

HARESTOCK PRIMARY SCHOOL

SCHOOL POLICY

RESPONSE TO LEARNING

UPDATED: April 2019

Changes from previous version: removal of the sentence about smiley face stamper – no longer used. Only use green and pink pens for responding. House points given to all children, Minimum expectation of pink marking changed in line with teacher workload.

Date: Summer 2019

Review Date: Summer 2022

Rationale

Response to learning:

1. is an important means of maintaining and raising standards in all subject / areas of the curriculum.
2. is one to one or to a group of children either directly or indirectly.
3. encourages and motivates pupils by commenting on what was done well.
4. is a means of guidance which enables targets to be set/met.
5. provides information on an individual's progress to report to parents and other interested bodies.
6. provides an aide-memoir for teacher/pupil about the next steps in learning.
7. is a method that allows formative and /or summative assessment to take place.
8. can be self, peer or teacher based.

Principles

- All written marking should be meaningful, manageable and motivating.
- Children should, where possible, be involved in the process of self assessment, marking, review and setting future targets themselves with time being given specifically for this.
- Staff use 'think pink and great green' coloured pens.
- Allow time during each week for the children to respond to comments from the adult.
- Comments on any work should be appropriate to the learning objective (WALT), which the child should have been made aware of prior to the task.

Appendix

Guidelines to follow when marking:

If children's learning contains too many crosses, there is an expectation that the teacher addresses these misconceptions with child before moving on or with an adult before the next lesson starts or within the lesson.

Symbol	What it means
✓ . or x	Showing children what is right Showing children what is wrong (small error to be corrected by the children as a reflection) Showing children what is wrong (incorrect - not necessary to correct)
sp	Shows the children that there is a spelling error. Some of the spellings may be corrected by the teacher.
ABC	KS1= missed capital letter
	KS1 = finger spaces needed between words
	Shows the line that something needs to be corrected on. This then must be completed by the child as a reflection.
√√	Acknowledgement of a particular success - powerful vocabulary, sentence structure, written strategies etc.
Green comment	A positive comment about successful learning seen.
Pink comment / question	A misconception / option to edit which needs to be responded to before the next learning is recorded.
'I' in a circle	is needed to show when children work independently
'T' or 'LSA' in a circle	is needed to indicate when additional adult intervention has happened.
'V' in a circle	after the 'think pink' comment is needed when verbal feedback is given by the child to the adult instead of their written comment.

Children's learning in books must be acknowledged every lesson with, for example, adult initials or in line with the symbols above.

All pupils will develop the ability to check their work carefully and have time to reflect on feedback given and their next steps. The children will respond with a written comment or an improvement or question in purple pen. Purple editing pens are used by the children to edit and improve work in ALL subjects.

A next step to be addressed by the children in future learning must be written in pink. This must then be ticked by an adult once this next step has been noticed.

Rewards such as stickers, house points, smiley faces and stamps should be used appropriately for content and/or effort.

Self and peer assessment (by children) must use the great green and think pink principle.