

RESPONDING & FEEDBACK POLICY

Responding and feedback will be used as a tool for pupil feedback and pupil assessment.

Good responding and feedback allows pupils to make effective and sustained progress. This occurs when teachers:

- Tell pupils how well they are doing.
- Teach pupils what they need to do to improve.
- Include clear evaluations and sensible advice in their comments.
- Leave pupils with action points they are able to work on.
- Link response and feedback from one piece of work to the next (if appropriate).

If improvement in work is to take place, the learner must first know the purpose of the task, then how far this has been achieved, and finally be given help in knowing how to move closer towards the desired goal. It is essential that learners know what the desired goal is.

- a) Responding and feedback needs to be simple, positive and child friendly.
- b) The marking should generally provide children with clear and relevant feedback orally or written. It should indicate next steps, or targets to be worked towards.
- c) Marking should be part of a continuous process to show parents/guardians how well their child is performing, and where help can be given to improve areas of their work.
- d) Teachers need to decide when it is applicable to mark to a more or less structured degree. This will take into consideration children with Special Needs and the Gifted & Talented. The individual requirements of every child's self-esteem will be paramount.
- e) Teachers will note whether the piece of work has had teacher/adult help – using the codes outlined in this policy. If no code is evident, there will be an assumption that the work is independently produced.
- f) All children will need time to read the teachers comments and/or interpret the codes used and respond to the next steps outlined.
- g) Re-drafting and Final drafts - the teacher will correct work in greater detail to aid this process. In some cases children's work will need to be written above to decipher what is said. Children will be expected to use a spell checker when using ICT.
- h) Spelling and grammar in other curriculum areas may not always be dealt with as above if it detracts from the teaching and learning point. This does not stop a teacher from making reference to it if necessary.

Our system for marking work	Example/s
<p><u>Using highlighting or underlining with coloured pens to identify success and next steps:</u></p> <p>GREEN means 'great' work</p> <p>PINK means I need to 'polish' my work</p>	<p>Interestingly, the bearded billy goat is....</p> <p>Or</p> <p>The house, <u>being dark and creepy</u>, looked like...</p>
<p><u>Spelling mistakes in literacy:</u></p> <ul style="list-style-type: none"> • EYFS and KS1 – Whiteboards may be used for drafting spellings to aid the use of phonic strategies. • KS1 – High frequency words (HFWs) and words that can be spelt phonetically should be targeted and underlined. HFW mats (or similar) may be used to support the spelling of commonly misspelt words. 	

<ul style="list-style-type: none"> • KS2 – These are selectively highlighted and at an appropriate level, children are encouraged to use dictionaries to correct them. No more than three spellings per piece of work are identified by the teacher for practice, according to the child’s ability, for children to learn to spell. 	
<p><u>Punctuation and spelling marking progression:</u></p> <ol style="list-style-type: none"> 1. Write missing punctuation in with pink pen and underline or correct spelling mistakes. 2. Circle missing punctuation, where it should be placed, and underline incorrect spellings ask pupils to add or correct the mistakes using a ‘purple polishing pen’. 3. Use the margin on the page to indicate incorrect spellings (S) or missing punctuation (P). If multiple times in a line use ‘x’ symbol to indicate how many. 4. At end of piece of writing indicate how many missing pieces of punctuation there are and ask them to find them. Continue to underline selected spellings appropriate to the stage of the child. 	<p>We ar goin to the park.</p> <p>Off he went home the next day...#</p> <p>S x 3 P x 2</p> <p>⇒ 4 Full-Stops, 5 commas...</p>
<p><u>Omissions:</u></p> <ul style="list-style-type: none"> • If a word or phrase is missing, insert an arrow to indicate where the omission is. If possible put a few words in so the pupil can see where he/she has gone wrong. 	<p>The cat is sitting and on the mat.</p>
<p><u>Handwriting:</u></p> <ul style="list-style-type: none"> • Incorrect letter formation and presentation will be <u>selectively</u> identified. • Next steps may be carried out during handwriting sessions or pupil responding time during lessons, using purple polishing pens. 	
<p><u>Maths:</u></p> <ul style="list-style-type: none"> • Ticks or crosses are used once marked. Incorrect answers will not be rubbed out but written again. • If work is for the most part incorrect, crosses will have limited use and child will be asked to talk to the teacher. • Next steps may still be used, if appropriate. • A traffic light system will be used to indicate how well a pupil has made progress. Green = Objective achieved, Amber = Almost there, just a few mistakes, RED = Need to re-visit this. • Green and Pink will also be used in these books and next steps recorded and ‘purple polishing’ expected where appropriate. 	<p>45 + 32 = 74 ✗ 72 – 22 = 50 ✓</p> <p></p>
<p><u>Marking colour:</u></p> <ul style="list-style-type: none"> • Red pen must not be used. • Teachers to use a colour that will stand out against the pupil’s work so that it can be easily identified. 	
<p><u>Children responding to marking:</u></p> <ul style="list-style-type: none"> • Teachers must give pupils the opportunity to respond to comments about a piece of work as soon as possible. Ideally work will be returned the day after the work has been completed. • Time is given in lessons for children to read and respond to the teachers marking. • Children will be expected to respond to next steps using a purple ‘polishing pen’. • Teachers should identify whether a child has responded to their next steps by ticking it or addressing it with a pupil in a small group (during a mini lesson or similar) or on a1:1 basis. 	<p>⇒ Add your punctuation</p> <p>e.g. Peter went out. He...</p>

Our Marking Strategies

- **Summative marking** – usually consists of ticks and crosses and is appropriate for closed tasks or exercises.
- **Secretarial marking** of spelling, punctuation grammar etc. should **not** be applied to every piece of work. Children cannot effectively focus on too many things at once.
- **Focused marking** should concentrate entirely on the success criteria of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.
- **Self-marking** – when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement.
- **Response partners/peer marking** – children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for next steps.

Policy approved by Governing Body on 04-02-16

Signed Paul Mason position GB Chair

Policy due for review Spring 2018

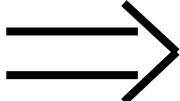
Codes the teachers and TAs use:

We have worked on our own (Independent work)	<i>[no code needed]</i>
Apparatus have been used to support the learning	Ⓐ
We have looked at each other's work to help us learn. (Peer marking)	Ⓜ
Self Marked work	Ⓢ
We have talked about our learning with the teacher or TA.	Ⓥ
We have had some help from the TA or teacher.	Ⓣ Ⓣ
What we need to do to improve our learning (Next Steps).	⇒
Has worked with a lack of focus today	FOCUS

Codes we use:

When I don't know how to spell a word – use a dotted line.	The wolf had <u>terifing</u> eyes and sharp <u>teef</u> .
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Codes the teachers and TA use in EYFS/KS1:

We have worked on our own (Independent work)	<i>[no code needed]</i>
Apparatus have been used to support the learning	
We have talked about our learning with the teacher or TA.	
We have had some help from the TA or teacher.	
Sound this word out.	
Remember to use a finger space.	
Full-stop needed	
Capital letter missing.	CAPS
Try to improve your handwriting.	<i>abc</i>
Write on the lines.	
What we need to do to improve our learning (Next Steps).	
Has worked with a lack of focus today	FOCUS