ST. LAWRENCE CHURCH OF ENGLAND SCHOOL

Teaching, Learning and Feedback Policy

Reviewed by Rachel Sharp - October 2022
Next Review: September 2024

STATEMENT OF INTENT

*Learning together, rooted in God, pupils at St Lawrence Church of England Primary School are easy to distinguish by the personal qualities they present. They are **happy, confident, articulate** children with a love of learning and a sense of **service**, who recognise and celebrate their own **individuality** and that of other members of our community. They are **generous, kind** and welcoming; they are **forgiving** and understand **justice**. With God by their side, they face the world with **resilience**, **integrity** and **joy**.*

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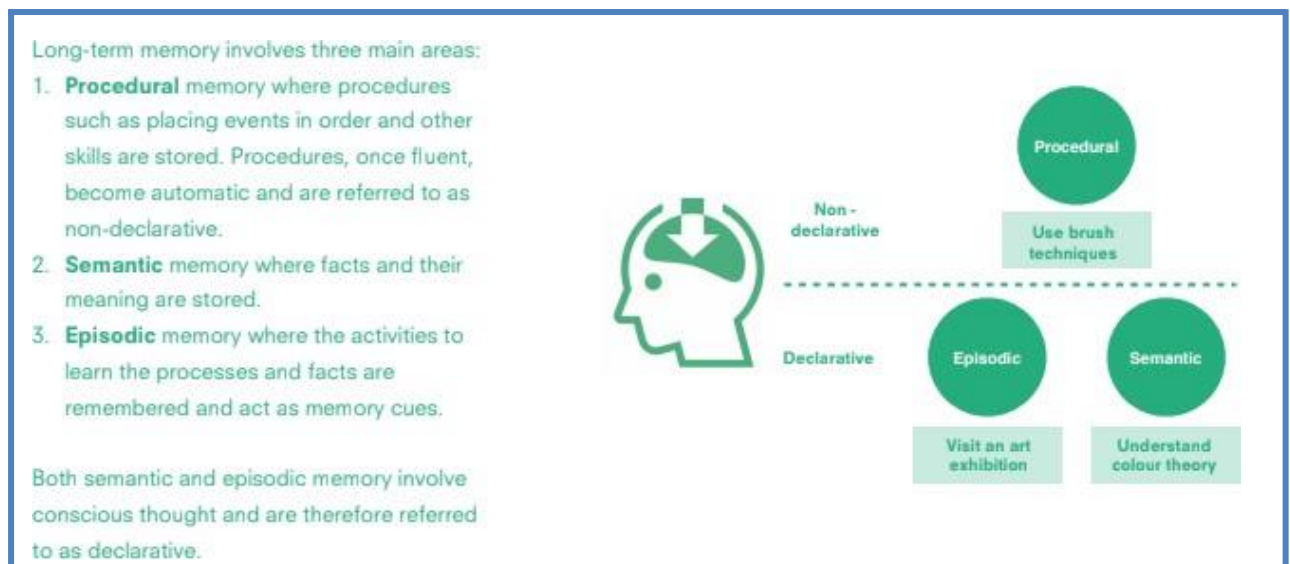| Can my mind think well?	
Pupils	**Teachers and Leaders**
Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines	Ensure that curriculum, teaching and learning, and assessments are rigorous, meaningful, and aligned with standards
Think critically: analyse, evaluate, and synthesise complex ideas and consider multiple perspectives	Have the subject knowledge to provide the next step in feedback
Make errors and see errors as a key part of their learning	Engage all children in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems
Understand the purpose of the task and what they need to do in order to succeed	Plan deliberate interventions to ensure cognitive change and use a range of teaching strategies to provide direction and redirection
Create complex work: demonstrate higher-order thinking, multiple perspectives and transfer of understanding	Move from single ideas to multiple ideas to enable students to construct and reconstruct knowledge and ideas
Develop the skills to work collaboratively as well as independently	Use assessment practices that position children as leaders of their own learning
Apply their learning: transfer knowledge and skills to novel, meaningful tasks	Use meaningful data for both teachers and children to track progress toward learning goals
Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline	Design tasks that ask children to apply, analyse, evaluate and create as part of their work
Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution	Use models of excellence, critique, and multiple drafts to support all children to produce work of exceptional quality
Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school	Connect children to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning

