Thingwall Primary School

Academic Guidance Policy

The Academic Guidance Policy forms part of the whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment policy.

**Rationale**

To ensure that all children have their work marked in such a way that is likely to improve their learning, develop their self-confidence and provide opportunities for self-assessment.

**Purposes**

Our school philosophy stresses the value of each individual in our corporate school community. We seek, through our academic guidance policy, to agree on consistent ways for teachers to respond to pupils, thus enabling recognition of achievement and effort and the identification of needs.

The purpose of marking is:

* to motivate pupils by giving appropriate praise for achievement
* to indicate to the pupils what improvements can be made to ensure progression
* to help pupils build their own evaluative skills in responding to their own work and the work of others
* a means of giving encouragement towards producing work of an acceptable, yet challenging standard
* to monitor learning and progress
* to inform teacher assessment, future planning and individual target setting
* to enable children to play a part in their learning and next steps by encouraging response and dialogue between pupil and teacher

**Principles**

Marking of pupils’ work can have different roles and purposes at different times and can involve both written and verbal feedback.

* The marking of a pupil’s work, either written or verbal should be regular and frequent
* Whenever possible/appropriate, teachers should provide individual feedback
* Teacher should respond positively, constructively and sympathetically, without ignoring problems
* Teachers should look for strengths before identifying areas of improvement when marking work
* Marking should be linked to learning intentions/success criteria/targets
* Pupils should be given opportunities to become aware of and reflect on their learning needs in order to move them on in their learning
* Marking procedures and marking standards should be consistently applied across each Key Stage
* Marking should be part of the process of informing parents/carers about their child’s progress

**Guidance and Practice**

The emphasis when marking should be based on the learning intention and clear success criteria, as well as the effort the pupil has made. Focussed comments should help the pupil to understand what they have achieved and what they could have achieved.

* The degree of marking should be at the discretion of the teacher and be dependent on the task
* Feedback and marking needs to be oral and or written according to the age and ability of the child, and their needs
* All work should be acknowledged by the teacher
* Work should be dated by the pupil/teacher
* All pupils’ work should be responded to either as they are working or as soon as possible thereafter
* Comments should be presented in language that is appropriate to the age and ability of the pupils
* Pupils should be given time to read, reflect and respond to marking
* Coded symbols or letters, which are known and understood by pupils, will be used to indicate achievement, attainment, effort and help pupils to identify areas for improvement
* LI will be ticked to show that pupils have achieved the learning intention for the lesson
* Stickers, rubber stamps and team points will be used to enhance the process of reward through praise
* Teaching assistants/supply teachers/students will initial work they have marked
* Marking will be legible and follow the school’s handwriting policy

**Self-Evaluation and Peer Assessment**

* Pupils should be trained in the skill of self-evaluation/peer assessment
* Pupils should evaluate success by measuring a piece of work against the success criteria and by suggesting improvements
* Pupils should be taught rules of response in partner/peer assessment to safeguard self-esteem
* Feedback/peer assessment can be oral or written according to the age and ability of the pupil
* The pupils should be trained to give an improvement suggestion
* Peer assessment should be closely monitored by the teacher

**Foundation Stage Guidance**

Any work in FS2 should indicate if the task was self-initiated and/or independent. All work will be dated or indicate a date the piece of work was completed. Additional comments/pictures illustrating pupil progress will be supplied through the school’s online learning platform, ‘Tapestry’.

**Key Stage One Guidance**

* The teacher should note the context in which the work was completed

I-independent

TA-Teaching Assistant support

HG-A little support from the teacher

1:1-Pupil given one to one support by an adult

GW-Group work

VF-Verbal Feedback

H/W-handwriting needs to be improved

P-Partner work

✓Learning Intention achieved

* These codes may also be used to mark Key Stage Two pupils’ work if appropriate
* If appropriate, time should be available for pupils to have their written comments read to them and time given for them to respond
* Dots or circles are used to say ‘incorrect’, but may become ticks after pupils have corrected their work

**Key Stage Two Guidance**

Marking should include some of the following:

* Acknowledgement of effort regardless of pupil’s ability
* An indication of areas for future development with reference to the learning intention/success criteria
* Addressing any misunderstandings
* Highlighting progress and showing clear ways forward
* Encouraging an opportunity for dialogue between pupil and teacher

Incorrect work is marked with a cross or a dot and is usually corrected by the pupil.

