



Responsive Teaching Policy

What is Responsive Teaching?

The previously followed Assessment and Marking policies have been replaced by this Responsive Teaching policy. This policy should also be read closely with the school's Teaching and Learning policy as they are very closely tied in together.

At Wapping High School, we acknowledge that all teaching should be responsive to what assessment outcomes show. This takes place in the form of feedback and comes in a variety of forms and should be a regular and robust part of every lesson. Feedback is an integral part of the learning process, it must be precisely positioned and delivered regularly in each aspect of the lesson as this is where responsive teaching is key.

This responsive teaching in the form of feedback to students should be specific, clear and appropriate in its purpose and support assessment. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result. It is equally important to set the correct tone of the feedback to ensure that professional relationships are taken advantage of. Feedback offered must not be confrontational, patronising or demotivating and always supportive in essence.

Frequency of Feedback and Responsive Teaching

Feedback will be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. Verbal feedback may be used far more frequently than written feedback for example. The most important aspect of responsive teaching is its immediacy and relevance as it leads to direct pupil action and therefore ensures pupil progress.

Aims of Responsive Teaching

- To help pupils make progress
- To provide strategies for pupils to improve
- To give pupils dedicated time to reflect upon their learning and put effort in to make improvements (DIRT)
- To inform planning and structure the next phase of learning
- To facilitate effective and realistic target setting for pupils and/or the teacher
- To encourage a dialogue to develop between pupil and teacher
- To encourage pupils to have a sense of pride in their work
- To encourage pupils to perfect presentation
- To correct mistakes with a focus on literacy and numeracy across the curriculum

Principles of Responsive Teaching

- Responsive teaching in the form of fast feedback is to ensure that any feedback is timely and responds to the need of the individual learner so that they can actively engage with the feedback.
- Using the fast feedback marking method enables pupils to become more independent learners who are able to self-correct, edit and improve their own work more effectively. It enables teachers to plan and deliver high quality lessons which quickly respond to the needs of the pupils that have been identified through reading the work of a class.
- Pupils should be encouraged to assess their own work against collaboratively created learning goals.
- Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.

What does Fast Feedback look like at Wapping High School?

The marking stage:

- Teachers will read all pupils' work/watch all performances.
- Teachers will not write comments on the pupils' work aside from key spelling or grammar errors.
- Teachers will record key trends of what went wells and even better ifs.
- Teachers will take photographs of pupils' work that represent a key www or ebi.
- Teachers will complete a marking crib sheet which is then shared with the class.

The feedback stage:

- Teachers will communicate the key WWWs and EBIs to the class.
- Teachers will reteach or clarify any misconceptions or incorrect content
- Teachers will share key examples of work demonstrating the wwws/ebis and uplevel as a class or independently.
- Pupils will reread their own work and identify and highlight their own www and ebi from the list provided.
- Teachers plan DIRT lessons (Dedicated Improvement Reflection Time). It is here that pupils improve or correct their work based on the ebi they have identified.
- The teacher will support pupils in improving or correcting their work and ensure they have chosen the most suitable ebi to focus on.
- The teacher may identify a key section a pupils' work for them to focus on.

How will evidence of tracking be visible in books?

1. For each piece of work marked the marking crib sheet will be used.
2. The crib sheet will be created and printed out for students to stick in books and will include:
 - List of class wwws/ebis
 - At least 2 examples of key ebis for pupils to uplevel.
 - Misconceptions outlined and star students recognised.
3. For each piece of work marked using fast feedback, pupils will improve their work using green pen. They will clearly label this 'Redraft'. Alternatively, they will complete extra practice activities focusing on their EBI. These will be labelled 'EBI practice activities'.

Other forms of Responsive Teaching at Wapping High:

1. Self or peer assessment: Go through answers in class and the students mark their own work or their partner's using green pen.

2. Colour-coded success criteria: Students can underline their own work when they have met the success criteria which allows them to see what they were missing during the lesson and complete their own What Went Well (WWW) and Even Better If (EBI)
3. Traffic lighting: Another fast way of marking is to traffic light objectives to your SLT. Traffic light the objective in red, orange or green depending on how well the person has shown they have met the objective.
4. Live marking: Marking is done in the lesson. Teachers walk around the class with the correct colour pen supporting any literacy.
5. Learning Leaders: Quick finishers go around and support, mark and help teach others.
6. Low-stakes mini-quizzing in class: Students are quizzed at regular intervals in a learning sequence on their recall of knowledge. Data is not recorded formally, but is used by both teacher and pupil to determine next steps in the teaching and learning process.

Summative Assessment Checkpoints:

A Summative Assessment Checkpoint gives pupils the opportunity to understand how well they have understood a topic or course of work taught over a period of time, and what their next steps should be in making improvements to their understanding. It gives parents / carers an understanding of achievements, progress and wider outcomes of their children over a period of time. It gives teachers the opportunity to evaluate their delivery of a topic and respond as necessary, and allows school leaders to monitor performance of pupil cohorts identifying interventions.

For details of Assessment at Wapping High School: see the Assessment Policy, September 2022

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