



Aspiring Ashwood

Feeding Forward

Feeding Forward

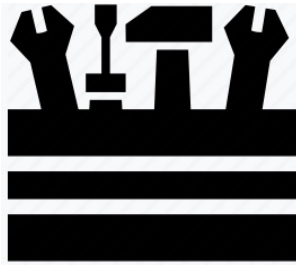
Principles



The principles we uphold regarding the purpose of marking and feedback at Ashwood Spencer Academy are that it should be:

- Positive, motivating and constructive.
- At the child's level of comprehension.
- Written in handwriting that is legible and a model for the child, ensuring that the sentences are punctuated correctly, with accurate usage of capital letters.
- Related to the 'OLQ?' of the lesson, and to the 'tools'.
- Designed to positively affect the child's progress.

Toolkits



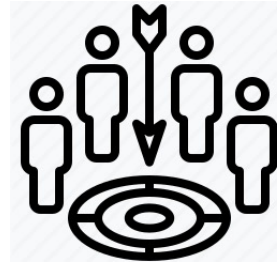
Toolkit lessons allow the children to show off their skills using the 'tools' they have been taught. Tool kit lessons will be marked by teachers and highlighted accordingly, after first giving the child a chance to assess themselves and reflect. Teachers use the 'Our Learning Question (OLQ)' for the lesson to provide focussed feedback, along with the 'Tools to Success,' so that they can identify which tools they were effective in applying (green), and which they would benefit from improving (orange). This feedback may be verbal or written.

Spelling



Where appropriate, spelling errors which a child has made are highlighted yellow. There should be no more than three words highlighted per page. The correct spelling is then written in an appropriate place. It is expected that the next time a child writes the word, it will be correctly spelt.

Expectation



Every piece of work a child completes will be assessed by the teacher. This could be through written feedback, particularly for a 'toolkit' lesson; whole class marking; or verbal feedback. Teachers and TAs also **live mark** where ever possible so that they know immediately if a pupil has not understood. Feeding forward may also happen via Showbie. This is where a teacher will provide recorded verbal feedback to the pupil using their work to highlight areas for development. This allows the pupil to listen to the feedback the following lesson and make appropriate edits to their work.

Self Assessment



Pupils are encouraged to self-assess their learning and progress within lessons, and against the toolkits. Peer marking is also used to enhance the children's independence and responsibility for learning. Children will have regular opportunities to read, reflect and respond to marking using the **Purple Pen of Progress (PPoP)**, which is also used for editing.

Mark Books



Purple mark books are used throughout a teaching sequence for the whole curriculum. They are key to children reaching their potential. A teacher will use the mark book to aid intervention and identify key children. Teachers may identify children needing additional support with a key concept, or children who could exceed with an extra push. These communication books allow for timely, targeted intervention, to ensure that all learners are achieving the expectation set. Mark books are filled in before, during or after a lesson. A teacher may pre-empt children needing support with the next step of a sequence, or they may signpost them for reactive intervention or pre-teach.