



Responding to Children's Work Policy

Jan 2010

Mangotsfield C.E. (VC) Primary School

Responding to Children's Work Policy

Shared Understanding Effective responses to learners work are an essential part of effective teaching and learning. They must help the learner to improve and inform future teacher planning.

Rationale Effective feedback:

- provides learners with immediate prompts for improvement.
- gives additional value to children's work.
- enables teachers to plan future work effectively.
- measures and provides a record of children's success in meeting the learning intention of the activity being marked.

Guidelines All pieces of work must be acknowledged by the teacher.

Where work is responded to orally and 'on the spot' feedback given, this should be marked "V" and dated

Where relevant, work should be annotated:

- "I" to denote independent work
- "T/L" to denote teacher led work
- "TA" to denote work supported by a teaching assistant
- "G" to denote group work

It is generally understood that the class teacher is the main marker of pupils' work. However, there are occasions when others may mark work:

- Self and peer editing and appraising work against given success criteria. In Key Stage 2, use of blue ink will denote self marking by a child. 'Post-it' notes should be used to write peer comments.
- Closed exercises marked together
- TAs may mark some work
- Any supply/visiting teacher is expected to mark work undertaken with the children

In all cases the teacher must acknowledge work on a daily basis.

Feedback must be timely (given before the start of the next task) and should be specific to the learning intention and success criteria for the task. This may mean, for example, that incorrect spelling or punctuation may not be highlighted.

All those who mark should follow a consistent approach, which the class teacher should make clear to them by reference to this policy.

Focussed Responses

A minimum of one piece of work in English, and one piece of work in Maths each week should be responded to in a very focussed way.

Focussed responses must highlight what has been achieved as well as one improvement prompt.

Successes should be highlighted in pink (tickled pink) and improvement prompts highlighted in green (green for growth)

The teacher must plan and provide learners with time for reflection and improvement of their work.

Within pieces of numeracy work, all separate questions must be marked unless there is a repeated mistake that would result in all answers being marked wrong. In this case an appropriate comment should be written asking the child to either join a focus group the following day or discuss the piece of work with the teacher in person.

Teachers will give regular opportunities for children to read marking comments and respond to these either in writing or verbally.

Success Criteria

Learners work in partnership with their teacher and parents.

Effective and consistent responses evident throughout the school.

Children become more independent and reflective in their own learning

Children take more responsibility for their own learning

Children become more successful learners and standards of achievement rise.

Signed (Chair):	Name: Robert Taylor	Date: 12/1/2010
Signed (Head):	Name: Marion Borland	Date: 12/1/2010
Ratified: by Curriculum & Standards - 11/1/2010		Next Review: Jan 2012