

Snapshot 3.12.20

Feedback & Marking

Feedback and Marking Guide

Aims

At The Vine Inter-Church School, we believe that pupils benefit from regular and comprehensive feedback on their learning in order to motivate them and to guide them by identifying areas of strength as well as areas for further development. This policy provides guidance for teachers and teaching assistants in feedback and marking in order to:

- Develop communication between teacher/teaching assistant and pupils
- Develop pupils as independent life-long learners
- Enable pupils to know how to take their 'next step'
- Motivate pupils by encouraging and rewarding their effort and progress as well as providing a next step to move learning forward
- Provide teachers with feedback on how well pupils have understood their learning
- Enable teachers to plan the next stage of teaching and learning
- Facilitate teachers in making judgements about attainment and progress.

Feedback and Marking Guide

Effective Marking and Feedback

All lessons must have a **specific focus** in order for effective feedback and marking to take place. **At The Vine we use a Can I question?** Each specific focus should be taken from our Vine Curriculum.

Feedback and marking may take place between an adult and a pupil or between two pupils. Or from a pupil reflecting on their own learning. Feedback usually targets a specific learning focus and the agreed success criteria, although there are also 'non-negotiables' such as expected standards of presentation and the correct spelling of Common Exception words/ statutory spelling lists. Feedback can be non-verbal, verbal or written.

- a) Non-verbal feedback eg: include a smile or a thumbs up
- b) Verbal feedback (VF) eg: a comment made in passing or may be in the form of a more in-depth conversation about a specific aspect of learning (giving support eg a further clue or moving learning forward eg Prove it? Explain it?) **This type of feedback will be the most frequent seen in books.** Where possible, a teacher will write VF plus a word/example to indicate what the conversation was about.
- c) Written feedback is also known as marking. The younger the pupil the more important it is for marking to take place alongside them so they fully understand their successes and their next steps in learning. All pupils must be given regular opportunities to respond to feedback and marking, pupils should initial feedback to show that they have read it.

Marking Expectations

Mathematics and English

All Mathematics and English learning will be marked daily. A teacher or TA will aim to check in with each pupil during a session (VF). Vulnerable groups are a priority and should be checked in with first.

Incorrect spellings (up to 3) should be underlined and pupils expected to write correctly.

Other recorded curriculum areas (including RE, Science, Art, Humanities etc)

All learning will be marked. Within each blocked unit of learning pupils will receive a range of marking, and will have the opportunity to self-assess and will peer-assess, where appropriate.

PE, Music, Computing

Pupils must be given opportunities to self-assess and peer-assess as well as a title and review page completed for each unit and added to the class portfolio after a whole discussion has taken place.

Marking Code

All adults must use the agreed code (see next slide)

All adults will mark in a blue gel pen. Unless pupils have a pen licence, they will complete their learning in pencil.

KS1 pupils will mark/edit in pencil however when working with an adult, pink pens can be used.

KS2 pupils will use pink for self-marking/ assessment/ editing and green for peer assessment.

KS2 pupils can apply to the headteacher by writing a letter explaining why they feel they have earned a pen licence.

All pupils (unless they have a pen license) will write in a sharp pencil when completing their learning.

After self-assessment and peer-assessment activities, teachers need to review the star and target to make sure that it is appropriate.

If a pupil is absent or out of class (ie in an intervention) a note should be made in the exercise book.

APPENDIX 1: MARKING CODES




VF	verbal feedback
√	correct
W	wow
X	incorrect
^	word missing
○	missing punctuation
?	reread for sense
//	new paragraph
1, 2, 3	spelling
5	support
★	star
⇒	target

*Marking code applies to all subjects with exercise books.




*Title pages and Review pages are to be used in all subjects

Title and Review Pages

SUBJECT & Unit being taught

THE BIG PICTURE	PHOTO/ ILLUSTRATION	
I can statementslinked to the specific teaching focus		
What do I already know? 	What connections can I make? 	What predictions can I make? 