Can my mind feel well?	
Pupils	**Teachers and Leaders**
Work to understand emotions and feelings and their impact on behaviour	Prioritise social and emotional learning, along with academic learning, across the school
Develop mutual respect between themselves, adults in the school and parents/carers	Elevate student voice and leadership in classrooms and across the school
Regard learning as a vehicle to personal enrichment and are motivated and enthused by their learning and have high self-esteem	Make habits of learning visible across the school
Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g. initiative, responsibility, perseverance, collaboration)	Model and promote a school-wide culture of respect and compassion
Work to become ethical people: treat others well and stand up for what is right (e.g. empathy, integrity, respect, compassion)	Create and maximise opportunities to build cultural self-esteem, cultural capital and promote diversity
Contribute to a better world: understand their role and their agency as active citizens who can work for social justice, environmental stewardship and healthy, equitable communities (e.g., citizenship, service)	Provide opportunities for children to become involved in projects which contribute to a better world
	Support each other and feel confident to ask for help and support when needed

Barton Curriculum

At Barton St Lawrence, we aim to give all pupils a strong academic foundation whilst developing the whole child: culturally, personally and spiritually. We provide children with knowledge and skills that make them life-long learners, who have freedom of choice for how they can make a positive difference to our world. We strongly believe that all children can excel at something; and we provide a breadth of learning opportunities to ensure that each child's special talent is honed. Our personalised and coherently developed curriculum ensures that when children leave our school at the end of Key Stage 2, they have not simply learned the national curriculum - they have developed a level of expertise in an area of study for which they developed a passion. This is what makes a Barton learner.

The rationale behind our curriculum design is supported by up-to-date educational research:

Learning can be defined as a change to long-term memory. As Sweller and others have pointed out, 'if nothing in the long-term memory has been altered, nothing has been learned'.

Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

- **Subject Schemata**

Our curriculum is designed to help pupils form subject-specific schemata within their long-term memories. Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge. Each schema is a way of organising a subject's semantic and procedural knowledge in a meaningful way; it is an appreciation of how facts are connected and the ways in which they are connected. It is distinct from information, which is just isolated facts that have no organisational basis or links. Big Ideas help form the basis of the schema. Big Ideas are key concepts that underpin the subject. Each Big Idea has facets of knowledge (known to our pupils as knowledge categories) which help to strengthen the schema. Learning knowledge in each of the categories allows pupils to express and demonstrate their understanding of the Big Idea- the over-arching theme of the unit studied in a subject. These Big Ideas are returned to over and over again in different contexts so the pupils gradually build an understanding of them. (Appendix 1.1)

- **Subject Knowledge Maps**

Knowledge organisers outline the procedural and semantic knowledge pupils will be taught in each knowledge category and are used to build the sequence of learning. Knowledge organisers support teachers to maximise opportunities to make links across topics and subjects, helping to deepen an understanding of the Big Ideas. They are broken down further by teachers into knowledge strips, from which the children use as the basis of their new learning.   This provides a visible sequence of learning in the children's books which provides them with an aide memoire as key knowledge is repeatedly revisited and built upon. (Appendix 1.3)

- **Curriculum Milestones**

Each Big Idea in each subject has been broken down into small sequential steps which build on the children's prior knowledge. These are the key goals pupils are aiming for by the end of each unit. It takes time for pupils to demonstrate mastery or greater depth of the milestones. They need to gradually progress in their semantic strength and procedural fluency through three cognitive domains: basic, advancing and deep. As part of the progression model a different pedagogical style is used in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the basic domain and problem-based discovery in the deep domain. (Appendix 1.2)

Each subject's curriculum planning documents help pupils meet the milestones by providing:

- clearly defined subject topics to study which ensure curriculum breadth
- the knowledge needed to build a schema
- the vocabulary needed to articulate an understanding of the subject
- an outline of appropriately pitched (cognitive domain) tasks to carry out to show proof of progress

- **Cultural Capital**

Our curriculum content ensures our pupils the vital knowledge required to be informed and thoughtful members of our community who understand and believe in British values. Our curriculum is enhanced through the provision of a breadth of learning opportunities: utilising our fantastic outdoor facilities; planning varied trips to museums, galleries and theatres in cities such as Manchester and Preston; and inviting inspirational visitors into school to allow the children to experience their learning through different perspectives.

