



Policy Title	RESPONSE POLICY
Committee responsible	Ethos & Curriculum committee
Last reviewed	June 2024
Next review due	June 2025
Who is governed by this policy	All staff and pupils at the school
Available on website	YES

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 in all books:

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.

5. Marking and Feedback Codes/Symbols

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 (red pen)



I like this

^

a word is missing

CL

capital letter is incorrect (circled in green)

sp

spelling mistake (underlined in green)

*drawing
of finger*

finger space needed

*Drawing
of eyes*

read / does this make sense?

Key Stage 2

?

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

√

this is correct, a good point (red pen)

^

a word is missing

CL

capital letter is incorrect

sp

spelling mistake

NN

Non-negotiable spelling mistake

P

punctuation

//

new paragraph



I like this part of your work

1HP

1 House Point

6. Marking and Feedback in books from teacher

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.

Maths

Live daily marking in Maths lessons is preferable, at the point of learning, in line with Maths Mastery philosophy (KS2, Y2 – summer term, Y1 – where possible). Children to then purple polish (with an adult) on the same day to address any misconceptions and errors so they are ready to progress in their learning the following day (where possible). If not the same day, the following morning as an early morning task. Children to also traffic light (RAG) their understanding at the end of every lesson and indicate whether it was I (independent), T (teacher) or TA (Teaching Assistant). Where appropriate, a next step question could be posed by the teacher.

English

English to be marked daily using the codes/symbols (above) and children given the opportunity to edit (purple polish) if appropriate which is also taught so children can become independent in the editing process as they move up the school. Marking will depend on the stage of the writing process: Immersion, Planning, Create and Publish. Immersion may only require spelling errors to be marked whereas Create will require more detailed marking focused on the Learning Objective and grammar focus. Marking will use the codes/symbols and coloured pens.

In Year 6, where more independence is required in line with WSCC writing moderation guidelines, teaching marking will deviate from the codes above (January onwards) as children are required to edit their own work independently, with a peer or using the learning environment around them. The teacher can still mark the work, if appropriate, using the green and red pens after the pupil's final edit has been completed.

Foundation subjects

Foundation subjects to be marked weekly as a whole class or by the teacher either at the point of learning or away from the point of learning (if deemed necessary). Verbal feedback (VF) can be given and marked in books using the code. Questions can be given for further explanation so children are able to purple polish to show further understanding or address any misconceptions.