THE THREE LEARNING LINKS

Me, my family and friends	The wider world	Things I have read
Things I, my family or friends have done Things I like or dislike Memories of real life Places I have been Programmes I have watched My opinions Friends and families' opinions Things I have learned in school	Things on the news Things in the community Real life events linked to others or other places Documentary TV shows	Books Stories Articles Newspapers Comics Non-fiction texts
The links I made to make my learning stick. 		
What learning was most important to me? 		
How I am going to fix things I don't understand? 		

Philosophy behind our approach

- ❖ **Dual Coding theory**- learning can be maximised with the process of backing up what we say with a visual so that connections can be made. Supporting both the ability to retain information and boost understanding. <https://m.youtube.com/watch?v=wixEGpznyG8>
- ❖ **Cognitive load theory**- our working memory has a limited capacity. By helping pupils to make vital connections within their learning, this will improve their learning outcomes- helping the brain to work smarter and sort/store information in a clearer way. <https://m.youtube.com/watch?v=UpA6RdEOaYo>
- ❖ **Spaced practise theory**-this theory links to the way we forget information (Ebbinghaus forgetting curve) on Day 1 of being taught something you recall 100% but by Day 21 you may only remember 10%. We need to build in regular opportunities for review so that more information can be retained long term. Spaced practise theory maximises the brains ability to recall information by offering regular practise opportunities. <https://m.youtube.com/watch?v=qJ7HtVV2oo8>

Philosophy behind our approach

Our new curriculum focuses on progressive skills that build over time while building in revisiting and revision (Ebbinghaus/ Spaced practice). This means that we will be able to move the pupils forward while also recapping previous learning, so that new gaps are not allowed to form. Classroom practice is designed to support pre teaching, post teaching, memory retention and meta cognition reflections, while still ensuring an international and courageous advocacy angle is taken in sessions. Basic skills have been woven through each subject to ensure rehearsal and application across a breadth of subjects.

When we designed our title and review pages we used the focus Education information to support us with this. Linking learning will help with long-term retention. A learning link is when we begin to connect and join our learning to previous experiences.

Linking new learning to something you already know, have heard about or have experienced means that an existing neuron in the brain is firing along with the one about the new learning.

Creating a stronger pathway in the brain and making it more likely that information will be retained. This means the knowledge is more likely to '**stick**'.

Linking new learning to previous learning also helps embed knowledge in long-term memory as we are returning to previous learning again and again.

Introduce the title pages at the beginning of a unit and go through it with your class.

Title pages to include:

- Subject as title and unit eg Maths – Place Value
- Big Picture box
- Illustration box
- I can statements taken straight from Vine Curriculum for that unit of learning
- What do I already know? Pupil to respond
- What connections can I make? Pupil to respond
- What predictions can I make? Pupil to respond


At the end of a unit a review page is filled out based on a discussion led by the teacher/TA:

- The links I made to my learning
- What learning was most important to me ?
- How am I going to fix the things I still don't understand ?
- How am I going to store this information so that I don't forget the learning?

Examples Year 1

TITLE PAGE FOR AUTUMN 1 ENGLISH

THE BIG PICTURE
This half term we will be focusing on the story 'The Everywhere Bear' by Julia Donaldson. We will be focusing on sequencing and retelling the story. We will be writing short narratives and show that we can begin to use capital letters and full stops as well as writing labels and captions. In phonics we will revise Set 2 Sounds from RWI. In handwriting we will begin to form pre-cursive letters.



I can statements ...


- ✓ I can read words with Set 2 Sounds from RWI
- ✓ I can retell a familiar story, including the setting, characters and events.
- ✓ I can make links with characters in other stories.
- ✓ I can form some pre-cursive lower case letters.
- ✓ I can begin to sit my letters on the line.
- ✓ I can use a capital letter and full stop correctly in my writing.
- ✓ I can compose sentences orally and hold them in my head before writing them.
- ✓ I can write sentences to form a short narrative.

What do I already know and what connections can I make?

