



Response Policy

“What did you learn today? What mistakes did you make that taught you something? What did you try harder at today? The wrong kind of response and praise creates self-defeating behaviour. The right kind motivates students to learn” Carol Dweck

At Lowbrook, our response policy is a working document, which generates and informs good practice throughout the whole school. This policy incorporates the previously developed marking and presentation policy but is extended to include the wider concept of responding to children in terms of both their work and their behaviour throughout the entire school during the whole school day including free periods such as lunch, after school and off site activities.

Philosophy

At Lowbrook 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 to develop their full potential. In our school, children have their self-esteem and confidence built up and are helped to acknowledge their successes and areas for development themselves. Lowbrook Academy embraces the Growth Mindset principles of Carol Dweck. These principles are key to how we respond to our pupils. We will endeavour to reinforce, no matter what a child’s current ability is: we recognise we have the power and skill set to ignite that ability and turns it into accomplishment through the way we respond to pupils. Our response to children will embrace the Growth Mindset model that advocates that challenges are exciting and not threatening and we will encourage risk taking, learning from failure and praise resilience and effort.

All children are valued as individuals and as such they have their effort, work, behaviour and actions valued by those around them by teaching and non-teaching staff, parents and other children. They are also encouraged to learn from their mistakes and respond positively to their own work, behaviour and actions.

Through our policy we aim to create a positive learning environment in which children are proud to “own” their work and take a pride in their behaviour and actions. We aim in school to create common practices and attitudes when responding to children. Any form of response is seen as a partnership between adult and child or between two children.

When making any kind of response it is important to think what we hope a child will learn from it. The key is that children are rewarded for the effort and progress they are making. All responses take account of the philosophy and aims of our school. Our ~~discipline~~ behaviour policy deals in detail with making positive responses to children’s behaviour.

This response policy is monitored throughout the school by observing the children’s response and future progress. The whole staff reviews and evaluates the policy at regular intervals.

Type of Response

A response to a child's work, behaviour or actions may be:

- Written
- Oral
- Demonstrative

There are also occasions when the response is a combination of all of these types of responses.

Responses may be personal – made by a teacher, a child or a parent. Responses may be collaborative – made by a teacher and a child, a group of children or by a parent and child together.

Written Responses

Written responses are mainly used for children's work. These responses may be to praise, advise, inform, or to mark the child's work as correct or incorrect, to encourage resilience and reward effort as opposed to outcome.

Teachers (and in some cases non-teaching staff such as nursery nurses and TA's) respond in written form both with and without the child being present. In an ideal situation the teacher will mark and write a written comment on a child's work with the child alongside them. This enables the work to be discussed together and the teacher to read the comment to the child if appropriate. It also allows for reflection by the child, stimulation of ideas and the teacher to suggest the child's next task or action.

Children may respond to each other's work in written form – for example, when they mark each other's spelling or tables tests.

A child may respond to their own work by "self marking" perhaps whilst redrafting some writing or checking answers in a Mathematics task. This approach is widely encouraged.

All written comments are made in clear, legible, neat handwriting in a style consistent with that being taught to the children. Written comments are constructive in that they may inform or advise the child as to how they can improve their work or performance.

The child's end of year report is a written response made by the teacher. The child, in adding their own comment at the end of the report is also making a written (or oral in some cases) response.

Marking of all kinds is a written response. This includes a tick or dot for an incorrect answer in Mathematics or in written tests; corrections of spelling, grammar and punctuation in English work where appropriate (i.e. linked to learning objective) and comments made on written work for a topic.



Marking strategies do change through the school but we aim to be consistent within each year group and within each key stage. Details of marking strategies and guidelines on presentation are clearly outlined within the marking policy.

Oral Responses

Oral responses are made in a number of ways in response to work, behaviour and actions. This is the most common form of response that the children will encounter and therefore has to be of the highest quality. The response may be made on a one to one basis between a teacher and a child, for example when the teacher is marking the child's work with the child alongside, when the child is working on redrafting a piece of written work or when the teacher is praising the child for their behaviour. A teacher may also make a general response to a group of children to reinforce a task or expectation.

A child may be asked by the teacher to make an oral response to his or her own work.

Children may respond orally to each other, particularly in relation to their work in a group or class discussion.

Many oral responses may be collaborative ones. Where a group agrees a response to an activity.

The oral responses made by staff are considered and are aimed at helping to develop the children's self-confidence resilience, effort levels and self-esteem. If criticisms need to be made they are made in a constructive manner. The children are helped towards responding to each other and the work of others in a similar positive manner.

Humour is a welcome response in some circumstances but staff are to avoid sarcasm at all times.

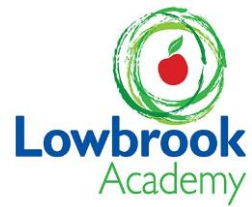
Demonstrative Responses

All teaching and non-teaching staff use demonstrative responses in relation to children's work, behaviour and actions.

An important demonstrative response is the use of a smile and other encouraging facial expressions. However, disapproval is also reinforced with facial expressions, eye contact and assertive body language (see statement on Positive Reinforcement in Behaviour Policy for details of reward systems).

The displaying of children's work in the classroom and around school is a demonstrative response towards that child. It is important to mount and display children's work to a high standard in order to make this type of response as effective as possible. The 'Work Of The Week' is an excellent example of this and must always focus on the effort of the child celebrated.

Children may be asked to show special skills or achievements to other children in their classroom or in assembly.



Children may be sent to take work to another teacher, the Executive Principal, or the Head of School in order to acknowledge the child's work as special. Similarly a child may be sent to reinforce positive behaviour.

Class teachers have their own individual form of demonstrative responses.

Monitoring

All responses are regularly monitored through out Monitoring and Evaluation Policy.