- **Cultural Self-Esteem**

Our curriculum celebrates and reflects the backgrounds of our pupils at Barton St Lawrence and promotes cultural self-esteem. We promote community cohesion through working closely with our church; harnessing mutually beneficial relationships with local businesses (particularly through the work of our very proactive PTFA); and utilising our local, rural environment to enhance our studies on the local area. Our children feel proud of who they are, and the community they are part of, in being a St Lawrence pupil.

- **Oracy**

Research states that improved oracy is linked to academic success but also in its role in developing pupils' sense of agency. Our curriculum in its entirety is underpinned with spoken language. We actively teach the skills needed to be an effective speaker 'Learning to talk'. Subject leaders have broken down the national curriculum objectives on spoken language into small steps and planned these into each unit of work.

How We Teach Our Curriculum

- Our curriculum design is based on evidence from cognitive science. Three main principles underpin it:

  - Learning is most effective with spaced repetition, where knowledge is rehearsed for short periods of time, over a longer period of time.
  - Interleaving helps pupils to discriminate between topics and aids long-term retention.
  - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

- In addition to three principles, we understand that learning is invisible in the short term and that sustained mastery takes time.

- Our curriculum content is subject specific. We make intra and inter curricular links to strengthen schema.

- Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

- Cognitive load theory is concerned with the architecture of the mind and brain, and in particular the capacity of the short-term memory to process information. The long-term memory consists of schemata (which are built up over time). Learning is essentially changing those schemata through acquiring knowledge and making connections with different schemata. However before entering long-term memory and developing schemata, information must first be processed through by the short-term memory or working memory. As this has limited capacity, retention of knowledge and development of schemata will not happen if the working memory is overloaded. Teaching in small chunks and not organising activities that requires too much memory capacity, until learners acquire knowledge that allows them to spend less time processing content.

- The time given to 'learning to talk' allows us to use talk as a vehicle for learning 'talking to learn'. Maximising meaningful talk opportunities throughout the curriculum, helps deepen and embed learning.

- We place reading at the heart of our curriculum. Aiming to create life-long learners, we prioritise fluency; with it being a vital life skill and medium for accessing further education. High quality texts are provided to support and enhance the learning in all subjects. Subject leaders, in conjunction with English and Phonics leads, have ensured that the children have a broad and varied reading diet; and that subject-specific books follow an appropriate progression through school.

Feedback

Hattie states that one of the most effective teaching tools is feedback which is bespoke and given as close to the point of learning as possible. At Barton St Lawrence, we have adopted a bespoke framework for giving 'in the moment' feedback, as we believe this is most impactful on our pupil's learning. (Appendix 1.4)

Teachers will:

- Provide opportunities for practice enabling successive refinement, with room to make and correct

errors as this will help them to improve their performance.

- Ensure lessons are well-paced but sensitively balanced to ensure the need for pace does not compromise the quality of the learning experience.
- Ensure lessons are appropriately planned to the level of learning.
- Listen and 'read the room' during a lesson and adapt the lesson accordingly and not just follow the plan. They will develop the skills to be able to scan, identify opportunities and barriers to learning; and address these through mini plenaries, one to one/group feedback 'in the moment', or, if necessary, before the next lesson so that all children are able to continue to access learning appropriate for their year group.
- Provide effective whole class and (where appropriate) individualised feedback which ensures the pupils:
    1. Understand what they have done well.
    2. Are clear about how to improve.
    3. Make visible signs of improvement.

Feedback teachers provide will help to reduce the 'gap' between where the child is and where they are meant to be in terms of year group expectations. Teachers will differentiate their feedback taking into account the ability of the child to be able to independently respond to feedback and make improvements; and where in the teaching sequence they are working. It is most effective when there is clear alignment between teacher and child as to how both perceive the feedback given. Crucially, teachers must be clear on how any feedback has been received - is it having visible impact? And, is it building motivation to succeed in relation to the key knowledge and skills being learnt?

Classroom Environment at St Lawrence

Psychological classroom environment
Teachers will:

- Create a class climate that is seen to be fair.
- Actively encourage the phrase 'I don't know- yet' and errors as routes to learning.
- Establish clear routines that will maximise learning time.
- Have clear expectations of behaviour and children that respect the teacher.
- Ensure children know that the teacher is passionate and believes in them.
- Use positive behaviour management techniques, underpinned by a restorative approach, effectively.

