



## **Brunton First School**

### **Responding to Children's Work Policy**

**At Brunton First School our aims in developing effective practice in feedback on learning are to:**

- to identify the child's successes against the learning objective
- to identify the child's level of understanding
- to highlight the child's next learning step/target
- to value the work through meaningful and consistent feedback
- to create a school ethos where speaking freely about the learning process is encouraged
- to involve the children in their own learning by teaching them the skills of peer and self assessment
- to identify children's achievement against age related expectations

#### **Guidance on Oral/Written Feedback**

We should always remember that incidental classroom talk gives strong messages to children about their work. Creating an ethos where speaking freely about learning, what the children are learning and why should be encouraged. Giving praise encourages learning. Making mistakes should be seen as steps to learning. Challenge means that new learning is taking place.

The way in which we provide feedback varies depending on the subject area of the curriculum and the age and ability of the individual child.

Teachers should apply a range of response strategies to encourage children to be fully involved in their own learning.

Oral feedback is the most powerful tool for younger children and is immediate. It can give praise, comment on progress, the next steps and ways to improve and it can be at time during the work not always at the end of the piece of work.

Oral feedback can be given to the whole class, groups or individuals dependant on the activity.

#### **Guidance on written feedback**

Learners need information and guidance in order to plan next steps in their learning. Being too general e.g. 'some good work here' or giving too broad targets 'remember to use more exciting words' is not helpful. Giving specific feedback helps children to understand how to improve.

- We must format our lessons to ensure that children are constantly reviewing their work. They need clear examples of how to identify success against specific criteria, suggestions for how to improve and opportunities for discussions about quality.
- Find time within the lesson, rather than just at the end to 'make improvements' to a shared piece of writing/sentence etc. so that children become skilled self evaluators. Teacher marking can then become a final look at improvements carried out in lessons.
- The majority of work should be marked.
- Marking should not be done in red pen.

- Staff should identify the degree of support given to the child, I for independent, S for if the child is supported, vf for verbal feedback, PS for peer support
- Work can often be profitably marked together in whole class settings – closed sentence level work, maths etc. Short sessions which are ‘marked’ together and reviewed, self corrected then moved on are very profitable.
- More ‘open’ written tasks done in Literacy must be teacher marked and should give clear indications of next steps on how to improve.
- Where possible work should be reviewed directly with the child.
- Feedback should be positive and constructive, identifying the next step.
- All marking should begin with positive feedback and focus on success.
- In KS1 and 2 highlight/underline a particularly successful area in yellow (‘yippee yellow’)
- A particular area which encourages the children to ‘think’ about the mistake and how they need to correct it in pink (‘pink for think’ e.g. capital letters and full stops) and green for growth.
- Key Stage 2 will place a pink dot at the beginning of the sentence to allow the children to find their mistakes and correct with their green pen.
- Focus on one or two areas on which to improve, which are related to the learning objective – do not ‘overmark.’ Highlight/underline these in green (‘green for growth’)
- The highlighting system should be taught in Reception as part of shared writing, when looking at improving a piece of text and introduced in the children’s books as appropriate.
- Recurrent errors, misconceptions should be noted as ‘targets’ for individuals.
- In depth ‘Quality Marking’ should be done on pieces of writing across the year before the final drafting stage – quality marking takes time and would not be expected to be done on every piece of written work.

In marking of Maths and Science, the emphasis is again on positive marking towards the learning objective.

- Opportunities to mark within the lesson are encouraged.
- Errors are identified and when appropriate the children are given an opportunity to try again.
- Crosses are not used – errors are identified with a dot/line.
- Comments should be made which refer to progress towards the Success Criteria.
- When marking is done after the lesson, repeated errors should be corrected.
- Number reversals should be identified and an opportunity for the children to practice the correct formation provided.

### **External Rewards**

External rewards such as stickers, smiley faces, stamps are used at the discretion of the individual teacher but should not be used for every piece of work.

### **Spelling Errors**

- A great deal of emphasis is placed on developing early writing skills and developing confidence. Therefore, not all spelling errors will be identified in creative writing.
- Children should always be encouraged to check their work for errors, using wordbanks, displays and dictionaries.
- Specific wordbanks related to the task should be used routinely to support all children.
- Spelling errors in key stages 1 and 2 should be highlighted in a piece of work in pink for think for children to correct. The correct form should be written by the teacher at the end

of the piece of work. The correct spelling in a subsequent piece of work should be highlighted yellow to show success. Green for growth to identify areas to improve.

- Particular attention should be given to key words from year group word lists.

### **Developing Peer and Self Assessment**

Closed Exercises – children can mark their own work or one another's, ticking correct response. Children should be taught to use 'response/talking' partners to give verbal /written feedback to one another.

Children should be taught to use the same highlighting/underlining techniques as staff. Children can develop their own marking ladders in the shared session and use these to mark their own work or peer mark – using a smiley face

### **Monitoring**

Marking will be monitored on a termly basis by the subject leaders as part of their book scrutinies.

### **Presentation Guidelines**

A high standard of presentation is expected across all subjects of the curriculum. Please check that work displays:

- Name (if working on paper)
- Date shortened form in maths and long form in other subjects in KS2
- All written work is usually to be completed in pencil from R – Y4
- Once KS2 children have neat handwriting a pen license can be given
- Neat, joined handwriting should be routinely encouraged
- Coloured felt pen can be used for display work.
- Line guides must be used with plain paper from Y1
- Erasers may be used at the teacher's discretion except in Maths where no rubbers should be used
- Titles and sentence answers in Maths are written on the line, not in the squares.
- In Maths, one digit is recorded in its own square.
- Corrections should be made next to or above the error. Marked errors should not be rubbed or crossed out.
- Rulers should be used in KS2 for drawing lines.

### **Monitoring and review**

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. It will be reviewed appropriate to new legislation or to the needs of the school.

Date Policy Agreed:	October 2009
Policy Reviewed	October 2010
Policy reviewed	October 2011
Policy reviewed	September 2012
Policy reviewed	September 2013
Policy reviewed	September 2014
Policy reviewed	March 2015
Policy reviewed	September 2015
Policy reviewed	January 2017
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G McKay

Head teacher