

Feedback and Marking Policy - 'responding to children's work'

This policy lays out the whole school approach to marking and responding to children's work shared by all of the staff at Newfield School. It is divided into the following sections:

- Section 1 – Introduction
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- Section 3 – Effective Marking
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Introduction

At Newfield School we approach feedback and marking in a distinct and personalised way. Each pupil has a unique communication style and staff endeavour to ensure the feedback and marking they give is consistent with pupils level of understanding and communication preferences. When giving feedback staff will find and use methods that are motivating for the pupil and at times these can be quite characteristic to a particular child. Through giving effective feedback we aim to help pupils improve upon their performance and celebrate what they have achieved.

Definition of Feedback and Marking

At Newfield School, we understand the terms 'feedback and marking' to mean the response made by a member of staff to the work/progress toward a target made by a pupil. This may take the form of written or verbal feedback.

'Feedback is information given to the learner and/or the teacher about the learner's performance relative to the learning goals, which then redirects or refocuses either the teachers or the learners actions to achieve the goal. It can be about the learning activity or task itself, about the process of the task or activity, about the student's management of their own learning or about them as an individual.

Research suggests that the feedback is best directed at the task and process.'

The Sutton Trust Toolkit of Strategies to Improve Learning. May 2011

Aims

- To provide guidance to teaching staff on how feedback and marking should be used to impact positively on teaching and learning
- To ensure that feedback and marking is used in a consistent manner through the whole school

- To ensure that formal marking is used in conjunction with discussion, observation and questioning to provide a complete assessment of a pupil's progress
- To use marking in order to support the setting of realistic and challenging targets to further pupil's learning
- To give feedback on work to pupils and parents
- To fulfil statutory requirements

This policy lays the foundation for our approach to marking and should be read in conjunction with:

- Special Educational Needs Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Curriculum Statement
- Assessment, Reporting and Recording (ARR) Policy
- Communication and Interaction Policy
- Homework Policy

This policy reflects current practice, which we promote within the school, and identifies areas of work that are being developed.

Rationale

Feedback and Marking allows the teacher to comment upon:

- The level of attainment and engagement in the learning process
- How well the pupil has achieved their learning objective
- The next steps to facilitate progression
- The pupils attainment towards their individual targets
- Presentation and effort
- The level of support given

The feedback on any particular piece of work or task is given to the pupil but may also be used by other members of staff to communicate how the pupil has performed. So that all the staff at Newfield understand what they mean when they record the following annotation has been agreed upon:

Information for Staff and parents

I – Independent (achieved the learning objective with no help)

M – Modeling (modeling of the task was used by the staff member to support the pupil in their achieving their learning objective)

VP – Verbal Prompt (Verbal encouragement or instruction given but no other prompting)

GP – Gestural Prompt (pointing, signing or other action used but no other type of prompting)

PP – Physical Prompt (physical support needed for the pupil to achieve the learning objective)

Each piece of work must be dated and additional comments can be made by staff if the pupil has achieved in an area other than the targeted learning objective. Staff should always use positively phrased comments in correct English and neat handwriting.

Effective Marking

Feedback and Marking is an essential component of effective Assessment for Learning (AfL)

Assessment for Learning (AfL) involves using evidence and feedback to identify where pupils are in their learning, what they need to do next and how best to achieve this. In practice, this means obtaining clear evidence about how to 'narrow the gap' and raise standards in individual attainment; understanding between teachers and pupils on what they need to improve, and agreement on the steps needed to promote sound learning and progress.

Newfield School believes it is essential to have a consistent approach when marking pupils' work, but acknowledges that feedback marking may take many forms. Feedback and marking should inform the pupil of how well they are doing and how they can improve further (celebration and next steps); it is therefore essential that the method of responding to pupils' work/marking is relevant, meaningful and above all personalised to the individual.

Feedback and Marking may take one, some or all of the following forms:

- A worksheet annotated by the teacher with a comment which is meaningful for and readable by the pupil
- Asking an individual or group to reflect on their own and others' work and offering support on the next steps.
- An achievement 'sticker' placed so the pupil is aware and proud of it's function (worksheet, jumper, display)
- 'Star of the Week' certificates and assembly recognition
- A known motivator/reward given for work achieved – with or without additional verbal praise depending on the individual
- Photographic /video evidence shared with the pupils at the end of a lesson or captured to form of evidence towards a personal target in 'Evidence for Learning' app.
- Verbal and/or signed praise and celebration with an indication and/or demonstration of where to go next (e.g. stretching arm up high, grasping for a longer period, backchaining)

Newfield School has worked closely with the ACE Centre – North (experts in augmentative and alternative communication (AAC) and assistive technology (AT)) to

think about ways to include pupils in feedback and for them to reflect upon their own learning. The following principles were devised to support pupils:

- It is important for staff to be consistent in the language they use when giving feedback to pupils as pupils will then be able to learn this vocabulary over time and use it themselves to comment on their work.
- Vocabulary should be used in feedback which is useful to pupils in other ways as well (common use/ multi-functional words e.g. 'more' 'good' 'again' 'finished')
- Feedback opportunities should be presented with a 'total communication' ethos so pupils can learn to reflect on their performance in the way that best suits their communication style e.g. symbols, signing, speech

Appendix 1 – an example 'activity mat' used in classes to give feedback to pupils and to support them in commenting on their own performance

Appendix 2 – Makaton vocabulary sheet for use in giving feedback to promote consistency

When giving written feedback to pupils on their work it is important that they can read and respond to it. Comments made when marking should be:

- Correct English and neat
- At a level the pupil can understand
- Phrased positively
- Specific (e.g. good work - you used full stops at the end of every sentence!)
- Identify how work could be improved (it would be even better if you used a capital letter after each full stop)

Monitoring

The feedback and marking of work is monitored twice a year by subject coordinators for Maths, English and Science. Members of the Senior Leadership team also scrutinize work as part of lesson observation.

Stakeholder contribution to Marking

All members of the school community (School Governors, non-class based staff, administration staff) work towards the school's aims by:

- valuing children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations and where self-discipline is actively encouraged
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures and abilities

- encouraging, praising and positively reinforcing good relationships, behaviour and work
- working as a team, supporting and encouraging one another

Equality Duty

Newfield School complies with the general and specific duties of the Equality Act (2010). In accordance with the duty we publish information that demonstrates that we have due regard to the need to;

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

These specific duties have been considered in relation to all our policies and procedures in school. Our objectives will be reported on and published as part of the Governance public documents available for inspection under the Freedom of Information Regulations and Data Protection duties and in the school newsletter to parents.

Safeguarding

Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority

Full copies of Policies and Procedures related to all aspects of Safeguarding, and the Complaints Policy, are available on request from Geoff Fitzpatrick, Head Teacher and Designated Senior Person for Safeguarding and Child Protection.