Physical classroom environment
Teachers will:

- Ensure classrooms are tidy and clutter-free and children are taught to take care of, select and return resources appropriately.
- Ensure key displays are current and support and enhance the children's learning.
- Establish 'working walls' and ensure that they are well maintained.
- Ensure that resources and furniture are accessible and used imaginatively.
- Create corridor displays that are attractive and celebrate children's achievements throughout the curriculum and reflect positively the diversity of children's experiences and backgrounds.
- Ensure that tables and chairs are organised flexibly to encourage collaborative and independent learning.
- Ensure classrooms are safe and accessible to meet the needs of all children.

The Role of Governors at St Lawrence

Our governors support, monitor and review the school's approach to teaching and learning. In particular they:
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the head teacher's report to governors and school visits.
- Ensure that the school buildings and premises are used optimally to support teaching and learning and are compliant with health and safety regulations.
- Seek to ensure our staff development and our performance management both promote quality first teaching.
- Seek to ensure that staff well-being is considered in all of school's endeavours to be successful and thriving.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Monitor the school with regard to meeting the needs of the community it serves.

The Role of Parents at St Lawrence

Parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding induction meetings to explain our school strategies for teaching the National Curriculum and Early Years Foundation Stage Curriculum to new parents.
- Sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school.
- Providing termly reports and updates to parents in which we explain the progress made by each child.
- Explaining to parents how key areas of the curriculum are taught through holding workshops, sending out information and having a 'meet the teacher' night at the start of the year.
- Holding parents' evenings that provide an opportunity to discuss the progress that children are making.

Parents have the responsibility to support their children and the school in implementing school policies by:
- Ensuring that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during term-time.
- Ensuring that their child is equipped for school with the correct uniform and PE kit.
- Informing school if there are matters outside of school that are likely to affect a child's performance or behaviour.
- Promoting a positive attitude towards school and learning in general.
- Fulfilling the requirements set out in the home-school agreement.

Appendix
1.1 Example yearly overview

St. Lawrence Church of England Primary School
Learning TOGETHER, *Rooted in* GOD. John 15:5

OVERVIEW YEAR 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	SURVIVAL		GLOBAL CITIZENS		ADVERSITY AND LEGACY	
TOPIC HOOK	Film- Goodnight Mr Tom	Lancashire Archives visit	Heroes and villains in books/film	Crime Scene Investigation	Make a Viking/Anglo-Saxon shield	
TOPIC CELEBRATION	Trip-The Imperial War Museum/Media City	Trip-theatre production	Party- Romeo and Juliet	World Foods	Experience day: Re-enactment of battle of the Vikings/Anglo-Saxons	
MATHEMATICS	See Mathematics Planning Overview below.					
ENGLISH	Novel As A Theme Biography CLASS NOVEL RUNNING WILD/GOODNIGHT MR TOM	Classic Fiction Poetry, Songs and Lyrics Persuasion: A Formal Review CLASS NOVEL - THE WIZARD OF OZ/GOODNIGHT MR TOM	Older Literature: Romeo and Juliet Poems With Imagery Information Hybrid Text CLASS NOVEL - THE BOY IN THE STRIPED PYJAMAS	Detective/Crime Fiction Explanation Texts CLASS NOVEL: SKULDUGGERY PLEASANT	Last Push Pack CLASS NOVEL - THE 1000 YEAR OLD BOY	Last Push Pack CLASS NOVEL - COMING TO ENGLAND
SCIENCE	Evolution and inheritance - adaptation, survival of the fittest, reproduction and passing on traits	Light - exploring the way light behaves including light sources, reflection, shadows	Healthy bodies-exploring the way the circulatory system operates, exploring the work of scientists, scientific research about the relationship between diet, exercise, drugs, lifestyle and health.	Classification including subdivisions for vertebrates and invertebrates	Electricity and circuits	
COMPUTING	ONLINE SAFETY	CODING	SPREADSHEETS/NETWORKS	TEXT ADVENTURES	BLOGGING/QUIZZING	
RELIGIOUS EDUCATION	6.1 Life as a journey and pilgrimage. 6.2 How do Christians prepare for Christmas? (UC2b.4) 6.5 Ascension and Pentecost (UC 2a.6)		6.3A Why is the Exodus such a significant event in Jewish and Christian history? (Passover) 6.3 Why do Christians celebrate the Eucharist? 6.4 Easter. Who was Jesus? Who is Jesus? (UC 2b.4)		6.6 Ideas about God (UC 2b.1) 6.7 People of faith (Hinduism)	
FRENCH	A L Ecole Repeat and recognise the vocabulary for school subjects. Say what time they study certain subjects at school. LE WEEKEND To describe what activities I do at the weekend with a time and an opinion in French. Introduction to new verbs.		MANGER ET BOUGER To discuss a healthy lifestyle in French. MOI DANS LE MONDE To explore other French speaking countries and cultures around the world.		LA SECONDE GUERRE MONDIALE To be able to use decoding skills to understand better unknown language in French. LES VIKINGS To be able to describe myself and/or another person and talk about my daily routine.	
PSHE	Healthy and happy friendships.	Identity and behaviour online. Reflection on 'fitting in'.	Healthy bodies, healthy minds.	Caring and responsibility.	Ways to manage increasing responsibility and effects of emotional change.	Coping with change and transition to high school.
VALUES	Service	Generosity	Integrity	Individuality	Joy	Articulation
MULTI-CULTURAL	Hinduism/Islam- pilgrimages		Food from different cultures and cuisines		Looking at other Religions	
PE & SPORT	Games (Net & Wall – Netball) Rugby	Gymnastics Indoor Games	Dance Outdoor and Adventure games-problem solving and group work	Invasion Games (Hockey) Creative games	Dance Indoor games	Games (Striking & Fielding) Athletics
HISTORY	Aspect of British history beyond 1066 – The Battle of Britain.				Viking and Anglo-Saxon struggle for the Kingdom of England	
GEOGRAPHY			World's countries and key features - research		Human geography, land use, economic activity, OS mapwork	
MUSIC	Vocal rhythm patterns	Britten	Vocal Performances	Improvisation	Musical Notation	Composition / Performance
ART AND DESIGN	Drawing and painting developed into digital art; developing sketchbook ideas	Painting inspired by music			Drawing and painting developed into collage / batik / felt making	
DESIGN TECHNOLOGY			Food - chefs, food heroes, designing a healthy menu/eat well plate		Combining learning from across design and technology skills bases - structures, mechanical systems, electrical systems, ICT programming and control	

