

Responding to Children's Learning Policy



**The Inspire Multi Academy Trust
(South West)**

March 2025



TIMAT: Marking - Responding to Children's Learning Policy

Mission Statement

We believe feedback and marking should be a cyclical process which provides constructive feedback to every child, focusing on success and next steps against learning objectives, enabling children to become reflective learners and helping them to close the gap between current and desired attainment.



The Three Pillars of Effective Marking and Feedback

MEANINGFUL Manageable MOTIVATING



Meaningful, Manageable and Motivating...

Meaningful: marking varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.



MISSION

We believe feedback and marking should be a cyclical process, which provides constructive feedback to every child, focusing on success, effort and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between current and desired attainment.

Marking Incorrect Spellings...

Incorrect spellings are to be addressed when marking pieces of writing across the curriculum, to do this:


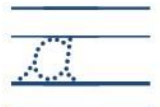


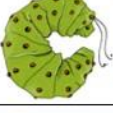

1. Choose a maximum of three incorrectly spelt words to address with the child.
2. Draw a wiggly line under them wos
3. Write the correct word or correct sound above the word.
4. Encourage children to rewrite these words at least three times underneath their learning or learning challenge when they next look at their book.

Please note:

- Choose a maximum of three words that they should be able to spell correctly
- Always consider the phase of the child's development
- At Key Stage, 1 phonetically plausible attempts at spelling should be celebrated but tricky words and High Frequency Words should be corrected.
- Learning Challenges can also link to spellings that have been underlined e.g. Show me how to use the underlined spelling words in a sentence.
- If the same words/patterns come up then a weekly spelling/intervention should be initiated.

How do Adults Mark...

...in their fancy handwriting!

		Up and over-stop- back around to join up the apple, straight back down and flick.
		Up to the top of the boot, straight back down, go half way back up to go around the toe to the heel and flick.
		Up and over- stop-and down the curly caterpillar.

Children are expected to write in this way all of the time, so adults MUST as well please.

Responding to Children's Learning



Wednesday 3rd September 2025

LO: I can calculate percentages of different amounts. ✓ ✓ ✓



In English & Maths, the number of ticks shows how many of the Success Criteria you have achieved during the lesson.



Your Teacher or Teaching and Learning Assistant will draw a face at the bottom of your learning to show how much effort they think you have put in during the lesson.



You need to draw a face at the bottom of your piece of learning to show how much effort you have made in the lesson. You also need to tick to show how many of the success criteria you think you have achieved.



A gold star on your learning means that you have been awarded a Celebration Token from your Teacher or Teaching and Learning Assistant.



A round sticker means that you need to share your learning with a member of the Senior Leadership Team or a Subject Leader for going above and beyond in lessons consistently.



Attending 'Hot Chocolate Friday' is a result of earning the Learner of the Week Award where you have excelled in your learning.



You will have 2-3 Retrieval Challenges in your English & Maths books per week and before the start of every Curriculum lesson.

You need to use a purple pen when responding to Retrieval Challenges, writing 'Top Tips' or editing learning in your book.



- What would happen if?
- Convince me...
- Explain...
- Prove...
- What do you notice?
- What impact would...?
- How could you use...?

You may also be selected for a Special Message Home or Home Learning Champion of the term!



6



I – this means that you have completed your learning independently.
INT Sticker – this means that you have revisited your learning

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A round sticker means that you can share and discuss your brilliant learning with a member of the Senior Leadership Team or a Subject Leader.



Attending 'Hot Chocolate Friday' means that you have excelled in an area of your learning and really impressed your adults!



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I – this means that you have completed your learning independently.
INT Sticker – this means that you have revisited your learning with an adult in an intervention.