- ✓ I know how to hold a pencil correctly and can form most of my letters correctly.
- ✓ I know some of my Set 2 Sounds from RWI and can read some words containing them.
- ✓ I know who the characters are in a story and can answer simple questions about a story which has been read aloud to me.
- ✓ I can write simple captions using my phonetic knowledge.
- I can link my learning to my understanding of stories and how every story has a main character.
- I can use my understanding of how letters are formed to now start with a lead in and finish with a lead out.
- I can talk about what I want to write and use this to help me compose simple sentences and captions independently.

TEACHER QUESTION


Do you know any other stories which have a bear as the main character? Can you name and draw the bear below?



Goldilocks + the 3 bears.

TITLE PAGE FOR AUTUMN 2 ENGLISH

THE BIG PICTURE
This half term we will be focusing on the story 'The Owl who was Afraid of the Dark' by Jill Tomlinson. We will be focusing on sequencing and retelling the story. We will show that we can begin to use capital letters and full stops correctly. We will be writing our own stories and non-fiction chronological texts. In phonics we will be learning alternative ways of reading and writing each sound. We will practise reading and spelling the Year 1 CEW. We will also be using descriptive language to create our own poems.



I can statements ...

- ✓ I can read words with Set 3 Sounds from RWI.
- ✓ I can retell a familiar story, including the setting, characters and events.
- ✓ I can make links with characters in other stories.
- ✓ I can form pre-cursive lower case letters.
- ✓ I can use a capital letter, finger spaces and full stops correctly in my writing.
- ✓ I can compose sentences orally and hold them in my head before writing them.
- ✓ I can write sentences correctly and read them to check they make sense.
- ✓ I can write a non-fiction chronological piece of writing.
- ✓ I can write my own version of a familiar story.
- ✓ I can write a poem using descriptive vocabulary.
- ✓ I can read and spell some of the Year 1 CEW.

What do I already know and what connections can I make?

- ✓ I know that a sentence must make sense and that it needs finger spaces in between words.
- ✓ I know a sentence can finish with a full stop.
- ✓ I can use my set 2 speed sounds to write unfamiliar words.
- ✓ I can read and spell some of the Year 1 CEW correctly.
- ✓ I can say what I want to write in a sentence and practise saying it aloud before I write it.
- ✓ I can identify the main character in a story.
- I can use the sentence strip prompts and English Wall to help me remember what my writing needs.
- I can use my knowledge of speed sounds to help me spell unfamiliar words.
- I can use my knowledge of the seasons to help me understand what happens in our class story.

TEACHER QUESTION


When do you need a capital letter in your writing?
"When you start a sentence."

END OF UNIT REVIEW Autumn 1 English

THE THREE LEARNING LINKS


Me, my family and friends	The wider world	Things I have read
<ul style="list-style-type: none"> Things I, my family or friends have done Things I like or dislike Memories of real life Places I have been Programmes I have watched My opinions Friends and families' opinions Things I have learned in school 	<ul style="list-style-type: none"> Things on the news Things in the community Real life events linked to others or other places Documentary TV shows 	<ul style="list-style-type: none"> Books Stories Articles Newspapers Comics Non-fiction texts

The links I made to make my learning stick.




- ✓ I can link my learning to my understanding of stories and how every story has a main character
- ✓ I can listen to other stories and identify the main characters and settings.
- ✓ I can retell familiar stories in the correct order.
- ✓ I can use the prompts on the English Wall in the classroom.
- ✓ I can use a sentence strip prompt to help remind me to use finger spaces and full stops.
- ✓ I can use my RWI set 2 sounds to help me sound out unfamiliar words.
- ✓ I can use a Speed Sound mat to remind me of my sounds.
- ✓ I can use my understanding of how letters are formed to now start with a lead in and finish with a lead out.

What learning was most important to me?



- ✓ Talking about what I want to write before I complete my writing.
- ✓ Practising saying what I want to write in a sentence - 'My turn, your turn'.
- ✓ Remembering to use finger spaces in between words and practising connecting sentences to help me with this.
- ✓ Remembering to use finger spaces at the end of a sentence and practising connecting sentences to help me with this.
- ✓ Sharing stories in class and spending time discussing what we have read.
- ✓ Completing sequencing activities to help me remember the events in a familiar story.

