Marking and Feedback in Reading

"Reading without reflecting is like eating without digesting" – **Edmund Burke**

Why?

Feedback in Reading is essential for a number of reasons. Traditionally, it lets learners know if their answers or ideas are right or wrong. However, much more importantly, if done correctly, it allows learners to gain a deeper understanding of authorial intent, engage with higher level thinking skills and have their viewpoint or opinions challenged whilst giving them the confidence to challenge others on their ideas and reasoning. Effective feedback allows learners to reflect on the progress they have made during a session or sequence of sessions, identifying if they have been successful or if they need a little more support in moving forward.

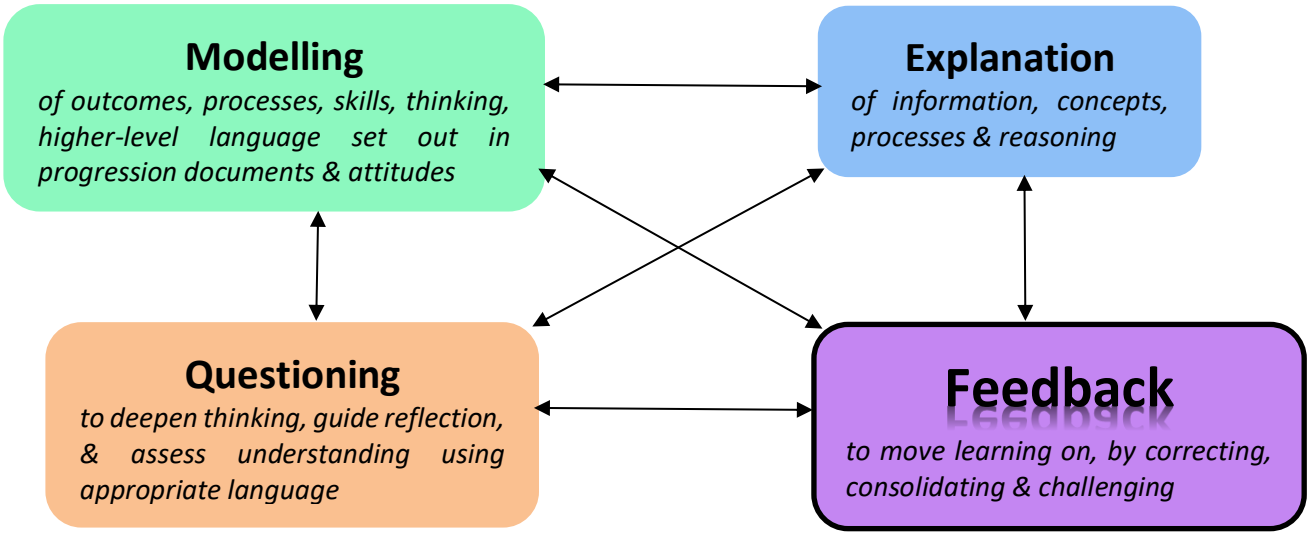
How?

At Redbrook Hayes, we believe that feedback is most effective when done in the moment and with the child present. Feedback is ingrained throughout the teaching of Reading through questioning, which is used to move learning forward and develop ideas of individuals and groups. Responses are challenged and teachers and peers often probe further in order to explore those higher level thinking skills which are so critical to the effective understanding of a text. This level of discussion, analysis, reflection and reasoning makes up the majority of the first session of Whole Class Reading. By the end of this session, through discussion on both a whole class and individual level, the class teacher is aware of who needs more support in the subsequent session. The second session, which comprises of completing a set of questions to practice the skills they acquired and developed in the previous session, focuses on independent thought processes.

In this second session, learners are given time to complete an initial set of questions which measure their understanding and comprehension of the text using focusing on the skill which has been taught and explored in the previous session. Learners then move onto a 'mixed VIPERS section' which comprises of several questions which focus on the other VIPERS skills. This is to ensure that learners are actively practising and utilising the skills they have learnt to this point or used as a baseline for the teaching of future skills. Throughout this session, the class teacher will be focusing their attention and questioning on learners who had been identified in the previous session as needing a little more support.

It is expected that learners mark their own work from the session in a purple pen. It is left to the discretion of the teacher as to whether the skills focus part of the session is marked straight after, or whether the skills focus and mixed VIPERS section are marked together at the end of the session. As with other subjects, the answers are discussed and challenge is presented where appropriate. Learners are asked, through careful use of questioning, to prove their answers are correct using the text to support them and this is followed up through whole class modelling and discussion.

If an answer has a clear and unavoidable answer, such as a word, phrase or tick box, learners will mark this after the discussion. For longer written answers, learners will leave their work without a mark. It is expected that these questions will then be marked by an adult in a different colour at the end of the session. The teacher will look over all books at the end of the session, marking the unmarked questions and using findings to inform teacher focus groups in the next session. Where an answer is incorrect, VF will be written at the bottom of the page to indicate the group verbal feedback given through discussion.



Adapted from James Durran, 2017