

St. James' C of E Primary School

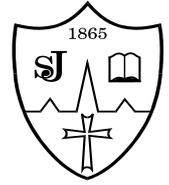
Responding to Pupil's Work Policy

St. James' C of E Primary School
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Rationale

In order to be effective, the ways in which children's work is responded to while they work and afterwards, should help them identify:

- what they have learned and done successfully
- what they still have to learn and to consolidate
- what the next step in their learning will be.

Purpose and Aims of the Policy

- To provide a positive working environment that promotes and encourages high expectations and positive self-esteem.
- To encourage success through effective and appropriate response in all areas of the curriculum.
- To make the child aware of the purpose, audience and success criteria in order to work effectively.
- To give supportive and constructive feedback to help the child understand how she/he can improve.
- To involve self-evaluation, encouraging the child to respond to his/her own efforts.
- To ensure a consistent approach to marking children's efforts.

Principles/expectations

- All children's work should be dated, either by the child or an adult. All work on loose paper should be named and dated.
- All children should know and understand the learning objectives for their work and the success criteria by which they are judged. Marking will reflect these and may be referred to before, during and after the work is completed.*
- Intervention, at an appropriate point during the work process, with individuals, group or class, can be an effective way to overcome difficulties and achieve success.
- Methods of self-evaluation and peer evaluation will be developed to encourage children to improve their own work.*
- All work should be marked on a regular basis and this should reflect the intended learning outcomes.*
- Responses to children's work will be appropriate to the ability and maturity of the child.*

- Children should be given time to respond to the feedback given.
- Attention will be paid to the presentation of the children's work and comments may be made about the efficiency displayed.
- A variety of methods will be used to mark work, which will include oral and written comments and display of work. Teachers will use the agreed code system to show method of feedback (see non negotiable)
- Oral response is often most appropriate, particularly with very young children and written evidence of a response will not always be available
- All children should have equal opportunity to show, discuss, display and demonstrate their work.
- Written comments should be simple, constructive and supportive and whenever possible discussed with the child.
- Adult's comments on children's work should be presented neatly in legible handwriting.
- **'Tickled Pink and Green for Growth'** to be used to identify areas of strength and areas for development/next steps
- Comments and corrections will differ according to the age, ability and maturity of the child. Common errors and misspelling of high frequency words appropriate to each year group should be corrected from year 1 using the look-cover-write-check method.
- All children will be given the opportunity to assess the work of peers and their own work. Children will be expected to self-correct their work by checking for simple spelling and punctuation errors.

Please see guide lines/monitoring proformas for specific strategies to be used in Key Stage 1 and Key Stage 2

Review and Monitoring of policy

This policy has been developed through discussion with the teaching staff and governing body. It will be updated in line with new initiatives and changes to the curriculum. The implementation of this policy will be monitored by the member of staff responsible for marking and feedback across the school.

Links to other policies/documents:

- Teaching and Learning Policy
- Non negotiables