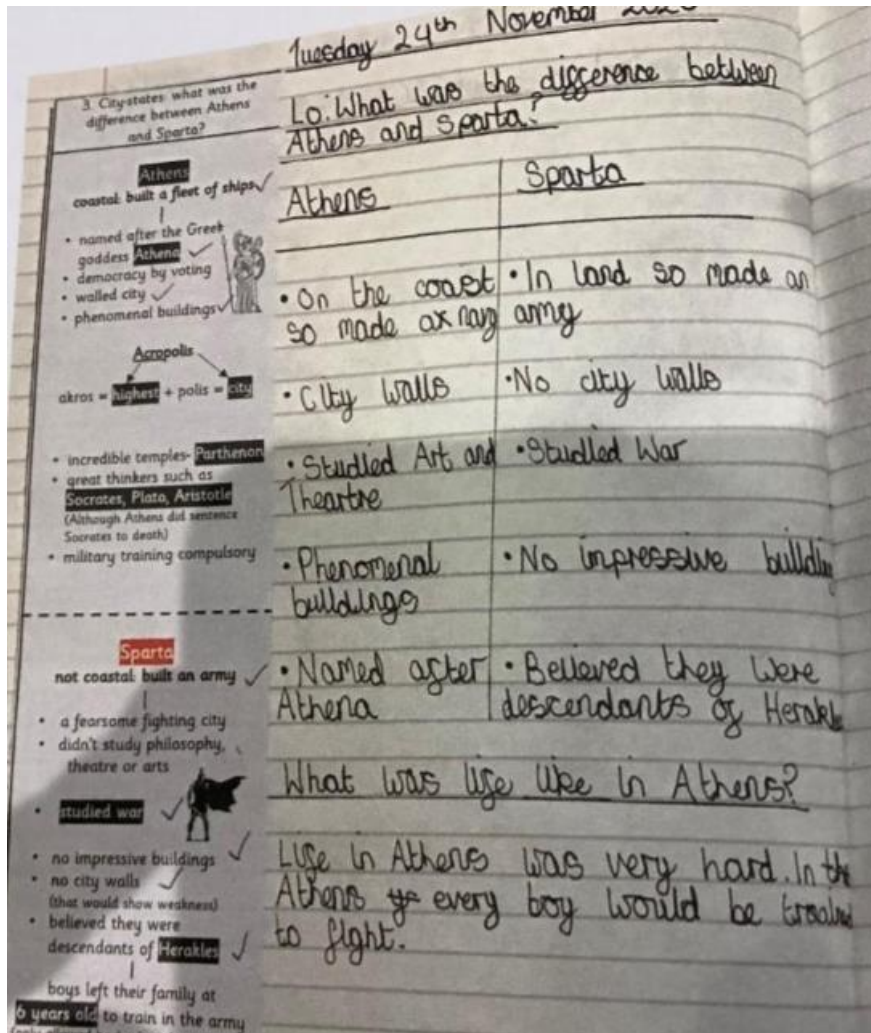Example subject overview (medium term plan)

