



## Windermere Primary School Literacy Feedback Policy

### Aims and Objectives:

For all involved in the process (teachers and pupils)

- to provide a dialogue between teacher and pupil
- to improve motivation and self esteem
- to correct and assess
- to provide the opportunity for self evaluation
- to reflect, extend and challenge
- to evaluate teaching effectiveness
- to involve pupils and teachers in setting, working towards and monitoring pupil targets

### Implementation

Where possible the marking of a piece of work should be done alongside the child. Where this is not possible a consistent approach needs to be used.

#### Title of a piece of work

The title of a piece of work is a specific learning objective. Where appropriate, the learning objective will be converted to language which is more easily understood by the children.

#### Working status of the individual

Indicate at the end of a piece of work whether the child worked with a teacher or another adult. If there is no indication it is understood that the child has worked independently.

CT = worked with the teacher

TA = worked with another adult

If a child is absent it is important to record on the child's work that the child was absent alongside the appropriate date.

e.g. (Abs) 1/11/2003

#### Highlighting system

In **Key Stage 1** the highlighting system will be used to identify parts of children's work in order to celebrate their successes and to indicate to children where improvements can be made.

Green – correct work, evidence of criteria mentioned in the Learning Intention.

Pink – (mostly) incorrect work, target not met, poorly presented

To enhance children's understanding of what the annotations to their work mean in *general terms*, the following should be shared verbally with all the children upon introduction of the policy and displayed visually in the classroom so that the children can constantly refer to it:

Green = I got there

Pink = nearly there but still some way to go

In **Key Stage 2** this has been complemented by incorporating a system to also give feedback to children on the implementation of the relevant literacy skills/tools, presentation of the work and effort made for each piece of work. The following should be shared verbally with all the children upon introduction of the policy and displayed visually in the classroom so that the children can constantly refer to it when receiving their marked work, so as to facilitate each child becoming more responsible for improving his / her own work:

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U = understanding

P = presentation

E = effort

To enhance children's understanding of what the annotations to their work actually mean in *more specific terms for understanding, presentation and effort*, the following should be shared verbally with all the children upon introduction of the policy and displayed visually in the classroom so that the children can constantly refer to it:

### Understanding

Green = You demonstrated that you knew what to do.

Pink = You demonstrated that you had some idea, but you will need to revisit this area.

### Presentation

Green = Your work is neat and tidy

Pink = Your work could be neater

### Effort

Green = You tried your best.

Pink = You could have tried (a lot) harder.

### Marking Comments

Marking comments should focus on **literary content**. Comments on children's work should be evaluative and:

- provide children with opportunities to reflect on / deepen their understanding.
- provide children with opportunities to demonstrate that they have the ability to work at a higher level.
- provide children with focussed feedback on where their errors and misconceptions lie, making it clear what is wrong and what to do to put it right. If it is likely to be more beneficial to speak to the child directly, a comment like "*Can you explain this to me?*" and a follow up conversation with the child would be better.

### Acknowledgement Marking

- Most spelling mistakes and punctuation errors will be corrected.
- Time will be given for the children to respond.
- Marking codes can save time and make the feedback more accessible to the child. Appendix A shows the codes to be used. A copy of the codes will be displayed in every classroom.

### Detailed Marking

- Within each unit (genre) of writing, one piece of writing will be 'detailed marked' per child.
- Detailed marking will be provided against the Learning Intention and Success Criteria, which will be given to the child at the beginning of the unit (in the form of learning ladders where relevant).
- Feedback will take the form of
  - Highlighting the text - green for good work and evidence of criteria mentioned in the learning intention and pink for errors, e.g. punctuation errors or misuse of capital/lower case letters.
  - Written comments - two 'stars' and a target. The stars indicate what has been done well and the target indicates what the child needs to do next to improve their work.
- After detailed marking, children will be given the appropriate time to respond and make the necessary improvements to their work.

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Self-Evaluation (The process of a pupil gaining an understanding of how one is learning as opposed to what one is learning. It is the means of making real strides in understanding oneself as a learner. *Aaia Association for Achievement and Improvement through Assessment* document entitled *Self-Assessment* [www.aaia.org.uk](http://www.aaia.org.uk))

In **Key Stage 1** children draw a 'face' to assess and record *their feelings* towards a piece of work on completion of the piece of work.

😊 = I feel very good about this... I did my best... It's neat... It's correct... I met my target...

😐 = I feel OK about this.....It's quite neat but I could have tried bit harder ...It's mostly correct...

☹️ = I'm not very happy about this piece of work ... I didn't try my best at all... I could do it a lot better...

In **Key Stage 2** children assess and record their *learning* with regard to a piece of work. The children record a 'face' and qualify it by explaining their choice with regard to learning issues, e.g. How much they understood the learning objective, whether the tasks they were asked to do were suitable with regard to pitch or learning style.

😊 = I understood the learning objective... I enjoyed the task/s and they were suitable for my ability / my learning style... I enjoyed working with the teacher/other adult/independently...

😐 = I understood most of the learning objectives... I understood some of the learning objectives well and others not very well... (child notes which objectives)... The task was suitable for my learning style but not my ability ... The task was suitable for my ability and learning style, but I would have benefited from working with another adult when I got stuck on...

☹️ = I didn't understand what to do ...It was too easy / too hard and I got bored... I didn't enjoy doing this task because...

Self-assessment may also take place in the form of:

👍 = understood (thumb up)

👉 = understood fairly well (thumb horizontal)

👎 = need further teaching / support to understand this (thumb down)

## Target Setting

Targets which are appropriate to the learning objective and to the child's ability should be shared at the beginning of the lesson.

e.g. The teacher shares the learning objectives at the beginning of the lesson for the mental oral starter – *"I expect that everyone will be able to use appropriate verbs, most of you will be able to use 'powerful' verbs, some of you will be able to strengthen your powerful verbs with well chosen adverbs."*

When the expectations are made explicit, each child is able to measure what he/she can do, and identify the next step in order to improve.

At the end of a lesson, or series of lessons, the teacher will inform pupils of future learning. The teacher and / or pupil can then set appropriate targets.

## Literacy Feedback Policy

### Appendix 1

#### KS1 Agreed Marking Symbols:



Discussed with child (stamp)

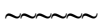
- Adult to initial within speech bubble to indicate support/guided work

Star shape Any target achieved, followed by 'a wish' for children's work in the future

#### KS2 Agreed Marking Symbols:



Grammar/punctuation mistake/omission circled



Spelling and tense errors underlined with 'wavey' line and indicated in the margin

- **SP** - for spelling
- **T** - for incorrect tense



New paragraph



Discussed with child (stamp)

- Adult to initial within speech bubble to indicate support/guided work

#### PPA Cover:

\*Covering teacher to initial work

#### Supply Cover:

**S** \*Supply teacher to mark work and put the letter 'S' in a circle in the margin.

**\* work is dated by adult**

Reviewed: September 2015

Next review: September 2016