



Moorlands Schools Federation Responding to Children's Work Policy

Aim:

To raise levels of attainment and achievement through consistent, coherent and effective response to children's work. Formative assessment should be intrinsic in informing high quality planning, teaching and learning.

Rationale:

Responding to children's work is an integral part of the assessment process. It enables teachers and TA's to provide regular verbal and non-verbal feedback about their work.

Marking is one way that adults and pupils can obtain an understanding of their current learning status. It allows them to identify the next 'steps' and include these in planning. Target setting is a natural continuation that stems from effective feedback.

Non-verbal marking is designed to aid the child and also provides established expectations for any other adult that works within the classroom.

Responding to children's work enables adults to encourage and support pupils learning and thus raise their self-esteem.

Principles:

It is essential that:

- ❖ Adults regularly respond to pupils' work that is appropriate to the age of the children.
- ❖ Children's recorded work is valued through the quality of the comments (with learning objectives addressed).
- ❖ Responses must help children recognise how to improve their work.
- ❖ Adults mark the work with the child present as often as possible.
- ❖ Comments should link to the learning objective.
- ❖ Children are given time in class to read and respond to the adult's comments (addressing identified improvement points).
- ❖ Children's responses to marking are beyond initialling or writing an acknowledgement.



- ❖ Parents understand how we respond to children's work.
- ❖ This policy is seen as being an integral part of the assessment process and is just one of the ways that we have of celebrating children's achievements.
- ❖ Children respond to their own work using a variety of Assessment For Learning strategies.
- ❖ The manner of feedback is consistent throughout key stages.

Guidelines:

We are currently trialling a 'no marking' approach where teachers meet to discuss learning and adapt planning for the following day to follow the learning journey of the children. Where marking is evident in books, it will follow the format outlined below.

The following agreed procedures must always be considered when responding to work:

1. Criteria for marking

Learning objectives (WALT) should always be made explicit to the pupils and should be written or stuck into books at the beginning of each piece of work dependent on the age/ability of the child. The learning objective should not be mixed with the context of the activity and success criteria must be discussed so that children can make an informed self-assessment. When success criteria appear in books there must be a space for the teacher and the child to mark against them. At the end of the lesson the teacher should either tick the learning objective (achieved) or put a dot next to it (not achieved yet)

Work should be marked against the success criteria or learning objective.

English and maths books should be in-depth marked at least twice a week.

2. The nature of verbal and non-verbal feedback

Comments must be specific; avoid isolated remarks such as 'good' or 'well done'. Explain what is good but avoid repeating the learning objective as this should already have been addressed ('use of tick or dot - see above). If the learning objective has not been met then comments will reflect on how to meet it next time.



Use praise at the adult's discretion but most pieces of work, where appropriate, should include an improvement comment. This can either be addressed through gap-marking activities or recognised verbally by the child.

Marking should be in green pen.

"Happy Highlighters" (green) will be used to highlight at least two examples of where the learning objectives/success criteria have been met. Children should be aware that this is a sign of quality work and therefore further recognition may not be required. Marking codes will be stuck in the back of books, displayed in the classroom and used consistently by teachers and TAs. Children will need to be taught what each symbol means.

An 'improvement point' should be made and replied to at the bottom of the page or within the writing (i.e. editing punctuation). This should clearly tell the child how the work can be improved and should lead to progression, following the feedback. One example of this would be to provide the children with 'two stars and a wish' and have the pupils respond to the wish. These improvements should be made using a purple pen. Teachers will also use VF to denote verbal feedback, improvements following this should be made in purple pen. Learners in KS2 will respond by writing a summary of the feedback in the margin to then act on. In EYFS "Happy Highlighters" (pink) indicate areas to improve. This is done through discussion with the child. Stamps will be used to identify the next step for each child; these will be placed at the top of the next page as a prompt for the next piece of work.

3. Giving feedback to children

All work must be marked as soon as possible, preferably with the child present. This can be done through guided groups and can be picked up on in other lessons when children are required to work independently. Work could be marked by an adult or in the form of peer or self-evaluation.

Targets should be identified (where appropriate) and some indication should also be given to help the child understand how they are progressing. Targets can be addressed as a group or individually.



Pupils must be given time to understand the feedback provided. Gap-marking exercises should be carried out, at least, once a week and time should be set aside for this.

Adults should use plenaries and other opportunities to provide public feedback to children.

4. Peer and self-evaluation

Children must be made aware of the role that they play in the assessment process. They should be looking to 'take control' of their own learning and peer and self-evaluation is one way of doing this.

Pupils will be taught the importance of effective feedback and this will inform their comments when providing peer-evaluations.

Marking symbols could be used where appropriate.

Self-evaluation techniques will be used in order for the children to assess their own knowledge against the learning objective.

For more activities teachers should read AFL-based literature written by Shirley Clarke or Di Pardoe or seek advice from the teaching and learning leader.

The appendices attached shows the marking codes for EYFS, KS2 and KS1.

This policy was approved by the Governing body on _____
This policy is due for review annually.

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