YEAR 6 ART

Digital Art Unit 1

Medium Term Plans

Prior Learning	Future Learning
Year 5 Digital Art – Giacometti – photographed motion animations - Use a graphics package to create and manipulate new images (Y5) - Record, collect and store visual images (Y5) - Present recorded visual images using sculpture (Y5)	

What pupils need to do or know to be secure

Drawing
- Develop close observation skills using a variety of view finders.
- Experiment with wet media to make different marks, lines, patterns, textures and shapes.
- Explore colour mixing and blending techniques with coloured pencils, pastels.
- Use different techniques for different purposes i.e. shading, cross-hatching.

Painting
- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.

Digital
- Be able to import an image (scanned, retrieved, taken) into a graphics package.
- Understand that a digital image is created by layering.
- Create layered images from original ideas.

Evaluating
- To explain how they think and feel about the colour, composition, style and technique used in their own work. Use a blank star diagram with 8 points and include a piece of writing
- To explain how effective they have been when communicating the artistic message they wanted to convey

Rationale

- This Unit gives the children a more in-depth opportunity to explore Digital Art. They should now have all the appropriate computing skills in place in order to be able to access the Art and Design elements of this unit.
- This Unit also lends itself to the children being able to work outside and consider Natural Art. As a school, we are trying to use the outdoors as a place of learning. This Unit fits very well within this idea.

Possible Activities (activities in bold must be completed in order to fulfil the skills outlined above)	Key vocabulary
- This unit explores the theme of camouflage within the natural world. It gives the children an opportunity to **explore their natural school gardens and think about how the Impressionist movement were advocates of painting en plein air.** Children should have the opportunity to do this. **Children explore images and use to develop drawings and paintings which experiment with camouflage. The unit could be developed further using digital media, for example paint.net (free download) which allows any image to be manipulated.**	Resize Repeat Camouflage Positioning Composition En plein air Impressionism viewfinders
Drawing - **Investigate images of animals in camouflage** e.g. orange oak leaf butterfly, owl butterfly, tawny owls against bark, birds' eggs, snake in sand etc. - **Collect images in sketchbooks and create detailed drawings in dry media; improve mastery of drawing techniques.** - **Collect images in sketchbooks and create detailed drawings in wet media such as watercolour.** - **Annotate sketchbooks with personal observations and preferences.** - **Use sketchbooks to experiment with colour; pencils, pastels etc. to find preferences which will be developed further in a painting.** - **In sketchbooks use view finders to isolate a specific detail; repeat and create patterns.**	**National Curriculum Links**
	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint] ♣ about great artists, architects and designers in history.
Painting - From ideas in sketchbook, develop a drawing into painting e.g. repeat the image of the orange oak leaf butterfly hidden amongst dead leaves or snakes hidden in sand, challenge the viewer to find butterflies or snakes. - **Improve the mastery of techniques such as detailed drawing and painting** e.g. sand and eyes, wings and bark. **Use the outdoor garden areas of school to give children the opportunity to paint en pleine air.** - Discuss and consider how positioning of images and composition will be used to add to the theme; how many repeats, how closely positioned.	
Digital - **Import a selected image into a graphics package such as paint.net.**	

- Experiment by resizing, rotating, repeating.
- Experiment with colour changes and effects.
- Discuss and adapt preferences, store prints in sketchbook and record changes.
- Produce digital art work which compliments and explores theme.

