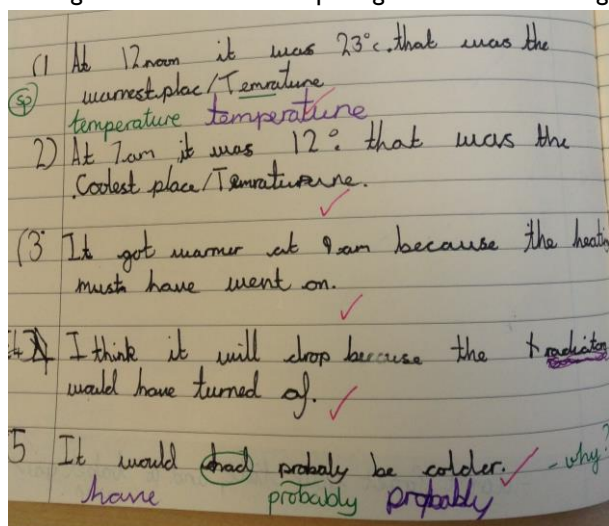
Use the codes to show the level of support provided (see appendix). This could just be an I or a TA. However, where the level of support has varied throughout the lesson, indicate this. For example, write T during the initial part of the lesson when you supported the child; write I when you left them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

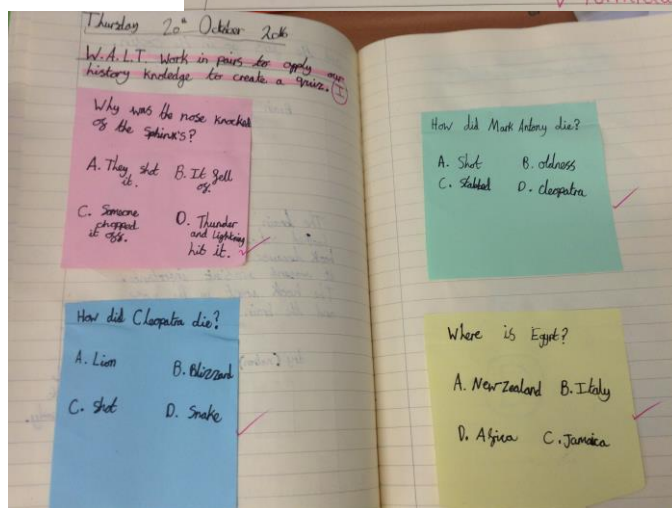
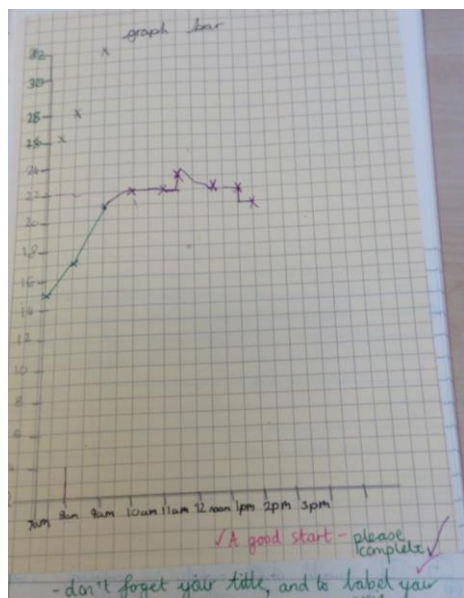
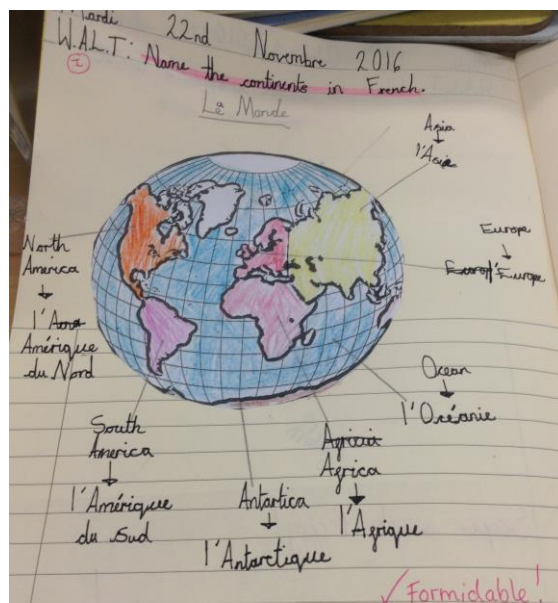
Marking addresses errors in spelling. The WALT was highlighted in pink.



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.

## Online learning

Children will receive feedback, through personalised messages, when they have completed an activity on Seesaw. Teachers can also provide verbal feedback in relation to Times Tables Rock Stars and Accelerated Reader tasks completed at home.

## 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.






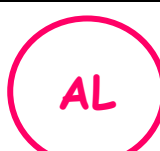
When marking, the outcome of the process must be considered. *How much of a difference will this marking make?* If the child has worked independently during the lesson, then a greater level of marking is likely to be required. If a child has been provided with Guided Writing, then very little marking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

## Appendix 1





Adult Support Codes EY/KSI

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



## Appendix 1

Adult Support Codes KS2

	Independent work
	TA assisted work
	Teacher assisted work
	Guided Session