



At Lobley Hill Primary School we aim to 'Be the Best We Can Be' through being curious, adventurous and respectful in order to achieve personal excellence.

# Lobley Hill Primary School Responding to Work Policy

|                     |                |       |
|---------------------|----------------|-------|
| Approved by:        | Governing Body | Date: |
| Last reviewed on:   | September 2021 |       |
| Next review due by: | September 2022 |       |



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## Introduction

We aim for high quality teaching and learning, and at the heart of this is effective assessment, underpinned by our belief that **all** pupils can achieve personal excellence.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

This policy relates to our on-going formative assessments including how we ensure children are aware of what they are doing well and how we ensure they know how to make further progress. For the most part, the assessment procedures within this document relate to children once they are working on the National Curriculum Objectives. Assessment in EYFS is outlined in the EYFS Handbook 2021.

## Aims

The aims of our responses to pupils' work/learning are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress. The majority of this feedback will given to the children through live marking and instant verbal feedback.
- Teachers to reflect daily on children's interests and observed play to plan for next steps, including resourcing the enabling environment.
- Target setting through providing pupils the opportunity to respond instantly to live marking or verbal feedback and act upon any targets/attempt challenges.
- Develop pupil confidence and competence in self-assessing their work.
- Pupils to respond immediately to teacher/peer/self assessments during teaching and learning time.
- Pupils to demonstrate and articulate what they know, understand and can do in their learning.
- Pupils to have an active role in identifying their own learning needs and know how to improve their work.
- Leaders to evaluate and continually improve on the quality of provision for all pupils.



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## Responding to Children's Work

Responding to pupil's work and their learning will:

- Provide immediate feedback within lesson through live marking and create opportunities for further teaching;
- Inform pupils of what they have achieved;
- Inform pupils of any corrections to be made and provide time for self-assessment to take place;
- Inform pupils of editing requirements and scaffold them to self-edit/mark work;
- Challenge pupils through questioning, application or reasoning;
- Encourage the child through intrinsic motivation;
- Build pupil confidence; and
- Support all pupils in being independent learners.

**Live marking must form part of each lesson**, be carried out by the teacher and evaluated in terms of its impact on pupil progress. Pupils need to be supported in developing strategies for ensuring they can independently edit and improve their work. Teaching assistants should use live marking and instant feedback strategies when working with small groups or individual children. Examples of live marking grids are provided at the back of the policy. (Appendix 2, 3 and 4)

Through monitoring, pupil voice will be gathered by SLT/subject leaders through speaking to the children in order to ascertain whether they know what they are learning, what they can do well and how they can improve.

At all times whether the response is oral or written it should:

- Help the child be constructively critical of his/her own work
- Create a pride in achievement and a desire to do better
- Improve knowledge
- Enable him/her to tackle further work with more confidence/enthusiasm
- Extend his/her interest in developing work
- **Written responses should role-model handwriting**



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## Guidelines for Marking

- Live marking to be used most of the time and children to given regular verbal feedback each lesson. Assessment from this must be added to the summative assessment grids promptly.
- Any comments/annotations that need to be written should in black biro (not felt tip pen)
- Visualisers should be used as much as possible to model marking and editing strategies.
- The agreed marking code and symbols must be adhered to by all members of staff and trainee teachers. (Appendix 1)
- Incorrect spellings should be annotated and corrected, particularly key words, subject specific vocabulary or words linked to current spelling rule. (See later in policy for further guidance)
- An additional written comment is not necessary at the end of a piece of work or extended piece of writing. Teachers to use marking code for extended pieces of writing. (Appendix 1)
- Verbal targets should be set through marking and acknowledged, through discussion, if met in the following piece/s of work or in responding to marking/editing work.
- Any editing by pupils should be completed using red biro pen.

## Marking Clarification

- Work that has been self assessed should be identified with S.A.
- Work that has been peer assessed should be identified with P.A. (Checked and initialed by class teacher)
- All photographs should be annotated with context
- All work/photographs to be clarified as:
  - I = Independent Work
  - G = Group Work
  - P = Paired Work
  - TD = Teacher Directed
  - TS = Teacher Supported Given
  - OA = Other Adult Support
  - TAS = Teaching Assistant Support
  - TT = Trainee Teacher
  - VF = Verbal Feedback
  - CDM = Class Discussed and Marked
  - PM = Peer Marked
- The adult working with a group should live mark the children's work
- If not class teacher, initial when you have set work (PPA cover, TA marking, supply teachers and trainee teachers)



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### **Verbal Feedback/Learning Stops**

- During the formative assessments within a lesson, any verbal feedback to the child should be indicated with 'VF'. Verbal feedback and live marking form most comments to children regarding their work.
- At times further teaching is required for individuals/groups/whole class – this will be referred to as a 'Pit Stop' and pupils need to add a 'PS' in the margin. Again, subsequent work will reflect this learning.

### **Editing Work**

- Year 2-6 should use red pen to show the editing they have carried out in their work.
- Larger corrections can be carried out by affixing a flap of paper on top of the original piece of work.

