



Policy Title	RESPONSE POLICY
Committee responsible	Curriculum & Ethos committee
Last reviewed	September 2018
Next review due	September 2019
Who is governed by this policy	All staff and pupils at the school
Available on website	YES

Signed
 (Chair of Governors)

Signed
 (Headteacher)

Date

RESPONSE POLICY

1. Rationale

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; thus enabling children to become reflective learners and to know their next steps in learning.

2. Principles

- Be manageable for staff and accessible to children
- Be seen by children as positive in improving their learning
- Be specific and relate to the learning outcomes and success criteria which **must** be shared with the children
- Give recognition, encouragement and praise for achievement
- Give clear steps for improvement
- Use consistent codes for marking across the school
- Give children opportunities to become aware of and reflect on their learning, giving time to read and respond to marking as appropriate
- Encourage and teach children to self or peer mark as appropriate
- Provide opportunities for children to evaluate the work of others and provide constructive feedback
- Inform future planning and target setting

3. Guidelines for Marking and Feedback for Learning

Verbal Feedback (VF) – this must be given high priority throughout Foundation Stage and Key Stage 1 BUT is equally important throughout Key Stage 2

- Marking and feedback should focus on the learning objective
- Children need to be able to read and understand any comments made by the teacher
- For assessment to be effective children must be given time to read and respond to feedback or marking comments to develop their work
- Teachers should use whole class feedback on common errors and areas for improvement
- Adults and children will either tick objectives that have been met and discuss next steps or write a comment on the child's work.
- To aid assessment identified codes should be used:

T teacher support
TA teaching assistant support
I independent

4. Homework

Feedback from homework will be instant from online activities and verbal for any additional activities.

Coloured Pens for Marking and Editing

Coloured pens will be used in the following way:

Red Hot – when you do something correctly, you write something fantastic or you meet your learning objective, you will get **red ticks**, **red underlined words** and **red comments!**

Green For Growth – when you need to improve, develop or edit something, when something is incorrect or you have misspelt something, you will get a **green dot**, **green underlined words** or a **green comment!**

Purple Polishing Pen – when you self-correct, edit and improve your writing, or find the correct spelling, **you** will do so with a **purple pen**. You will also use this to answer your teacher's feedback/wish.

5. Marking and Feedback Code

Foundation Stage – Verbal Feedback **MUST** be given high priority throughout FS



I like this

Key Stage 1 – Verbal Feedback **MUST** be given high priority throughout KS1

√

this is correct, good point

sp

spelling mistake



I like this

CL

capital letter is missing

FS

full stop missing

P

punctuation missing

Key Stage 2

?

you need to think about this / does it make sense?

√

this is correct, a good point

^

a word is missing

sp

spelling mistake

P

punctuation

//

new paragraph



I like this part of your work