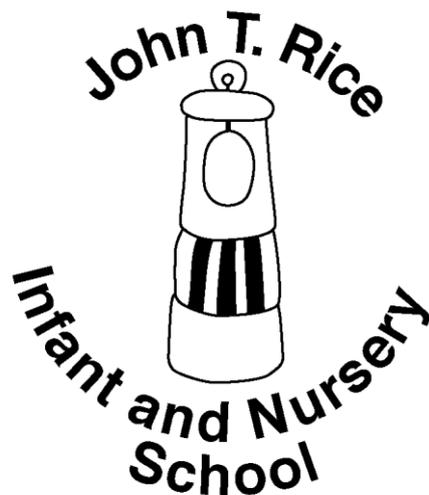


John T. Rice Infant and Nursery School

Response Policy



Response Policy

Introduction and Philosophy

This policy stands as a description of practice at John T. Rice Infant and Nursery School. It is a working document, which generates and informs good practice throughout the whole school.

It is a statement of the aims, principles and strategies that we follow in order to build good practice. At John T. Rice Infant and Nursery School we have high expectations of children's work and celebrate children's achievement through response, fostering self-esteem and confidence.

At John T. Rice we feel it is vital that a child's work, behaviour and actions are responded to in a positive manner, in order to help each child reach their full potential. We build a child's self esteem and confidence and help them to acknowledge their own successes and targets.

Aims

- To create a positive learning environment in which children are proud to "own" their work.
- To encourage children to take pride in their work, behaviour and actions.
- To create consistent practice and attitudes when responding to children.

Types of Response

Written/demonstrative response

These are used for children's work. Written responses may be in books, reading diaries, on loose sheets or in topic files.

These responses may be to:

- Acknowledge the child has achieved the lesson objective.
- Praise the child.
- Inform of support given.
- Mark the child's work as correct.
- Inform child of next steps in learning.

Teachers and non-teaching staff respond in written form and will mark the work with the child alongside them. This enables the teacher to read any comments to the child and for the work to be discussed together including ways in which the child can improve their work.

Written comments are sometimes made either at the end of a piece of work or part way through if more ideas need to be stimulated.

All work will have a stamp on it to say if it was completed independently, with Teacher support or with Teaching Assistant support to aid future assessments. The child's end of year report is a written response made by the teacher to parents.

Parents are encouraged to make written responses in the child's home/school reading diary. Staff will make a written response in the child's home/school reading diary on a half termly basis and a stamp will be used to show the child took part in weekly guided reading.

Teaching and non-teaching staff may also use demonstrative responses in relation to children's work, behaviour and actions as shown in the school's behaviour policy.

Oral Response

These may be on a one to one basis between teacher and child. For example when the teacher is marking work with the child alongside, or when the child is praised for behaviour.

The response may be to the whole class. For example when the whole class have worked hard or are behaving well.

Oral responses are made by teaching and non-teaching staff and other adult helpers. A VF in either a green or pink highlighter symbol will be used if a teacher has given verbal feedback to a child and a comment is not needed.

A child may be asked to make an oral response to his or her own work and that of other children. They may be asked if they are pleased with what they have done or if it is their best work as well as suggest ways they think they can improve. This type of question may also be asked in relation to a child's behaviour.

Teachers also make an oral response to a child's work and behaviour during the Parent/Teacher interviews. Parents are also encouraged to make an oral response at this time.

Marking and Presentation

The following guidelines are part of the whole school response policy. They are to ensure continuity and progression in terms of marking and presentation.

Throughout nursery and school high quality materials are used with the children. They are encouraged to work to a high standard, setting out work neatly and correctly.

Foundation Stage

- Children are encouraged to try their best.
- Work may be on loose sheets or in plain paper books.
- Work is dated
- Work is marked in ink
- Oral responses may be given
- Positive comments in relations to the learning objecting are framed in a green cloud
- Next steps in learning are framed by a pink cloud.
- The children are given the opportunity to respond to the pink cloud either at the end of that lesson, the beginning of the next or through the class teachers planning.
- Some work may be corrected e.g. numbers/letters reversed may be written again
- Emphasis is placed on developing independent writing. In order to build confidence, we do not over-correct. Teachers may talk individually about spelling mistakes if appropriate.

Key Stage One

- Children may work in plain, lined or squared books or paper.
- Work has a title and is dated by the children (the long date in Writing and Learning Challenge books and the short date in Maths books.).

- The title is related to the learning objective and this is ticked if the child has achieved this objective.
- Work is marked in ink
- Oral responses may be given. A VF symbol is used for this in either a pink or green highlighter to symbolise a positive oral response or an area to move the child's learning forward.
- Green and Pink highlighters are used to show where the child's work shows strengths or an area to improve.
- The children are encouraged to correct work using a green pen.
- Not every spelling mistake is corrected
- Some work may be corrected e.g. number work, reversals of letters.
- Emphasis is placed on developing independent writing. In order to build confidence, we do not over-correct.

At John T. Rice Infant School we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children's awareness of equal opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N issues.

This policy was reviewed by the whole staff in Autumn 2017 and has been agreed by the Governing Body. This policy will be reviewed again in Autumn 2018.