How I am going to fix things I don't understand!



- ✓ I can ask an adult or a friend.
- ✓ I can use the prompts in our classroom to remind me e.g. sentence strips or our English Wall.
- ✓ I can practise writing my own sentences using finger spaces and full stops correctly.
- ✓ I can use the Speed Sound mats in class to help me sound out unfamiliar words.
- ✓ I can share stories in class and at home and practise retelling them in the correct order.

Examples Year 5

Changing Materials

THE BIG PICTURE

This half term we will be exploring how materials can be changed. In line with our global value of sustainability, we will also be learning about how materials are altered during the recycling process. Finally, we be learning about Charles Macintosh, the inventor of the first waterproof material.



I can statements

- I can explore how materials can be changed by squashing, squeezing, bending and twisting.
- I can describe how materials can be changed through heating and cooling.
- I can find out about someone who invented a useful material.
- I can describe how materials can be changed through recycling.



What do I already know and what connections can I make?

- Can you name a material which could be described as bendy? Some materials which are bendy are plastic, fabric or paper.
- Can you name a material which could be described as hard? Some materials which are hard are hot rock, glass or wood.



What happens once you have put an object into a recycling bin?

Once you have put the rubbish in the bin if it is recycled it gets sorted and then it goes to some thing else or if it is non recycled it goes to the dump.

TITLE PAGE FOR HISTORY AUTUMN

THE BIG PICTURE

The World at War

To learn about the impact WWI and WWII had on the world and the events that shaped our life today. To research what life was like for men, women and children, and how technology played a part.

PHOTO/ ILLUSTRATION



I can statements

- I can describe and sequence events from the past using dates when things happened.
- I can use historical vocabulary.
- I can explain the impact that this period of history had on the world.
- I can explain how events from the past has shaped our life today.
- I can describe the characteristic features of the past including the experiences of men, women and children.
- I can understand the concept of propaganda.
- I can research Ypres - the place where fierce battle took place and many British soldiers died.



What do I already know and what connections can I make?

I already know about WWI that it is the 1st world war and it had a huge impact on the world. WWI & WWII have a connection of being a war that included the whole world.



How do you think children's lives were the same/different to yours before the start of WWI?

Similarities	Differences
<ul style="list-style-type: none"> Classrooms Teachers Friends 	<ul style="list-style-type: none"> WWI-Planes Bombing Destroyed lands School + home destroy-ed

END OF UNIT REVIEW

THE THREE LEARNING LINKS

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The links I made to make my learning stick.



The links that made my science learning stick were because I learnt the solar system in my old school. The planets were, Mercury, Venus, Earth, Mars, Saturn, Jupiter, Neptun, Pl Pluto, Uranus.

What learning was most important to me?



The most important learning to me was learning about pulleys. It was really fun.

- fixed
- movable
- compound
- fixed was the only one we did

How I am going to fix things I don't understand?



I don't understand the Sunrise & Sunset concept. Im learning about it by researching and checking the WWI.

Examples Year 6

Maths – Place Value

THE BIG PICTURE
To read, write, order and compare numbers up to ten million, and determine the value of each digit.
To extend knowledge of ordering and round any whole number to a required degree of accuracy.
To use negative numbers in context, and calculate mentally across 0000.

392,608,175

↑ millions ↑ hundreds of thousands ↑ thousands ↑ hundreds ↑ tens ↑ ones
↑ hundred millions ↑ hundred thousands ↑ thousands ↑ hundreds ↑ tens ↑ ones

I can statements... linked to the specific teaching focus

- I can recognise concrete, pictorial and written representations of numbers to ten million
- I can explain what is happening to place value columns when carrying out addition or subtraction
- I can add and write numbers on a number line and find a number between 2 points
 - I can compare and order whole numbers to ten million
- I can use correct mathematical vocabulary (greater than/less than) alongside in equality symbols
- I can build upon my knowledge of rounding to 10, 100 and 1,000 to round up to 10,000
 - I can count forwards and backwards through zero

What do I already know and what connections can I make?

