

At Howe Dell School, feedback is predominantly given 'live' and 'in the moment' during lessons. This will often be given verbally, however if written feedback is given it will be in **green** ink.

When responding to feedback or editing, learners write in **purple**.

At Howe Dell we have a 'hunt, not fish' approach to feedback. Staff will visit and provide support to the most vulnerable pupils first in every lesson. This includes children within the first 20% of attainment, those with SEND, PPG and other disadvantaged pupils.

Learning Titles

In English and Maths there should be a short learning title for each piece of work, which should be specific and skills-based. To focus on high-quality written work, learning titles may be prepared on stickers / written by an adult.

Writing

In order to develop learners' independence in editing and improving their own written work, a graduated response is used appropriate to the level of attainment and the time within the school year.

ARMS and CUPS

EDIT		PROOFREAD	
			
A	<u>add</u> words and sentences	C	<u>capitals</u> sentences, names, places, months, titles, I
R	<u>remove</u> words or sentences that my reader doesn't need	U	<u>usage</u> match nouns & verbs correctly and check tense e.g. you were, we were, she was
M	<u>move</u> a sentence or word	P	<u>punctuation</u> . ? ! , " "
S	<u>substitute</u> words or sentences for others	S	<u>spelling</u> check all words, use your resources



Capital letters for ARMS and/or CUPS should be used to teach specific editing and proofreading skills.

The introduction of these will be phased. In Year 1 and 2, the introduction of CUPS will be through verbal feedback. ARMS will be introduced from Year 3 with a focus on the A and S to begin with. From Year 4 upwards, both CUPS and ARMS will be used.

From Year 3 onwards, CUPS and/or ARMS can be written into the margin of a piece of writing to specify an editing or proofreading focus for a child within a line or paragraph.

Adults circle the relevant letters to identify which area or areas need to be addressed.

Posters of the acronyms should be displayed clearly in classrooms for both adults and children to actively refer to.

Spellings

Incorrect spellings identified will focus on common exception words and word lists within the spelling appendix of the National Curriculum for the relevant and previous year groups. Teachers will prioritise the spellings identified, using their professional judgement, in order to develop resilience and self-esteem and avoid cognitive overload.

Strategies such as 'best bet' spelling (a multiple-choice approach) or 'seek and destroy' comments at the end of work can be used to support spelling attempts.

Additional Symbols

Written Response	Explanation of use
//	This indicates that a new paragraph is needed; this may be used by an adult initially, moving on to learners indicating this themselves.
	Indicates where a spelling correction is required; this may be used predominantly in Year 1 and 2.
^	Indicates missing words.
✓✓	You have chosen a great word/phrase or answered correctly.
Yellow highlighted box	This indicates a section of written work which needs to be proofread and edited.

Level of Independence

We recognise that the majority of work in the classroom is guided through high-quality teaching and assessment for learning.

S	This indicates that the work has been supported by an adult. This may be used to indicate when the entire piece has been supported or a particular section or question. Annotation is used where appropriate to state the support given. <i>For example, scribed by adult for child to copy or xx spelt the CVC words in the sentence independently.</i>
I	This is used alongside the above to indicate sections of the work that have been completed independently.

Writing adaptations

As part of adaptive practice, a variety of strategies may be used which could include highlighted lines or handwriting paper, use of green and red coloured pencils for punctuation (to demarcate the start / end of sentences) and rainbow writing. These are examples and therefore, other adaptations may be in place for individuals / groups of learners.

Year 6

As Year 6 pupils develop their independence in writing, it will be usual to see the amount of visual feedback and marking decrease as the terms progress.

Maths

At Howe Dell School we use Essential Maths. This resource is designed so that the next lesson is the next step, and this curriculum design negates the need for next steps marking. We expect that depth of understanding comes in the lesson, not through marking. Pupils will often be asked to self or peer mark in mathematics lessons, following a section of independent practice.

Teachers will pick up misunderstandings and errors throughout the lesson and subsequent teaching/feedback will be adapted as required. Teachers may require children to 'explain' or 'prove' their answers to demonstrate understanding and develop reasoning skills. If so, teachers may write the word 'explain' or 'prove' in books. Number formation will also be addressed, where necessary.

Teachers are expected to look at maths books daily to inform the next steps in learning and make any adaptations to the next lesson, where appropriate.

Science and the Wider Curriculum

Research indicates that effective feedback is immediate and requires actioning in the short term. Due to the elapsing of time between lessons in these curriculum areas, large amounts of written feedback are not considered to be useful.

It is expected that for Science and Wider Curriculum, the majority of feedback would be verbal. However, teachers should not miss the opportunity to reaffirm high expectations or to address ongoing secretarial issues through marking using the ARMS and/or CUPS marking code. Where in the wider curriculum outcomes are extended writing, teachers will apply marking conventions for writing.

Cumulative quizzes will be used to inform teachers of misconceptions and learning which needs to be secured further. The quizzes will be completed in each lesson as part of the end of lesson cycle with the final quiz to take place in the back of the book.

Marking and feedback in EYFS

Whole class, group and individual verbal feedback is the primary method of providing feedback in the EYFS. This follows the same principles as in KS1 and KS2.

Presentation

Presentation is of the utmost importance. To reinforce this, adults should model handwriting of a high-quality using the Letter Join font for the relevant year group. This will be in print from EYFS to Year 2, transitioning to modelling joined letters at the end of Year 2. From Year 3 onwards, all adult produced writing will be joined.

Children should also present their own written work in all subject areas using the appropriate Letter Join font for their stage of development.

All staff are committed to securing foundational skills for handwriting and reminders, where required, are part of everyday practice to ensure accurate pen grip which enables our pupils to build their stamina in writing.

Rubbers are not necessary (unless children are publishing their work or for a correction to a diagram or drawing) as pupils should learn not to be afraid to make mistakes. Teachers should see mistakes as an aid to assessment. Mistakes should be crossed out with a single horizontal line. Teachers may request that children redo sections of their work. Teachers will regularly model their own mistakes as part of their writing process and mathematical thinking.

In Maths books, children will draw a margin down the left side of their page for each lesson. This will be taught explicitly at the beginning of the year and reviewed regularly. In Key Stage 1, the margin will be three squares wide and in Key Stage 2 this will be four squares wide. Children in Key Stage 1 will also be required to draw a margin in their English book.