

# **BRIGHTON GIRLS POLICY (PREP)**

## **RESPONDING TO CHILDREN'S WORK**

### **Document Control**

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## 1. PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by Brighton Girls related to responding to children's work.

This document is only applicable to Brighton Girls.

## 2. LIST OF ABBREVIATIONS & MEANINGS

GDST	Girls' Day School Trust
JLT	Junior Leadership Team
BG	Brighton Girls

<b>May / Should</b>	Advisory
<b>Shall / Must</b>	Mandatory

## 3. GENERAL REQUIREMENTS

### 3.1 Introduction

#### 3.1.1 Why is responding to pupil's work important?

At BHP we believe that marking should:

- Relate to learning objectives 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 pupil assessment.
- Encourage and teach children to self-mark when appropriate.
- Ultimately be seen by children as positive in improving their learning.

#### 3.1.2 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 verbal 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 PLT 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.

### 3.1.3 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 verbal 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
- 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  $45 \times 4$ ... What is ten more than...?)

### 3.1.4 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' personal attainment levels. 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 be delivered verbally or recorded in a written form. If verbal feedback has been given the staff need to use the marking code (VF verbal feedback)
- At BG we do not mark in red
- At BG all staff should mark in a green pen
- A Learning Objective will be used at the start of any piece of work. This should be printed and not written by the pupils
- The learning objective will have a common language across the school of 'To be able to...'
- Supply teachers and support assistants should initial the work they have marked
- House points can be given as a reward for a piece of work
- Where future work or next steps still needs to be completed, the marker will identify how the pupils should do this using a green highlighter.
- Where work is carried out on a chrome book or iPad; marking is done through oral feedback, via email or dropbox or through Firefly or Showbee. However evidence of this work must also be displayed/indicated in weekly planning.

## 4. APPENDIX

Marking Codes

I	Worked independently
TS	Teacher support
LS	LSA Support
VF	Verbal Feedback

## 5. DOCUMENT HISTORY

Document Title	Version	Date of Issue	Change	Updated by	Status
<b>BHP Responding to Children's Work Policy</b>	01	Feb 2014	Full review	Charlie Parker	Expired
<b>BHP Responding to Children's Work Policy</b>	02	Dec 2016	Full review	Charlie Parker	Expired
<b>BHP Responding to Children's Work Policy</b>	03	April 2018	Full review & new policy template	Charlie Parker	Expired
<b>BRIGHTON GIRLS Responding to Children's Work Policy</b>	04	September 2019	Full review	Jenny Blacker	Expired

<b>BRIGHTON GIRLS Responding to Children's Work Policy</b>	<b>05</b>	<b>Sept 2021</b>	<b>Full review</b>	<b>Jenny Blacker</b>	<b>Live</b>
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