I can read, write and count numbers under and over millions. I know if you times a number by 10 it moves 1 column to the left and if you divide vice-versa.

Where do you see numbers (up to ten million) in real life situations?


Populations and sometimes in rich people's bank accounts.

END OF UNIT REVIEW

THE THREE LEARNING LINKS


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The links I made to make my learning stick.




- I will remember the features of a suspense and mystery story when reading one
- I will remember The Curse of Cogsworth House when it is 10:31 (29 minutes to 11) and the things that made it suspenseful

What learning was most important to me?



The learning that was most important to me is was the suspense and mystery story because it I put a lot of effort into it and used suspense successfully.

How am I going to fix things I don't understand?




I will use the features of of a suspense and mystery film and add them into a my story to help understand how to make it scary frightening.

SPAG (Autumn 1) – END OF UNIT REVIEW

THE THREE LEARNING LINKS


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The links I made to make my learning stick.




- When I listen to Britany Spears, I will remember the parenthesis song.
- When I write and use the spellings, I will remember how to spell them from the tests.

What learning was most important to me?



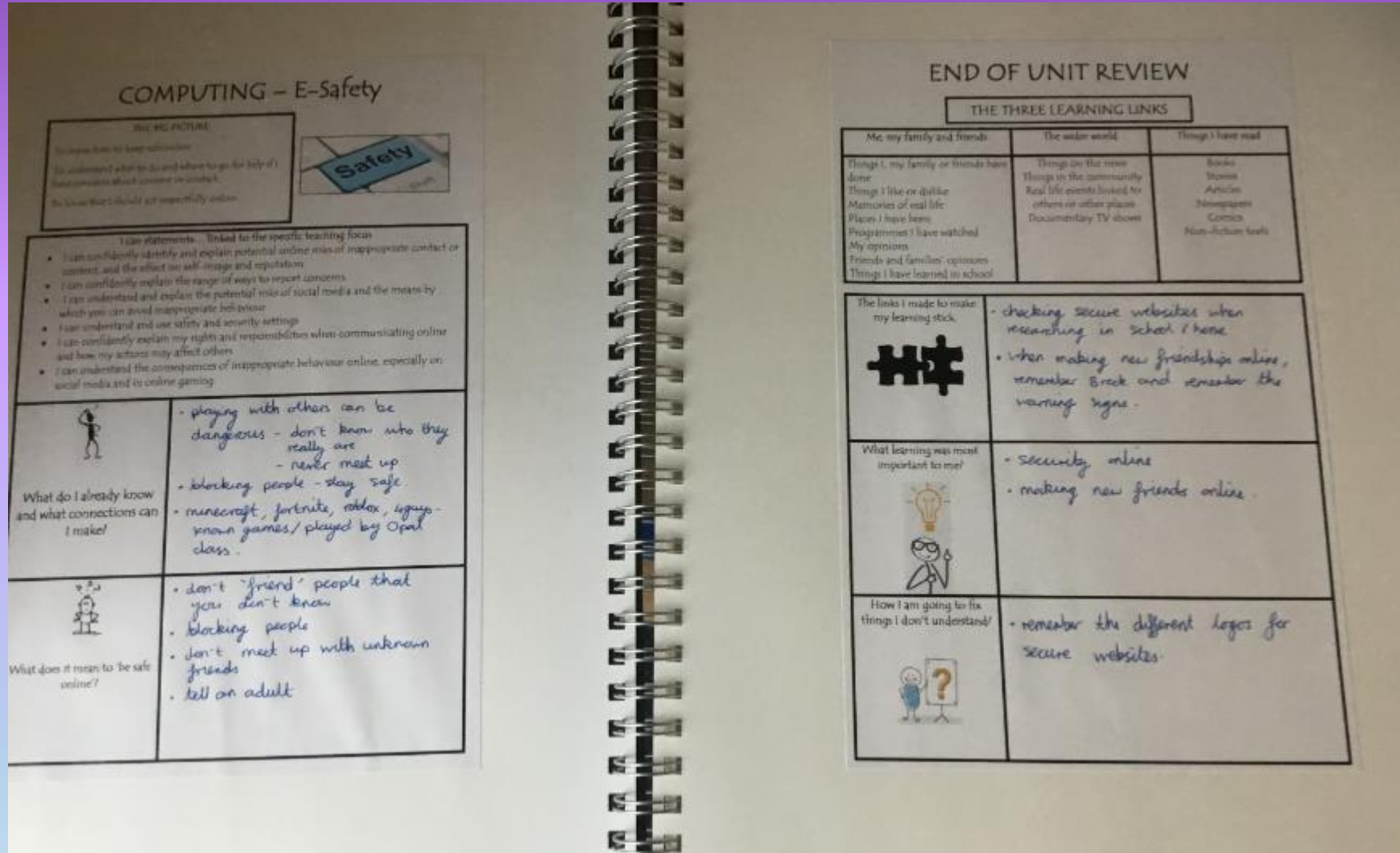
The most important piece of learning was the semi-colons, colons and dashes because it will add more detail to my writing.

