

Responding to Children's Learning Policy



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

March 2026



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Introduction

At The Inspire Multi Academy Trust, we believe that feedback and marking should be a meaningful and cyclical process that supports pupils in understanding their learning and making progress. Effective feedback enables children to reflect on their work, recognise successes, and identify clear next steps for improvement.

Responding to children's learning is an important part of the teaching and learning cycle. It ensures that feedback is timely, constructive, and focused on the learning objectives of each lesson. Through consistent approaches across the school, pupils are supported to become reflective and independent learners who can close the gap between their current understanding and their desired attainment.

Principles of Effective Feedback

Feedback should:

- Focus on the learning objective and success criteria.
- Celebrate successes and highlight areas for improvement.
- Encourage pupils to reflect on their learning.
- Support pupils in developing independence.
- Provide opportunities for pupils to respond and improve their work.

Teachers and Teaching and Learning Assistants play a key role in providing feedback during lessons as well as through marking. Pupils are also expected to engage actively with feedback and respond to it in their books.

Retrieval Challenges

Retrieval practice is used regularly to support pupils in remembering and applying previously taught knowledge. Pupils will complete two to three retrieval challenges each week in their English and Maths books, as well as retrieval activities at the beginning of curriculum lessons.

When responding to retrieval challenges or editing their work, pupils must use a purple pen. Purple pen should also be used when:

- responding to feedback
- editing or improving work
- recording "Top Tips" provided by the teacher

This ensures that responses and improvements can be clearly identified within pupils' books.

Learning Objectives and Success Criteria

Each lesson will have a clear learning objective (LO) and associated success criteria.

In English and Maths, teachers may indicate how many success criteria have been achieved using ticks. The number of ticks demonstrates how many elements of the success criteria have been successfully met during the lesson.

This helps pupils understand their progress and identify areas where further improvement may be needed.

Pupil Reflection and Effort

Reflection is an important part of learning. At the end of a piece of work, pupils are expected to reflect on their effort and achievement.

Pupils should:

- Draw a face at the bottom of their work to represent the level of effort they believe they have put into the task.
- Tick the success criteria they feel they have achieved.

Teachers or teaching assistants will also draw a face at the bottom of the learning to indicate the effort they believe the pupil has demonstrated during the lesson. This provides an opportunity for discussion and reflection about effort and learning behaviours.

Independence and Intervention

Where appropriate, teachers will indicate how learning has been completed.

- I (Independent) – This shows that the pupil completed their work independently.
- INT Sticker (Intervention) – This indicates that the pupil has revisited their learning with an adult during an intervention session.

This helps teachers track levels of independence and ensures that pupils receive the support they need to make progress.

Questioning to Deepen Thinking

Teachers may use questioning as part of feedback to extend pupils' thinking and understanding. Examples of questions that may be used include:

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

These questions encourage pupils to think more deeply about their learning and to explain their reasoning.

Consistency Across the Curriculum

The approaches outlined in this policy should be used consistently across subjects to ensure pupils experience a clear and supportive system of feedback. Teachers should ensure that feedback remains purposeful, manageable, and focused on improving learning outcomes.

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:


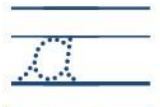


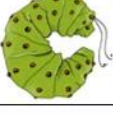

1. Choose a maximum of three incorrectly spelt words to address with the child.
2. Draw a wiggly line under them wos
3. Write the correct word or correct sound above the word.
4. Encourage children to rewrite these words at least three times underneath their learning or learning challenge when they next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



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

Responding to Children's Learning

Wednesday 3rd September 2025

LO: I can calculate percentages of 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 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!



You will have Retrieval Challenges in your English & Maths Books 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.



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



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.