**Marking and Feedback Policy**

**Aims of the policy**

* To ensure that all pupils are challenged and their achievements are celebrated.
* To ensure that pupils are encouraged through feedback and marking to improve and extend their knowledge, understanding and skills. Feedback takes many forms other than written comments.
* To ensure that feedback develops in line with the needs and ages of the pupils throughout their time at school.
* To ensure that marking and feedback is clear, relevant and useful to the pupils. Written feedback should only be used where they are accessible to pupils according to age and ability.
* To develop pupils own skills to understand and use feedback provided to improve.
* To provide clear guidance for all staff to ensure consistency of approach.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The EEF shares that effective feedback should:-

* Encourage and support further effort
* Redirect or refocus either the teachers or the learner’s actions to achieve a goal
* Be specific, accurate and clear
* Be given sparingly so that it is meaningful
* Provide specific guidance on how to improve and not just tell pupils when they are wrong

**Why do we give feedback?**

* To give pupils the criteria to meet the next step in their learning, at whatever level this may be.
* To ensure that pupils are made aware of their steps to success, at an appropriate level.
* To assess whether learning outcomes have been met.
* To celebrate success.
* To develop self-esteem.

And when appropriate

* To encourage a reflective mind... becoming more aware of how they learn and their mistakes.
* To develop a resilience to constructive criticism.

**Effective feedback must be**

* Related to the learning outcomes
* Used to inform planning
* Be useful and effective
* Supported and promoted by all staff
* Used to promote self esteem
* Used to promote self-reflection where appropriate

**When should we give feedback?**

* Feedback delivered closest to the point of action is most effective; the feedback needs to be immediate and should relate to the learning outcome of the lesson, without missing opportunities to comment on other learning. Feedback will be given at an appropriate level for pupils to understand.
* For our pupils immediate verbal feedback related to the learning outcome is essential to promote an understanding of their own achievements and their next steps to success.
* For students, producing written work in English, Maths and other discrete subject areas marking will be delivered verbally and discussed in connection with the learning outcomes, and recorded on pupils' work in line with the marking /recording system (see Appendix 1)
* As pupils become more confident they will be encouraged to assess their own work and comment on the work of others, leading up to peer assessment.

**Feedback in practice**

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| --- | --- | --- |
| Type of feedback | What might this look like in a classroom? | Evidence (for observers) |
| Immediate | * takes place in lessons with individuals or groups * often given verbally to pupils for immediate action * includes teacher gathering feedback from teaching e.g. whiteboards, work in books * will involve any adults involved in teaching and learning activities * may redirect the focus of the task or teaching * providing of stickers/ tangible reward | * Lesson observations or learning walks * Evidence in books linked to marking annotations * Photographs / video on Evisense |
| Summary | * takes place at the end of a lesson or activity * often involves the whole group or class * provides an opportunity for evaluation of learning in the lesson * may include some self or peer evaluation * may include sharing of work completed | * Lesson observations / learning walks * Photographs / video * Certificates etc. |
| Review | * takes place away from the point of teaching * provides teachers with opportunities for assessment of understanding * leads to adaptations of future lessons through planning, grouping or adaptation of tasks * multiagency liaison | * Written comments /annotations * Adaptations to planning / teaching & learning |

**Methods of recording pupil progress**

At Brookfields School we use a range of evidence to demonstrate and monitor pupil progress. These different methods are used in conjunction with each other and help the school to demonstrate that pupils with severe and complex needs have made progress over time; in a wide range of areas including academic, communication, social and independence development.

The following tools are used to both assess and record progress and attainment and to provide an overall picture of each individual pupil learning journey and outcomes:-

* Individual Education Plans and termly evaluations (Targets are very precise & enable progress to be measured)
* Teachers short term plans and weekly evaluations
* Annual review documentation (detailed review of statement / EHC outcomes)
* Annual reports (are very detailed and contain B-Squared progress data)
* Evisense (Photographs, video & work samples are annotated and link directly to B-Squared.)
* B-Squared (allows very small steps of progress to be tracked and targets set)
* Termly progress meeting record sheets (show pupil progress against targets set; teachers must be able to substantiate their views; discussions recorded)
* End of topic assessment
* Pupils workbooks / samples of work including adult recording / feedback
* EYFS Profiles
* Parental feedback
* External assessment documents / records of observations/ reports (multiagency)
* Photographs and video
* Class notebooks / post it notes that inform aspects of IEPS etc.
* Termly liaison meeting minutes (Speech and Language)
* Behaviour plans (LRT) and logs (changes over time, annotations etc.)
* Risk assessments over time
* Individual pupils tracking through incident book

**Moderation**

The methods described above are subject to scrutiny to ensure that they are highly effective, fit for purpose and are being correctly implemented to ensure the best possible learning outcomes for all pupils. The scrutiny is undertaken by a range of people including; the Assessment Lead, Senior Leadership Team, Academy Councillors, parents and external agencies. The school undertakes both internal and external moderation and follows a moderation timetable.

*For further information about moderation please see the Assessment Policy*

**Scrutiny of pupils work**

A key aspect of monitoring pupil progress is scrutiny of pupils work through workbooks and this combined with all other information allows a judgement to be made on the effectiveness of teaching and learning upon pupil progress. The following guidelines should be followed by all staff:-

**All pieces of work need to:**

* Be dated
* Be annotated with type and level of prompt (either handwritten or stamper) Use standardised codes and provide code key at the beginning of each book

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| --- | --- | --- |
| **Key for support needed:** | | |
| UA-unaided | VP-verbal prompt | SP-signed prompt |
| GP-gesture prompt | HOH-hand over hand | SU=-symbol prompt |
| VF-verbal feedback | PP-physical prompt |  |

* Be differentiated appropriately to meet each pupils needs
* Have the task very briefly described if not clear from piece of work included in book (e.g. what did the pupil have to do)
* If relevant, include what equipment used (e.g. on a maths task “used cubes to count”)
* Show good presentation of task (neat, correct adult spellings etc) and high quality resources

**Next steps provided:**

* Show positive and constructive feedback; comments, smiley faces, stickers, stampers etc. These should be appropriate to the individual level of each pupil e.g. consider if the pupil will be able to respond to suggestions for next time.
* What are the next steps and have you followed up on this in the next lesson?

**Books / folders should:**

* Have a clear label on the front to show what is in them (topic/theme/class/child’s name)
* Work in book should match the label on front
* Should support the pupils independence skill development e.g. have child’s name or photograph clearly evident on front, be colour coded to subject etc
* Be kept tidy and loose papers filed / glued in
* Contain photos, pictorial and written recording at a level appropriate to the child
* Above all, books and folders should consistently show high quality presentation and show a wide range of activities that pupils have engaged in and show pupils own work.

**Which books / files should a child expect to have?**

* Topic book showing each terms topic work as part of the Creative Curriculum.
* Book(s) or folder(s) for other subjects e.g. art, Computing etc.
* Evisense
* Workbooks as appropriate for Maths and English
* Record of reading books completed
* Word book (as appropriate for age)
* Home-School Diary

**Policy and guidance to be updated bi-annually**

**January 2022**