### **Guidelines for the Presentation of Children's Work**

We have high expectations of children's presentation of their work in all books and the following guidelines should be used across school.

- All work should be dated. Once at the appropriate developmental stage of writing, it is expected that the children write the date themselves. The date should be written on the left-hand side of the page and underlined (when the children are able to use a ruler).
- A learning objective or title should be evident on each piece of work and be underlined.
- The date should be written in full in English books and numerically in Maths books.
- In Maths books, children should be taught to write one digit per square (when they are developmentally ready). Throughout Key Stage 2, the date should also be written in Roman Numerals.
- All completed and marked work should be ruled off and the next piece started underneath. It is not necessary to start a clean/new page for each piece of work.
- It is expected that once the children are able to, that their handwriting is joined in all of their books (not just English).
- Pen Licences will be awarded by the English Lead when handwriting is at the appropriate standard across a range of curriculum areas.
- The agreed pens should be used once a licence has been awarded.
- Children should always use pencils in their Maths books.
- Children should be encouraged to cross out neatly rather than use a rubber so their mistakes/errors can be identified.
- When and if worksheets are to be used, they must be stuck into books very neatly.
- Work should not be left unfinished. Where appropriate, time should be given for children to complete work at a later date. If this is not possible then a comment should be made as to the reason why the work is incomplete.



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## Spelling

Spellings are taught daily in lessons which focus on one spelling rule per week. These spellings are practised daily and a quiz takes place once a week. Any incorrect spellings from the quiz or from any written work could be practised for the following week. These can be noted in the Homework Journals and it is expected that the children practise them both at home and at school.

In order to promote children's independence and self-awareness of spelling errors, the children will be taught how to correct spellings themselves.

- Year 2 will build up to year 3 expectations
- In Year 3 the teacher will mark 'sp' above a selection of incorrect spellings in a piece of work.
- In the margin the first three letters of that spelling will be provided to allow children to find and correct the spelling using a dictionary.
- In Year 4 the teacher will do as in Year 3 but stop writing the first three letters once the children are more capable/confident.
- In Year 5 the word will have 'sp' written above it. Children need to find the correct spelling and change it.
- In Year 6 'sp' will be written in the margin and the children need to find the misspelled word and correct it building up to children finding them within a piece of work with independence.

## Maths

- The children should self-assess and self-mark as much as possible: independently, in groups or as a whole class.
- It is important that children can check calculations themselves to identify their own errors.
- In addition, the children must be taught to use estimation/inverse operations/alternative methods to check the accuracy of their results.
- Children who have fully understood a task should be presented with a challenge throughout the lesson. This challenge may take the skill to the next level or apply the skill to a problem.



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## Appendix 1

# Marking Codes

Please note that these codes will generally be used in extended pieces



- Look at this again.

*Sp*

- Check your spelling.



- Something has been left out.  
(Punctuation or a word)



- Black tick to show positive work in extended pieces of writing.  
E.g. above word choices, punctuation etc.





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### Appendix 3

|    | Name | Mon | Tue | Wed | Thu | Fri |
|----|------|-----|-----|-----|-----|-----|
| 1  |      |     |     |     |     |     |
| 2  |      |     |     |     |     |     |
| 3  |      |     |     |     |     |     |
| 4  |      |     |     |     |     |     |
| 5  |      |     |     |     |     |     |
| 6  |      |     |     |     |     |     |
| 7  |      |     |     |     |     |     |
| 8  |      |     |     |     |     |     |
| 9  |      |     |     |     |     |     |
| 10 |      |     |     |     |     |     |
| 11 |      |     |     |     |     |     |
| 12 |      |     |     |     |     |     |
| 13 |      |     |     |     |     |     |
| 14 |      |     |     |     |     |     |
| 15 |      |     |     |     |     |     |
| 16 |      |     |     |     |     |     |
| 17 |      |     |     |     |     |     |
| 18 |      |     |     |     |     |     |
| 19 |      |     |     |     |     |     |
| 20 |      |     |     |     |     |     |
| 21 |      |     |     |     |     |     |
| 22 |      |     |     |     |     |     |
| 23 |      |     |     |     |     |     |
| 24 |      |     |     |     |     |     |
| 25 |      |     |     |     |     |     |
| 26 |      |     |     |     |     |     |

|   |                               |  |
|---|-------------------------------|--|
| <u>Work to be celebrated</u>                |                               |  |
| <u>Common punctuation errors</u>            | <u>Presentation points</u>    |  |
| <u>Common spelling errors</u>               | <u>Writing misconceptions</u> |  |
| <u>Children who need additional support</u> | <u>Additional notes</u>       |  |



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### Appendix 4

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--------|---------|-----------|----------|--------|
| Work to be celebrated<br> |        |         |           |          |        |
| Misconceptions   |        |         |           |          |        |
| Children who need additional support   |        |         |           |          |        |
| Areas for development<br>† (Starter)   |        |         |           |          |        |