

Our Lady of Mount Carmel Catholic Primary School

Response to Learning Marking Policy



Approved by the Board of Governors of

Our Lady of Mount Carmel Catholic Primary School

Chair of Governors: Katie Owen

Our Lady of Mount Carmel Catholic Primary School

Response to Learning Policy

The premise of our Response to Learning is;

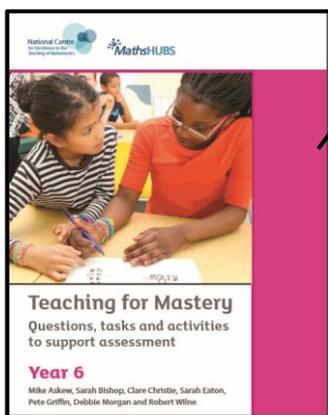
- To respond immediately to the learning needs of our children through a day to day marking practice that identifies any errors and misconceptions therefore enabling children to move forward with their understanding.
- To see visible signs of improvements as a result of feed forward marking
- To reduce the workload of teaching staff in order to ensure that their time is spent planning for effective learning.

What does this look like in our planning?

- A clear learning objective and success criteria.
- All children to access the same learning with challenge activities to extend the more able.
- Planning is reviewed after every lesson (feedback from the Teaching Assistant) in order to further plan and adjust for the following lesson.

What does this look like in our teaching?

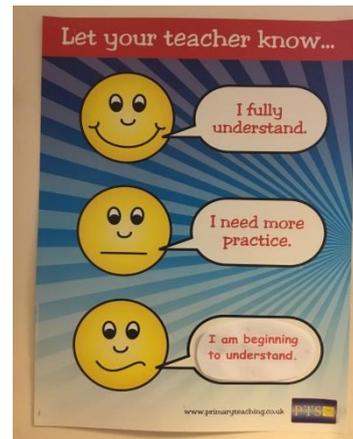
- An absolute belief that every child can, and will achieve
- Praise for effort not achievement
- Challenge based to encourage risk and resilience
- Mastery teaching – high expectations for all.



Mastery Teaching
High expectations
for all

What does this look like in learning?

- The children evaluate their learning.



Responding to Learning- what does it look like?

- **First glance marking** – First Glance marking to enable the adults to identify mistakes and errors in learning immediately. These can then be addressed within the lesson.

<u>Our Lady's Marking Code</u>	
P I G S - Paired work, Independent, Group work, Supported	Please circle to indicate
Block 	Write the correct letter/number formation/ tricky word spelling alongside the block. The children can then practise alongside too.
Bubble 	You may want to write Well done! Excellent! Etc in the bubble to celebrate some work.
FF post it note	Feed Forward comment to be made on post it note
CHALLENGE STAMP	To show where the pupils have responded to being challenged. The challenge activity can be woven into the teaching sequence or be an additional challenge.

Read and Review

The teacher takes a deeper look at the books. This is when the feed forward comments are made. Responding to learning should be detailed and specific, linking to the effort the child has made and the learning objective.

Feed Forward -not back!

Teachers can identify a child's next step in learning by writing a feed forward comment. This comment is designed to move the learning on immediately and is personalised for each child. When the work is finished children can identify where they have used their feed forward comment.

3. Simile: like some kind of sea in a hour
Description/effect created: How the Lady of Shalott
The exact I have is her the Lady
shalott just standing there in a tower
Camelot.

In KS2 the feed forward comments are written on to Post It notes with a date and then stuck onto the page that has been marked and then moved to the next piece of work, if the target has not been met. When met it is dated and ticked.

F.F. 20/10
Next time you write include more adverbs to give greater detail to the verb.

Thursday 10th November 2016

Many people believe that the Maya were a bloodthirsty and savage civilization, but were they?

Firstly archaeologists have proven that they carried out gruesome sacrifices in their everyday lives. They were performed by killing the body, then the Maya would cut the corpses chest open and rip out it's ribs. Finally they would take out the pumping heart, leaving the blood in a special bowl. This was taken in a ceremonial room.

When the Maya were
meanwhile they would
in the next ceremony. It was
Maya so bloodthirsty, no, to
Pok-o-tok. In this game the
leather ball to try and
At the end of the game
beheaded.

FF. Oliver. 7/11/16.
FF. Continue to develop your use of adverbial phrases.
• Cohesive devices

Archaeologists have also proven the Maya were very civilized because of their knowledge. The best thing about the Maya is their amazing astronomy, which was used in many different ways. They incredibly knew how many days there were in one year and they learnt about Venus.

When the child has achieved their FF comment they must share this with the teacher when evaluating. This enables the child and the teacher to recognise when progress has been made.

Learning Objective: Write a set of instructions.

Success Criteria: Start each sentence with a number on a new line.

Write clear orders of what to do (bossy language but not rude)

Use the correct names for things.

23.6.16

* Use some adverbs to say how to do things
e.g. quickly, slowly, quietly

What to do in case of

Feel + Feel the door.
slowly put a blanket under the door.

In KS1 the same process is followed.

In Maths

- Traffic Lights are used

In RE

- Children respond to the next steps.

Sticking Points and Resilience within Learning.

Encouraging children to become resilient learners is a key part of our response to learning policy. When children are stuck at a point in their learning they must have a range of strategies to use before they ask the teacher.

- Children should be able to access resources, to help them in their learning, freely and when they need them.
- Children are encouraged to refer to the steps poster too.