How am I going to fix things I don't understand?



I will practise the spelling that I got wrong on the tests.

Portfolios for Computing, Music and PE



A title page for each unit and an end of unit review page needs to be completed for Computing, Music & PE (the subjects which pupils don't have an exercise book in.)


This is good evidence of what has been taught, the key learning which has taken place, cross curricular learning links made and how this learning will be stored so that it can be retrieved.

Portfolios for Computing, Music and PE

Computing: E-safety



THE BIG PICTURE

Sharing information and the rate in which technology is being integrated into society means that the children must have a rounded and comprehensive understanding of keeping themselves safe online.



Computing statements

- Can I confidently explain which personal information should not be share online?
- Can I recognise acceptable and unacceptable behaviour whilst online?
- Can I define cyberbullying and identify instances of it?
- Can I understand the need of an alias for some online communication?

 <p>What do I already know and what connections can I make?</p>	<ul style="list-style-type: none"> - I know not to play a game that is not appropriate for my age - I know not to tell anyone my private information online including my address, school address, phone number. - I know that I shouldn't tell anyone my passwords - At home my parents help me to stay safe online by putting on passwords before I can access anything. - I know not to reply to a message I do not understand or know where it came from. - I know that if I felt unsafe or unsure online I could talk to an adult.
 <p>Why is online safety important?</p>	<ul style="list-style-type: none"> - Online safety is important because it helps us to keep us safe when using our devices. - Online safety is important to protect our private information. - Online safety is important because it helps us to play and use appropriate sites for our age.

Friday 25th September 2020

Focus: Can I recognise what is acceptable and unacceptable behaviour online?

In our learning, we looked at what was acceptable and unacceptable behaviour. As a class we then discussed a few tips and then identified what was good behaviour online.

What are the top tips?

1. Never give out your private information
2. Speak to a responsible adult you trust.
3. Don't ignore the butterflies
4. Always be kind!

Scenario

James was playing his favourite video game online. In his party, his friend Sam got the highest score. Dylan, another person in his lobby started to tease James. Is this acceptable behaviour online?

Discuss

What would make this behaviour acceptable?

He could stick up for his friend

He shouldn't tease him, he is trying his best

He could be kind to James and say good game

Discuss

He could tell him how to improve his score

his behaviour is unacceptable because he is hurting someone's feelings

Portfolios for Computing, Music and PE

23.10.20
Focus: Can I understand what social media is!

App name	Our guess	Actual age
Instagram	14	15
Facebook	16	15
Youtube	12	15
Whatsapp	13	16
Twitter	18	15
Snapchat	13	15
Tik Tok	15	15
Pinterest	15	15

Question
Should there be an age restriction on apps?

I think some because some you can be too young for - like Instagram, snapchat.

I think we should because some might be too dangerous or scary and might be inappropriate.

