



Literacy Policy

Policy Reviewed: August 2021

Policy ratified by BoG:

Policy due for review: August 2022

Introduction and Context

'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide **where** the learners are in their learning, **where** they need to go next, and **how** best to get them there.'¹

Crumlin Integrated College is committed to providing timely and appropriate feedback to pupils on their academic progress and achievement, thereby enabling them to reflect on their progress and plan their academic development effectively. Feedback, and acting on feedback, is therefore part of the active learning process throughout a pupil's school journey and will help to raise standards.

Methods of feedback will vary according to assessment type, subject and Key Stage Level as well as the needs of the individual pupil.

This policy applies to Key Stage 3 and Key Stage 4 pupils. It sets out the principles under which feedback should be delivered and relates to both formative and summative work.

ETI Quality Indicator 2.4 states, 'The pupils' work is regularly, frequently and consistently marked in ways which highlight the strengths and shortcomings, and are well understood by the pupils and their parents. The pupils receive clear guidance, sometimes in the form of written comments, on the quality of their work and effort and have the opportunity to discuss, reflect on and improve their achievements.'

Guiding Principles:

1. The learning intentions and success criteria must be shared with the pupils.
2. Work should be marked within an appropriate timescale.
3. Pupils need to be given time to read, respond and improve.
4. Use the pupil's name to personalise it.
5. Look for strengths before identifying areas for improvement.
6. In formally assessed work the feedback should be in line with the success criteria/ level descriptors and avoid where possible 'ego marking'.
7. It is the responsibility of the subject teacher to track pupil progress to ensure that the new targets have been met.

Purpose of Policy

For Formative Assessment to be most effective there will be a whole-school approach to it, with colleagues sharing best practice and planning for improvement.

Research indicates that an emphasis on formative assessment has the following effects:²

- Pupils learn more effectively;
- Some pupils feel more involved in the schooling process and become less disaffected;
- Teaching is focused more effectively on the individual pupil;
- Positive effects may be particularly evident in the less able pupil;

¹ Assessment Reform Group

² Inside the Black Box by Paul Black and Dylan William

- Learning in the wider (not subject-specific) sense can be enhanced.

Key Elements of Formative Feedback:

- It should be given promptly;
- It should give the pupil a sense of what has been achieved as well as improvement still to be achieved;
- Marks/grades may not always be helpful in a formative sense and may demotivate;
- Comments should be limited in number and should give specific advice as to how goals can be achieved;
- Oral feedback (including discussion) is the most effective type;
- Targets and progress should be discussed with pupils while they are working on the task;
- Pupils should be encouraged to reflect on the feedback and should be given time to work on improvements;
- Where appropriate, attempts should be made to involve parents in the learning triggered by feedback.

Suggested Practical Strategies:

- Highlighting
- Partner Review Sheets
- Reflection Sheets
- Traffic Lights
- Use of Marking Partners
- Target Cards
- Literacy Mats
- Criteria Check Lists
- Leading Questions
- 'I Can' statements linked to mark bands
- Specific statements relating to the LI
- 'Green Pen' marking

Editing Code:

Sp – Spelling

N/S – New Sentence

N/P - New Paragraph

Exp - Clumsy Expression

^ - Word left out

P - Punctuation error

Gr - Grammatical error

˘ - Join words together

/ - Separate words

√√ - Directly relates to success criteria

WWW – What went well

EBI – Even Better If

Feedback:

The marking should always be in accordance with the learning intention, success criteria and any individual learning targets where appropriate.

The marking system should be constructive and formative. A useful formula is:

WWW (What Went Well) to give praise

EBI (Even Better If) to explain and provide a concrete suggestion for improvement, if appropriate, in that piece of work.

Monitoring Strategies:

- PRSD
- Book scoops by SLT and HOD
- Shadowing pupils
- Sharing of best practice
- Teacher marked assessment and data tracking
- Parent Survey

Review Date

August 2022