

Writing, editing and feeding back

From year 2, time will be dedicated to the children editing or improving their own written work. At least once per term, children will produce a piece of writing which will be assessed in its final draft. In Years 2 & 6, this piece will be assessed against end of key stage descriptors. A 'review square' will be attached with each final piece of assessed writing.

Teachers will develop the children's ability to become independent learners and writers, self-scaffold and give them autonomy to develop and improve drafts of their work.

The teacher models and demonstrates how to proof read and/or improve a sentence/ paragraph or piece of work, using fixit pen. Against agreed success criteria (termed 'Good Writing') children will be taught to improve their work over drafts.

Children read a teacher's model piece and identify quality language and literary devices. They are given time to build these in to their own pieces.

The teacher gives specific feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work.

Children use the success criteria from the lesson to improve a piece of work at another time during the week where the children can focus on being the reader as well as the writer.

The children can work independently or with a partner to edit and improve their own or the work of their classmates.

We believe it is important that children are asked frequently to read their work aloud. This is important because it allows the child to 'listen' to their work – to hear how it sounds, whether it flows, and to 'look' carefully for mistakes. It gives them confidence from the positive feedback they receive from adults and peers and allows for all to benefit from listening to high quality examples from classmates.

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance' (Teaching Walkthrus Tom Sherington and Oliver Caviglioli, 2020)

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.' (Report of the Independent Teacher Workload Review Group, 2016)

Role of Governing Body

The Governing Body is required to make and review a statement of principles to guide the Headteacher in determining measures for promoting positive behaviour.

The Headteacher must determine measures designed to secure an acceptable standard of behaviour and to promote self-discipline, proper regard for authority and respect for others.

The statement of principles in this policy is reviewed on an annual basis. An annual review of the effectiveness of the policy is included in the Headteacher's report to the Governing Body in the summer term.

Children's and parents' 'Voice' is collected regularly (at least once per academic year) with the feedback informing the self-evaluation of the school and of all policy and procedures.

Mugginton Church of England Primary School



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Marking & Feedback Policy

We recognise the importance of feedback in the development of our pupils and the key role it plays in the cycle of teaching and learning. Our aim to use feedback to celebrate, motivate, accelerate pupil progress, secure learning and address misconceptions. We work hard to make sure marking & feedback is delivered frequently, in a timely manner and is engaged with and acted upon.

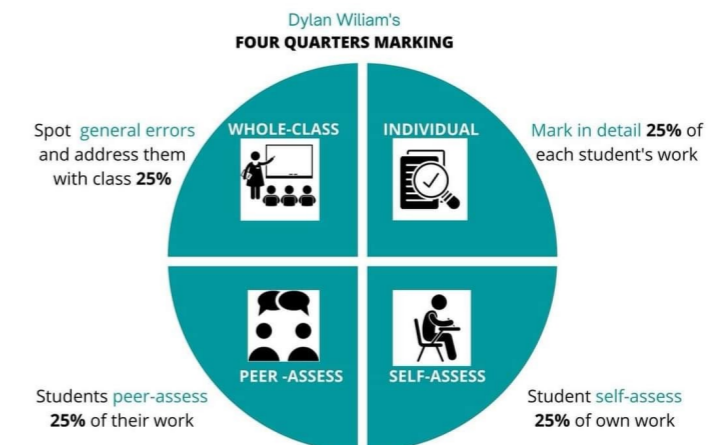
We are mindful of workload and of research surrounding effective feedback. In developing this policy, we spoke as a staff; interviewed pupils; reviewed key academic literature and reflected on our own practice.

We intend for this policy to offer clarity to all and impact children's progress and learning positively.

Recent Education Endowment Foundation research demonstrated that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly and clearly so it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.

Mugginton does not advocate a single method of teaching and marking—we trust our staff to use their experience, their knowledge of the children and develop their individual practice within the parameters set out in this document. Because of the changing nature of feedback and marking, this policy will be reviewed annually.