It will be assumed that the work is unaided. If this is not the case, the pupil’s book will be marked with an appropriate code illustrating how much support was given.

**English Marking Codes**

Codes are used to draw a pupil’s attention to spelling and punctuation that they need to correct and to indicate any support that might have been needed when completing a task.

I- independent

TA-Teaching Assistant support

HG- help given

1:1- one to one support provided

GW- Group work

WB-word bank used

VF- Verbal feedback

HW-Handwriting needs improvement

P- Partner work

✓Learning Intention achieved

Sp-spelling error

♒♒- does not make sense-please edit

// or NP-paragraphing

 -punctuation error or missed punctuation

⮛-missing word/additional word required

**Extended Writing**

Completed pieces of extended writing will be marked with two positive comments and a way forward. Sometimes verbal feedback may be more appropriate than written comments, especially for younger or lower ability pupils. DIRT (Directed Improvement and Reflection Time) will be used to ensure dialogue between pupils and teacher concerning the most appropriate steps of improvement.

**Mathematics Marking Guidance**

**Oral Feedback**

The most effective form of feedback is oral feedback, given either before, during or after a lesson. During maths lessons, feedback should be given orally whenever possible.

* Pupils should be provided 1:1 feedback when necessary
* Oral feedback should be noted with the appropriate symbol
* Teachers should use skills questioning to help pupils identify their own misconceptions or next steps in learning
* Pupils should be given the opportunity to self and peer assess their work, and the language of feedback should be explicitly made clear to pupils
* Pupils should use the prescribed symbols when self and peer assessing their work

**Written Feedback**

In mathematics written feedback will identify elements of success and a pupil’s next steps in learning. Feedback will be concise, clear and focussed upon the learning intention/s to ensure that it is easily accessible.

* Teachers will indicate, with a tick, when the learning intention has been met
* Ticks and dots will be used to identify correct and incorrect responses. NB. If a child has made many errors, leave without ticks or dots and discuss during reflection time
* Success criteria will be ticked when met, where necessary (process led success criteria). When possible, success criteria will be generated by pupils
* Pupils will have the opportunity to provide their own feedback through peer assessment
* Pupils will self-assess their work using smiley face symbols
* Teachers will assess pupils’ self and peer assessment and provide a response
* Written responses will encourage pupils to reflect upon their learning and aid them in their next steps in learning
* A range of stickers and stamps will be used for praise and reward and for identifying areas of improvement

**Marking Guidance for Mathematics**

* Teachers, Teaching Assistants and students will mark in purple pen
* Pupils’ responses to marking will be in green pen
* Teachers will ensure that marking is legible and conforms to the school’s handwriting policy
* Teacher’s marking will identify what the pupil has done well and their next step/s
* Teachers will model specific strategies and/or thinking skills to help promote a good understanding of mathematics
* Teachers will identify via the use of symbols, when pupils have worked with support

**Self and Peer Assessment**

Here are a number of suggestions/questions that pupils could consider during self and peer assessment activities:

* Ask the pupil what they found easy and what they found hard
* Ask pupils to write a question for the next day’s session-they could then respond to this the following day
* Use prompts to encourage pupils’ responses-‘I like this because…’ ‘Eve better if…’ One thing I am impressed with is …’ ‘What would you change if you did it again?’ ‘Can you solve this problem?’ ‘How could you improve your work?’

**Mathematics Symbols: Key Stage One and Two**

I-independent

TA-Teacher Assistant support

HG-a little help given by the teacher

MI-used models and images to support

1:1-pupil given one to one support

P-partner work

✓Learning Intention achieved

VF-verbal feedback given

CH-challenge task provided

Pupil self-assessment against a task

**Monitoring and Evaluation**

The Senior Management Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback will be given to staff.

The performance indicators will be

* An improvement in pupils’ attainment
* Consistency in teachers’ marking across the Key Stages

**Equal Opportunities**

The Academic Guidance Policy and procedures encourage practice of inclusion for all pupils.

**Review of Policy**

This policy will be reviewed annually.

Reviewed with Staff: September 2020