



<b>Policy Title</b>	<b>RESPONSE POLICY</b>
Committee responsible	FGB
Last reviewed	September 2019
Next review due	September 2020
Who is governed by this policy	All staff and pupils at the school
Available on website	<b>YES</b>

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 (if appropriate) 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 work, 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 and adults will support 'purple polishing'

√

this is correct, good point



I like this

### 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

**1HP**

1 House Point