I don't think so because if some people want to sign up they might think it's unfair.

I think we should have age limits because some things may be too scary for us to see.

E-safety END OF UNIT REVIEW


THE THREE LEARNING LINKS

Me, my family and friends	The wider world	Things I have read
I know that it is important to keep your information safe	In Newsround, they explained that cyberbullying is wrong.	I have read a book about how to use scratch.
The links I made to make my learning stick. 	When I play games online, I know that I should not give out my personal and private information.	
What learning was most important to me? 	How to keep safe when I am on the internet.	
How I am going to fix things I don't understand? 	I can ask my teacher or grown up for help. I can watch videos on the internet.	

Portfolios for Computing, Music and PE



Music – Let your spirit fly

THE BIG PICTURE
The intention for the learning is so that children listen carefully and critically evaluate a song. Investigate what the lyrics mean and how it affects the listener.




I can statements:

- Can I identify the pulse, rhythm, pitch, tempo, dynamics, texture, structure of a song?
- Can I identify some instruments played in the music?
- Can I identify the Structure: identify the main sections of the music (intro, verse, chorus)?
- Can I identify the style of the music?
- Can I identify and move to the pulse?
- Can I use musical vocabulary when appraising the music?
- Can I listen carefully and respectfully to other people's thoughts about the music?
- Can I talk about what the music means and how it makes you feel?

 What do I already know and what connections can I make?	I know that there are lots of different types of music. I know the different types of music have different lyrics. I know that lyrics are the words in a song. I know that there are lots of different instruments and they all make different sounds. I know that the chorus repeats.
 Is music important in the world?	Yes – it shows a way to respect God and it is a form of worship. It helps you find peace. We might not have our voices, we can be heard! No – music isn't important for our survival.



PE : Striking and Fielding



THE BIG PICTURE
Pupils will have the opportunity to practice key skills and put these into small sided games, showing an understanding of tactics and using co-ordination, control and fluency.
Pupils will use throwing and catching in isolation and as a combination

I can :





- Suggest what needs to be practised to improve throwing techniques
- Describe what others do well, and think how they could do even better
 - Hold the bat correctly and strike the ball correctly
 - Set up small-sided games and score runs
 - Understand and follow rules fairly
 - Control / strike / catch a ball whilst moving

 What do I already know and what connections can I make?	Billy: You need to focus on the ball where it's heading. Haroon: If the ball is coming very fast, I know you have to slow it down. I like cricket because my Dad plays for Cambourne Cricket Team. Jessica: When someone hits the ball you need to watch where it's going. Rafaela: When the ball comes to you have to move the bat at the right time. Henry: If you're the bowler you have to keep your eyes on the wickets. Zak: I know that India has a good cricket team.
 What skills do you need to play cricket?	Tyler: You need patience, because the batter won't always come to your side of the field. Moyin: be able to whack the ball Vaatsalya: Bravery and confidence

Portfolios for Computing, Music and PE





END OF UNIT REVIEW

THE THREE LEARNING LINKS

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The links I made to make my learning stick 	Sometimes I see cricket on the pitches in Canbourne. My Dad watches cricket on the TV. My Dad scored 250 runs out of school. I play cricket out of school.	
What learning was most important to me?  	I enjoyed batting. I liked learning about black cricketers in black history month. I liked playing the games.	
How I am going to fix things I don't understand? 	Ash team meted me or teachers to help explain. Watch cricket matches. Ask questions.	

END OF UNIT REVIEW

THE THREE LEARNING LINKS

Me, my family and friends	The wider world	Things I have read
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The links I made to make my learning stick 	My Dad always watched cricket. I live near a cricket pavilion. I played cricket with my family. In Year 2 we played ^{rounders/} cricket with Mrs Davenport. I watch IPL (an Indian Cricket show)	
What learning was most important to me?  	I liked playing cricket in small groups. When you taught us how to throw properly. I liked learning about Jofra Archer.	
How I am going to fix things I don't understand? 	"Practise Practise Practise!" Watch more cricket.	