



Brighton and Hove Prep

Responding to Children's Work Policy

Why is a response to pupils' work important?

At BHP we believe that marking should:

- Relate to learning objectives and targets, which are shared with the children.
- Provide children with opportunities to become aware of and reflect on their learning needs.
- Provide recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the process (whether oral or written).
- Inform future planning and individual target setting.
- Encourage and teach children to self-mark wherever possible.
- Ultimately be seen by children as positive in improving their learning.

Who is the response for?

Marking is only beneficial if it enhances self-esteem in the pupil and or facilitates learning. This is often done during a lesson through oral feedback. Immediate response allows for immediate reaction and progression.

Whilst marking is principally for the pupil's personal and academic development, it additionally offers the school information about the pupil's next appropriate learning stage, enabling the curriculum to be planned and delivered. It allows the JLT and curriculum coordinators to have an overview of pupil performance. Parents are also interested in their child's response to school tasks and the levels of effort employed.

What forms can responses take?

Both verbal and written feedback can offer positive support for pupils' continued development. Feedback may be carried out by different groups of people: the teacher, support assistants and through self and peer evaluation. Where self and peer evaluation is used the pupils are given clear guidelines or use a marking ladder.

All responses are valuable and encourage reflection and review.

Both oral and written responses and prompts can take different forms.

Useful prompts are:

A reminder prompt (e.g. 'what else could you describe here?')

· A scaffold prompt which provide support through a question, a directive or an unfinished sentence (e.g. 'What was the old man saying?', 'The old man was so angry he...', describe how the old man felt in that situation, $12 \times 10 = 120$, what is 14×10 ?).

· An example prompt (e.g. Choose one of these or your own: She ran quickly up the stairs looking for her bag/

The car shot quickly out of the driveway, Choose the correct answer... $\frac{1}{2}$ of $30 = 10$ or 15 ?).

· A question prompt to check/further understanding (Solve 45×4 ... What is ten more than...?)

How will marking be carried out?

All pupils' work will be evaluated and responded to, in some way. Primarily the evaluation will be based upon the learning objective shared with the child at the beginning of the session, but further comment may be made in respect of pupils' targets. Not all aspects requiring correction will be referred to in marking. Responses will be differentiated according to pupils' maturity, skills, effort and experience.

Where a next step is identified, or a piece of work requires further work, pupils will be given time to act upon this.

- The response will preferably be delivered verbally and recorded in a written form, although a tick is sufficient where verbal feedback has been given;
- At BHHS we generally do not mark in red.
- Where appropriate we will use 'Mark Ladders' as a tool to support children with evaluating both their own work and the work of others;
- Supply teachers and support assistants should initial the work they have marked;
- Motivation stamps and stickers may be used for encouragement and to highlight future work;
- Where future work still needs to be completed, the marker will identify how the pupils should do this.
- Where work is carried out on a PC or iPad; marking is done through oral feedback, via email or drop box or through Firefly or Showbee.

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