

FRODSHAM WEAVER VALE PRIMARY SCHOOL



Responding to Pupil's Work Policy

Frodsham Weaver Vale Primary School

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It is our intention that:

- Every child will understand how and what they need to do to improve their work
- Every child will receive the support that they need to become motivated and independent thinkers and learners
- Every teacher will be equipped to make accurate judgements about children's attainment and progress

Throughout the school year, every child will produce work in a wide range of lessons and a wide range of subjects. It is imperative that children are given a range of feedback that will empower them to improve their work. This policy clearly sets out how teachers and support staff support a child's learning within Frodsham Weaver Vale Primary School.

Responding to Children's Work

The most effective way to respond to children's work is to sit with the child or children and talk to them about their work. Every work based response always starts with a positive comment, followed by sensitive questioning which teaches independence for a child to be able to correct an error or a misconception. Verbal feedback given to children in this way will be indicated as a green VF on the child's work. This VF will be marked alongside the Learning Objective clearly indicating that Verbal Feedback has been given to the child.

English – Teacher Marking

Effective learning happens with quick, succinct and pertinent feedback. Teachers are asked to mark a child's work as soon as possible after the work has been completed. By staying on top of children's work feedback / marking it will improve a child's learning progress and also improve staff wellbeing.

- Learning Objectives (LO) and Success Criteria (SC) are always shared at the beginning of each lesson. Teacher / adult feedback will refer directly to the intended outcomes.
- Learning Objectives and Success Criteria are to be typed out for the children to stick in their books – this maximises teaching and learning time within the lesson.
- Adult response to a child's work is to be marked in green pen. It must indicate how successful the child has been in meeting the stated objectives. LO and SC can be ticked if achieved and 'LO Met' or 'LO Met in Part' recorded.
- If the LO or SC needs to be revisited, extended or has not been met, teachers must respond with a target / next step that must be met to gain the intended learning outcome.
- Additional comments should be made to highlight particular strengths or target. Consideration should be given to the individual needs of the child / children, what they need to be achieving in any given year, as well as to the lesson specific LO and SC.

- In English, comments about presentation, handwriting spelling and grammar should also be made even if this was not the LO. This will assist in driving up basic skill standards. This is not to be on every piece of work.
- Identified misconceptions should be marked with a green 'TP' (teaching point) directly next to the work. These teaching points should then inform subsequent planning and teaching and learning.
- 'I' indicates an independent piece of work
- 'S' indicates a piece of work completed with support from a member of staff.

English - Pupil Response Time

At Frodsham Weaver Vale Primary School it is important that we teach children the skill of self-correction, editing and intrinsic improvement. Therefore, we have a range of opportunities that allow children the time to achieve these skills.

- Children should be encouraged to identify spelling errors in their own work. The children should look for spelling errors and then highlight the error in yellow and the spelling correction should be written in a space on the page in blue pen. If children are not able to identify their spelling errors, these can be highlighted by the teacher.
- Teacher feedback will often require a response from the child. This should be completed in blue pen and teachers should ensure that children are given time and support to respond to their comments. This time should be built into the beginning of the next lesson for the marked subject.
- Teaching Point feedback time should be completed in the next timetabled lesson for this subject to allow all pupils the opportunity to progress and understand their next steps for learning.
- Children should be encouraged to make regular use of a 'traffic light' system, as they reflect on how successful their learning and understanding has been. Children colour code their completed work in pencil crayon.

	<i>It was really difficult to complete</i>
	<i>It was tricky at first, but then I got the hang of it</i>
	<i>It was easy to complete</i>

- Our younger children who are not ready for this will use a 'thumbs up' or 'thumbs down' during the lesson.
- When appropriate, opportunities for self-assessment and peer assessment – where children make positive comments about their peers' work - should be encouraged.

English – Further Feedback Approaches

- Teachers and Support Staff will challenge the children through further questioning following observations or discussions with children.
- Teachers and Teaching Assistants will sensitively adapt work that is proving difficult for a child or children to ensure success.