Principles of Marking and Feedback

- **The sole purpose of feedback and marking should be to further children's learning.** Evidence of feedback is incidental to children's learning. We do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to children according to age and ability or adult support.
- Empower children to take responsibility for their learning and improvements.
- **New learning is fragile.** Learning is forgotten unless explicit steps are taken to revisit and retrieve learning. Marking & Feedback can offer a good opportunity for review/overlearning of content.
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date. Feedback must be engaged with and acted upon.
- **Feedback is essential to responsive, quality-first teaching.** It is a central part of our wider assessment process which aims to provide rigorous challenge to children, allowing them to make optimum progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

WHAT DOES MARKING & FEEDBACK LOOK LIKE IN THE CLASSROOM?

In the Mugginton classrooms, a visitor will see a range of approaches to feedback:

Acknowledgement & Distance Marking

Written comments usually completed after a lesson. Children tell us they are happy when they read a positive comment in their books and feel proud. We use celebratory statements, ticks, cite examples from their work and give stickers to emphasise to children their success. Next steps and additional measures to offer challenge are clear and particular to the learning completed during the lesson.

Live Marking/Feedback

When feedback is given verbally or written enabling the teacher to check for understanding, address misconceptions, offer more consolidation or adjust challenge based on the needs of the individual child in front of them.

Whole Class Feedback

Where the teacher models to the class a process such as correcting a mistake or calculating a sum using a more efficient method. They can also identify successes and children can inform this feedback with their own work/experiences.

Conferencing

Where an adult gives feedback (verbal or written) 1-1 or in small groups. This is particularly important with mixed age classes to provide appropriate levels of challenge.

Self and/or Peer Marking

Children check their own or others' work against agreed 'success criteria'. Children use fix-it pen to edit their work and act on marking.

How do we adapt these approaches for our school?

Acknowledgement & Distance Marking

Written comments are not expected after every lesson and it is the individual teacher or teaching assistant's decision whether or not it is necessary and how long it should be. Children report feeling proud and happy when they see a positive comment or a sticker. Therefore, the first part of a written comment is almost always celebratory, citing particular areas/examples of good work.

The second part of the comment must be specific—intended to address misconceptions, reinforce learning or offer an additional challenge. This could be in the form of a 'challenge question' or instruction to use a red fix-it pen to rewrite a sentence using an adverb etc. This part of the comment is identified as a 'Next Step', 'NS' or marked with a bubble in the infant class. A Next Step typically requires action on the part of the child and should be completed as soon as possible following the marking.

Live Marking/Feedback

Live marking is used to address misconceptions and offer additional challenge when necessary in-lesson. Additional challenge is marked in green pen with the adult writing 'Challenge' in the child's book. Where misconceptions/mistakes have occurred, the child is challenged to correct these using red fix-it pen.

Whole Class Feedback

Targeted questions, based on the teacher or teaching assistants individual knowledge of each child is used to make sure there is appropriate challenge for all. In the majority of cases, due to our mixed age classes, whole class feedback should break quickly in to smaller-group conferencing using supporting adults. Whole class feedback as a group can occur in independent writing lessons when children are asked to identify and read out sections of their writing they are particularly proud of.

Conferencing

In the junior class conferencing is often used to provide additional challenge to more able children within the lesson. This might be done by a supporting adult and is marked in the children's books using 'Challenge' written in green pen.

Self and/or Peer Marking

Self and peer marking is often analytical. For example, identifying particularly effective adverbs/adjectives in a piece of writing. This information can be written directly into a partner's book or noted on a post-it note which is glued in to their book.

Expectations for Marking & Feedback at Mugginton

- Marking is not the responsibility of teachers only. Higher Level Teaching Assistants can mark work to a high standard and help teachers to manage their workload. They should initial after marking.
- Careless errors such as forgetting to use a capital letter for a month when writing the date will always be addressed clearly.
- 'Next Steps' are not expected for every piece of work. It is up to the class teacher to use them when they consider them to have a beneficial impact on children's progress.
- Children's English and Maths books will have a Target Sheet listing the Key Objectives in the front.
- Fix-it pens will be used by all juniors and more-able infants beginning to edit their work with greater independence.
- Pupils' feedback will always inform our marking and feedback.