

Welburn Hall School



Feedback and Marking Policy

Original Policy Dated November 2014

Review Period: Every 2 Years
Updated July 2019
Next review Due: Summer 2021
Adopted by Governors: Dec 2014

Signed by Chair of Governors:

Welburn Hall School Feedback and Marking Policy

Philosophy

This policy aims to give all education staff clear guidance about the rationale, principles, strategies and expectations of effective marking and feedback. We believe that the primary aim of marking and feedback is to inform each young person of how well they are doing and celebrate this, whilst also identifying their next steps and how to improve their work. This will support our young people who have the capacity to become reflective and independent learners. We believe that effective marking is intrinsically linked to effective assessment. In all cases, feedback provides young people with opportunities to make sense of and improve their work and make progress. This serves to embed an ethos of high expectations with stretch and challenge for all. Marking is also an effective way for adults to share important information about progress and next steps.

Intentions

Our marking and feedback will

- Praises the things the learner has done competently
- Point out where alterations or improvements can be made
- Progress the young person's learning by identifying key areas for development
- Guide our older students to seek further guidance and revisit tasks where they have not met an outcome necessary for accreditation success
- Allow teaching assistants and teachers to have a recorded dialogue between themselves, guiding support given in the future and identifying intervention.

We aim to:

- mark work in a way that can be interpreted and accessed regardless of the pupil's ability to read
 - promote and encourage pupil success in our responses to their learning by acknowledging effort as well as achievement
 - encourage pupils to view their 'mistakes' as a positive part of their learning process
 - ensure that marking and feedback is positive, clear and appropriate in its purpose - it needs to offer positive benefits to adults and children
 - provide feedback by
 - Providing immediate verbal comments
 - Live marking alongside the young person
 - Using a range of familiar symbols from the marking code
- MAIN SCHOOL MARKING CODES ARE ATTACHED TO THIS DOCUMENT AS APPENDIX 1**
- Using written comments when appropriate to their reading ability

- Provide young people with opportunities to respond to the feedback given in order to show progress over time.
- link our feedback, where appropriate to learning objectives, curricular targets, EHCP milestones and PAT tracking.
- Celebrate successful learning using verbal praise, sharing good pieces of work in class and with other members of staff and certificates in Monday's Celebration Assembly.
- Use marking as assessment information to inform future planning and to direct other staff effectively.
- Use marking and feedback to provide evidence of achievement to inform summative assessment and support the monitoring of progress by SLT.

Feedback and Marking

Teachers and support staff shall give informal and immediate verbal feedback wherever possible to have the greatest impact on learning.

Teachers and support staff shall also give written formal feedback:

- with a specific learning objective or personal target in mind.
- matched to the ability and understanding of the young person
- to offer further challenge where it is clear a child can achieve more

Pupils, where possible, will respond to the feedback by:

- using verbal feedback to immediately improve their work
- having time to review their work as soon as possible after it has been marked. (Where appropriate, pupils will redo tasks or complete challenge and extension activities using purple pen in order that these responses are easy to identify)
- making significant improvements in their writing over time

Adults marking work should:

- use green ink to mark and give feedback, including any written comments.
- follow the marking policy and guidelines.
- model good presentation, writing on the lines (if books are lined) from the left-hand side of the page using a neat handwriting style, matched to the ability of the child.
- mark on the same page as the piece of work, if space allows. If there is not sufficient space then comments should be written on the next page.
- praise children using comments and/or stickers in books and on sheets.

Exceptions to above guidelines

A. The work of students following accredited courses will not be marked using school marking codes because this approach does not ensure students are focused towards collecting the evidence required to achieve qualifications.

Outcome-based portfolios require feedback that identifies which outcome is met clearly (i.e. cross-referenced with summative outcome tick sheets in files). Where a student has failed to meet an outcome or evidence is unclear, they will get individual, verbal and /or written feedback to revisit tasks. Work will then be redone following further teaching or support whenever necessary.

B. Those pupils who are unable to access written feedback and are in our pre-formal learning groups will be given verbal feedback from adults supporting them. They will also be given symbols and stickers to encourage effort and progress. These will be individual to pupils - stars, stickers, smiley faces etc - whatever the pupil understands best and is most motivated by.

When working with pupils who do not record in a written form, staff will take short notes to create a record of the learning. They will annotate photographs and drawings etc to note the level of support given and to summarise what was achieved in that session. These notes may also be independent of photographic evidence - for example, observation sheets completed whilst a child completes tasks or interacts with learning resources or other people.