



An Daras Trust
Igniting Curiosity Growing Capabilities

Windmill Hill Academy Feedback Guidance

Appendix 1: Assessment Information and Feedback

<i>LI Learning Intention</i>	<i>S The specific level of support is noted.</i>
<i>SC Success Criteria</i>	<i>VF Verbal feedback (with a focus point)</i>
<i>Green dot - Used to indicate incorrect answers in Maths.</i>	<i>Pink ticks for Maths/underlined words - Indicate accurate learning.</i>

Appendix 3: Editing Codes – All editing codes to be written in green pen

<i>//</i>	<i>Start new paragraph</i>
<i>sp - written in the margin</i>	<i>Check your spelling</i>
<i>Wiggly line</i>	<i>Written under a word to improve the word / word choice</i>
<i>Straight line</i>	<i>Written under the word to show the incorrect spelling</i>

^	Word omitted
P - written in the margin	Check your punctuation
Circle	For capital or not



Windmill Hill Academy Presentation Guidance



Maths

- All Maths learning to be completed in pencil.
- All lines to be drawn with a ruler.
- Year F and 1 will have the date (short) and learning intention provided on a label which is to be stuck into books.
- Year 2 will write the date (short) themselves and then there will be a learning intention provided on a label which is to be stuck into books.
- KS2 will write the date written on the top line /right side and the learning Intention to be written on the next line – both underlined with a ruler.
- Each calculation / task to be numbered in the far left column and marked with a bracket – 1).
- Each digit to presented within a square – 1 digit = 1 square.
- Write as normal – no need for 1 letter in each square.
- Layout of learning – start at the left – discourage children going straight to the middle of the page.
- Give adequate space between each calculation / task etc.
- Children return to LI at the end of lesson and indicate with 1, 2 or 3 – see feedback guidance.
- Marking teacher refers back to the LI and indicate 1, 2 or 3 – see feedback guidance.
- Children miss a couple lines then draw a line under the last piece of learning before starting afresh.
- Provide sufficient time for children to review learning - encourage neat / appropriate use of purple pens.
- Multiplication and Division Tables (Round the world Maths to be stuck in the back of books.
- As a Success criteria is not in books, please ensure that it is clearly evident in the classroom / planning.

English, Learning Journeys, RE and Science

- Writing should be in-line with the cursive handwriting script taught (Years 1 – 2). In Year 2, the pupils will begin to join their handwriting with the expectation that all children will consistently join by the end of Year 2 and upwards, apart from children with SEND or identified children whose difficulties prevent them from doing so.
- YF and KS1 will write in pencil, unless specific activities call for the use of a pen (letter writing stations).
- Children in Y3 will transition from a pencil to a pen. Pen will first be introduced during handwriting and gradually used in their writing books with the expectation that they will be used in all subjects, other than maths, by the end of Autumn 2, apart from children with SEND or identified children whose difficulties prevent them from doing so.
- Year F and 1 will have the date (short) and learning intention provided on a label which is to be stuck into books.
- Year 2 will write the date (short) themselves and then there will be a learning intention provided on a label which is to be stuck into books. They will transition to writing the full date by the end of the year.
- Key Stage 2 to write the date in full with the Learning Intention clearly written and underlined using a ruler on the line below the date.

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007)

- In Whole Class Guided Reading, the Learning Intention needs to clearly link to the reading skill being taught (in line with the VIPERS approach in whole class guided reading), e.g. To summarise the beginning of the story of 'The BFG'.
- In Phonics and Spelling, the Learning Intention needs to be clear (e.g. LI /ee/ sound).
- Success Criteria grids used for certain aspects of writing: elicitation, invention and distance. They will also be used with Years F – 2 for the innovation week where the Babcock Grammar Toolkit images are to be added. These are to be printed on green if it is elicitation or distance or pink if it is invention.
- Miss a couple lines then draw a line under previous learning before starting afresh.
- Number questions (GR/ SPAG) and miss a line between each.
- Children return to LI at the end of lesson and indicate with 1, 2 or 3 – see feedback guidance.
- Marking teacher refers back to the LI and indicate 1, 2 or 3 – see feedback guidance.
- Provide sufficient time for children to review learning - encourage neat / appropriate use of purple pens.
- As Success criteria is not in books, please ensure that it is clearly evident in the classroom / planning.