- When appropriate Support Staff will mark work for the class teacher to read. Their comments will be written on a post-it note and stuck onto the piece of work.
- Regular Learning Walks will take place where children will have the opportunity to talk about their current learning and previous learning.
- Children will be very clear about what their teacher wants them to learn and how they are going to do it (what does Mrs..... want me to learn and how will I be successful)?
- When a child has produced an outstanding piece of work or where a child has tried particularly hard, the Class Teacher or Support Staff can send the child, with their work, to the Headteacher to go in the 'Golden Book.' The Headteacher will expect the child to be able to identify exactly why they have achieved a Golden Book entry.

Mathematics – Teacher Marking

Effective learning happens with quick, succinct and pertinent feedback. Teachers are asked to mark a child's work as soon as possible after the work has been completed. By staying on top of children's work feedback / marking it will improve a child's learning progress and also improve staff wellbeing.

- Learning Objectives (LO) and Success Criteria (SC) are always shared at the beginning of each lesson. Teacher / adult feedback will refer directly to the intended outcomes.
- Learning Objectives and Success Criteria are to be typed out for the children to stick in their books – this maximises teaching and learning time within the lesson.
- Adult response to a child's work is to be marked in green pen. It must indicate how successful the child has been in meeting the stated objectives. LO and SC can be ticked if achieved and 'LO Met' or 'LO Met in Part' recorded.
- Correct answers will be ticked, incorrect answers will be marked with a dot.
- If the LO or SC needs to be revisited, extended or has not been met, teachers must respond with a target / next step that must be met to gain the intended learning outcome.
- Additional comments should be made to highlight particular strengths or target. Consideration should be given to the individual needs of the child / children, what they need to be achieving in any given year, as well as to the lesson specific LO and SC.
- In Maths, comments about presentation, layout, number writing should be made even if this was not the LO. This will assist in driving up basic skill standards. This is not to be on every piece of work. Presentation in maths eradicates simple calculation errors.
- Identified misconceptions should be marked with a green 'TP' (teaching point) directly next to the work. These teaching points should then inform subsequent planning and teaching and learning. Teaching points may not be whole class but certain groups.
- 'I' indicates an independent piece of work
- 'S' indicates a piece of work completed with support from a member of staff.

Mathematics - Pupil Response Time

At Frodsham Weaver Vale Primary School it is important that we teach children the skill of self-correction and intrinsic improvement. Therefore, we have a range of opportunities that allow children the time to achieve these skills.

- Children should be encouraged to identify calculation errors in their own work. If children are not able to identify their errors, these can be highlighted by the teacher.
- Teaching Point feedback time should be completed in the next timetabled lesson for this subject to allow all pupils the opportunity to progress and understand their next steps for learning.
- Teachers are encouraged to secure mathematical learning before progressing.
- Children should be encouraged to make regular use of a 'traffic light' system, as they reflect on how successful their learning and understanding has been. Children colour code their completed work in pencil crayon.

	<i>It was really difficult to complete</i>
	<i>It was tricky at first, but then I got the hang of it</i>
	<i>It was easy to complete</i>

- Our younger children who are not ready for this will use a 'thumbs up' or 'thumbs down' during the lesson.
- When appropriate, opportunities for self-marking and peer-marking – where children make positive comments about their peers' work - should be encouraged. This will assist teacher workload. Teachers must be secure with the accuracy of this feedback.

Mathematics – Further Feedback Approaches

- Teachers and Support Staff will challenge the children through further questioning following observations or discussions with children.
- Teachers and Teaching Assistants will sensitively adapt work that is proving difficult for a child or children to ensure success.
- When appropriate Support Staff will mark work for the class teacher to read. Their comments will be written on a post-it note and stuck onto the piece of work.
- Regular Learning Walks will take place where children will have the opportunity to talk about their current learning and previous learning.
- Children will be very clear about what their teacher wants them to learn and how they are going to do it (what does Mrs..... want me to learn and how will I be successful)?
- When a child has produced an outstanding piece of work or where a child has tried particularly hard, the Class Teacher or Support Staff can send the child, with their work, to the Headteacher to go in the 'Golden Book.' The Headteacher will expect the child to be able to identify exactly why they have achieved a Golden Book entry.

Reviewed by Staff – October 2019

Signed (Headteacher)