Evaluating
- Encourage children to compare and comment on their work and that of others to discuss what they think and feel.
- Celebrate creative process in sketchbooks together with changes and adaptations as part of the artistic journey.

Possible evidence	Link to Artist / Craftsperson
- A painting that includes repeating patterns and camouflaged elements - A digital piece of art in which children are able to explore camouflaged effects that includes a resize, a repetition and a rotation	

Children Working Towards Expected Standard	Children Working At Expected Standard	Children Working Greater Depth Standard

Appendix 1.3

Expectations for whole class feedback

Immediate feedback in lessons includes:
- Discussion of success criteria/ exemplification of learning objectives.
- Mini- plenaries where the teacher responds to the needs of the class at any point in the lesson, sometimes redirecting, offering additional challenge or modelling.
- Questions and answers offer opportunities to adapt teaching to the needs of the class throughout the lessons
- Children should mark their own work in maths (as often as possible) and be encouraged to self/ peer assess in the lesson. Children are not allowed to write in another child's book, but post-its should be used.

After children have worked in English/maths books (as per expectations below):
- Teacher/TA completes 'whole class feedback sheet' to review English/ maths books. Teacher identifies which pupils need more support in the next lesson or more challenge and records this on the grid. Any notes are for the teachers own reflection/ planning. These will be also used to help inform book scrutinies.
- When completing (and sticking in books) a whole class feedback power point, this replaces the feedback sheet

At the beginning of the next lesson:
- The teacher can share their feedback with the class, explaining/ re-teaching aspects of the previous lesson, focusing on key children's misconceptions.
- Any feedback actions completed by children are completed in a purple pen. Children should be able to talk about how they have improved their work in response to feedback. Whole class feedback sheets are stuck into children's books.

All pieces of work will have been reviewed by the teacher and will still have some form of teacher marking, e.g. dots, marking symbols, highlighting and/or ticks. All of pupil's work, across all subjects, will show visible improvements showing the impact of feedback (purple polishing pen- Year 1 begin training to use when appropriate).

DATE: 10/22
Whole class feedback Y5/6
Use these prompts to help you independently improve your writing

Amazing sentences:

Quick check:

Capital letters:

Full stops:

Question marks:

Exclamation marks:

Commas:

Dashes/brackets:

Semi colons:

Colons:

Paragraphs to organise ideas:

Legible joined handwriting

Excellent word choices:

Key spellings to be improved:

Watch out for:

| Date: |
| Objective: |

Misconception/ Errors/ Focus children

What are the next steps to address misconceptions/ errors/ needs of focus children? What are you going to do?

Teacher notes

Child's responsiveness to feedback	Method of feedback
Can work independently after teacher input	Whole class verbal feedback using WCF formats, either on the board or from teacher notes Self-assessment after teacher input Using a success-criteria to self-assess after teacher input Teacher stops mid-less to give verbal feedback
Needs a prompt	Pink dots in the margin to indicate where to focus on Work with partner to support them/ have conversations about improvements Teacher stops mid-lesson to put examples on the board using visualiser Verbal feedback within the lesson to their group
Needs some clues to narrow down where they should focus	Use symbols to direct them to particular aspects of WCF, explain these symbols during whole class session Use written marking code to be more specific about the error Give examples of errors and how they could be improved.
Needs more modelling, showing them how to correct errors before working independently	Teacher models improvements to a group of children with similar errors, then children work independently
Tell the exactly what to correct and where	Teacher work one to one with the individual child Highlight exactly where the improvements need to be made Teacher included written comment telling them what to improve

	Marking - Codes will be used in Maths, English and any other writing when appropriate. Pink/Green will be used in all subjects.	
●	Thinking dot- I need to correct this before my next piece of work.	
✔	Correct- well done!	
	Perfect Pink- parts of your work where you have met the learning objective/success criteria!	
	GREEN FOR GROWTH! This means you will have to improve, change or correct that part of your work!	
	PURPLE POLISHING PEN- for you to improve, respond to feedback or edit spelling, grammar and punctuation!	
Sp	Spelling Mistake- correct yourself using your spelling strategies/Have a go sheets/GPC charts/dictionaries. Sp I like skool. Draw a wiggly line under ambitious word choices: never dodge a good word!	
O	Letter/number reversal	
p	Punctuation error/missing	
G	Grammar- check for sense e.g. correct verb tense	
L.O.	Learning Objective- Did you achieve it?	