

Ashton Vale Primary School

Literacy Marking and Feedback Policy Oct 2018

Introduction

'Feedback is one of the most powerful influences on learning and achievement.'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol 77, No 1, pp. 81-112)

'If I had to reduce all of the research of feedback into one simple overarching idea, it would be this: feedback should cause thinking.'

(Dylan Williams)

In order to be properly effective ... "feedback must answer three major questions asked by a teacher and/or by a pupil:

Where am I going? (What are the goals?),

How am I going? (What progress is being made toward the goal?), and

Where to next? (What activities need to be undertaken to make better progress?)" (ibid p86)

This policy sets out how the use of effective marking, feedback and response is consistently utilized across our school to benefit primary aged pupils.

1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximize progress and support pupils in becoming effective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess, peer assess and evaluate their own learning.

2. Processes

Five types of marking and feedback occur during teaching and learning in literacy at Ashton Vale:

- I. Teachers' well considered invention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in a group basis.
- II. 'Light' marking of work**, acknowledging and recognizing attainment and/or progress in relation to the success criteria given to the pupil in their Learning Objective.
- III. Developmental marking** in which incisive feedback on attainment and success is given and response from pupils is required in the form of the next step, to strengthen teaching and learning process in order to accelerate and deepen learning.

- IV. **Draft marking** in which teachers read a child's piece of writing to assess impact of teaching in order to plan for the next lesson. Work is not 'marked' instead teachers will use unit objectives to record strengths and gaps.
- V. **Assessment marking** in which pupils final piece of work is assessed against marking ladder based on objectives for the unit. Where appropriate photos of this work is added to INSIGHT.
- VI. **Self-assessment and peer assessment** of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective marking and feedback.

3. Non-negotiable Procedures for Marking

All written marking is to be carried out in green pen.

All marking is to be done in a clear legible hand aligned to the school handwriting script.

If children make a mistake they will put a line through it, rubbers will not be used by children. Teachers can use their discretion to use a rubber.

Light Marking/Verbal Feedback

Where appropriate, work will be given a precise and specific learning objective that pupils will be aware of and are able to work towards.

The Learning Objective will be highlighted using a green highlighter if it has been achieved, portions of the objective may be highlighted if necessary. If a pupil is working towards the objective it may be hatched to show progress has been made.

Developmental Marking

When identifying specific success, the respective work in the pupils' book will be identified in green highlighter.

When identifying an area for specific improvement or extension the respective work in the pupils' book will be identified in orange highlighter.

Pupils should be aware of how highlighters are used because there will be examples in their learning environment.

Pupils can use a purple polishing pen to edit their work. However during draft writing using a pencil/pen to redraft may be more appropriate.

All pupils' work is to be marked using one of the processes above by Teacher or LSA.

4. Procedures in greater details:

I. Verbal feedback

When verbal feedback has been given work will be annotated using 'V' or a 'verbal feedback stamp'. It will be assumed that the teacher has given the feedback. If feedback has been given by LSA then they will annotate work with 'LSA'. Where pupils provide a verbal response note, where possible, what they have said.

II. 'Light' marking of work

Light marking involves highlighting the learning objective to show achievement. Preparation work including story maps, plans, responses to reading and reading activities should be collated in pupils' books. You may include photographs of practical activities to show breadth

of learning. When necessary, spelling or punctuation errors can be highlighted in orange. If errors are highlighted children must be given opportunity to correct their mistakes.

III. Developmental marking

Learning objective/success criteria will be given to children. Work will be marked in relation to this. Success will be identified in green highlighter. Areas for specific improvement or extension, including spelling errors, will be identified in orange highlighter. A 'next step' will be given to which the children will respond.

VII. Draft marking in which teachers read a child's piece of writing to assess impact of teaching in order to plan for the next lesson. Work is not 'marked' instead teachers will use unit objectives to record strengths and gaps. This will be used to inform teachers planning for the next lesson. Children will then edit work in the next lesson. When work is written up as an assessed piece of writing there will be significant progress from the initial draft.

IV. Assessment marking

Teachers will use their marking ladder to assess work. Where statements have been achieved evidence will be highlighted in green. When these correspond to an INSIGHT statement a photo may be taken of the work and this will be uploaded into INSIGHT profile for that child. Assessment work will be independent. Examples of assessment writing:

- a.) the writing up in best of a piece of writing that has been drafted in previous lessons.
- b.) a response to a stimulus given by the teacher that may be based on a genre children already have knowledge of.
- c.) a longer piece of writing written over several days

Assessment writing will be collated in Personal Best folders and over the course of the year will contain a range of examples of assessed writing.

V. Self-assessment and peer assessment

All children will be given time to read through their work to edit and improve it. In KS2 this may include assessing their work against the learning objective or marking ladder. This may include a verbal or written response.

Verbal peer assessment will begin in KS1, with support from Teacher or LSA as required.

In KS2 children will peer assess work verbally using child friendly statements based upon marking ladders. Written response may be evident in Year 5 and 6.

Review period: 2 years
Next review: Sep 2020