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 may take 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 resilience to constructive criticism.

Effective feedback must be

- Related to the learning outcomes/intent
- 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.
- 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

Type of feedback	What might this look like in a classroom?	Evidence (for observers)
Immediate	- takes place in lessons with individuals or groups - given using the pupil's preferred method of communication so that pupils can act. - includes teacher gathering feedback from teaching e.g. whiteboards, work in books - will involve adults supporting 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 / observations 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 / observations on Evisense - Certificates etc.

Review	• takes place away from the point of teaching	• Written comments /annotations
	• provides teachers with opportunities for assessment of understanding	• Photographs / video / observations on Evisense
	• leads to adaptations of future lessons through planning, grouping or adaptation of tasks	• Adaptations to planning / teaching & learning
	• multiagency liaison	

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's 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 EHCP outcomes and contain B-Squared progress data)
- Annual teacher reports.
- Evisense (Photographs, video & work samples are annotated and linked directly to B-Squared and subjects)
- B-Squared (allows small steps of progress to be tracked and targets set)
- 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)
- Behaviour plans and logs (changes over time, annotations etc.)
- Risk assessments over time
- Individual pupils tracking through CPOMS (tracking of incidents and supports)
- SCERTS targets / assessment
- Phonic assessment

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, teachers, curriculum teams, parents and external agencies. The school undertakes both internal and external moderation and follows a moderation timetable.

Scrutiny of pupils' work

A key aspect of monitoring pupil progress is scrutiny of pupils' work through workbooks and Evisense. 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 identifying the level of support provided.
- Annotated identifying where misconceptions have been challenged.
- Be adapted appropriately to meet each pupil's needs.
- Have the task very briefly described if not clear from the piece of work included in the book (e.g. the intent of the activity).
- If relevant, include what equipment was 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
- Marked with subject code (some activities may have more than one code as we promote cross-curricula work)

Key for EYFS subjects:		
CL- Communication & Language	PD- Physical Development	**PSED- P**ersonal, Social and Emotional

| EL- Early Literacy | EM- Early Maths | UTW- Understanding the World |
| EAD- Expressive Arts & Design | LOTC- Learning Outside The Classroom | IEP- Individual Education Plan |

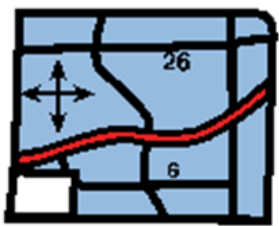| **Key for Explorers subjects:**		
CL- Communication & Language (Communication & Interaction)	TPS- Thinking & Problem Solving (Cognition and Computing)	MMB- Myself and My Body (Social, Emotional and Mental Health, Sensory and Physical, PE, RSE and links to Science)
EL- Early Literacy	EM- Early Maths	PSED- Personal Social & Emotional Development (PSHE & RSE)
MYMC- My World & My Community (RE and links to PSY)	MC- My Creativity (Sensory and Physical, Music, Art, Drama	IEP- Individual Education Plan

Key for Adventures subjects:		
E- English-Language and Communication	M- Maths- Thinking, Problem Solving & Finance	
My Life Skills -Understanding the World I live in (Science & Computing)	PHL- Physical Development and Healthy Lifestyles (PE)	CD- Creative Development (Music, Drama, Art & D/T)
UMWC- Understanding My World and my Community (RE, Geography, History & MFL)	IEP- Individual Education Plan	

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 (subject/class/child's name)
- The work in the book should match the label on front
- The workbook should support the development of the pupil's independence skills e.g. have the child's name or photograph clearly evident on the front, be colour coded to the subject etc.
- Be kept tidy and loose papers filed / glued in.
- 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.

Pathway	Early Learners	The Explorers	The Adventurers
Phase	The Early Years Foundation Stage	Key Stage 1 & Key Stage 2	Key Stage 1 & Key Stage 2
Curriculum focus	• The Early Years Framework • Communication & Language	• Communication & Language (Communication & Interaction)	• English-Language and Communication • Maths- Thinking, Problem Solving & Finance

	- Physical Development - Personal, Social and Emotional Development - Early Literacy - Early Maths - Understanding the World - Expressive Arts & Design - Play based learning - Learning Outside The Classroom	- Thinking & Problem Solving (Cognition and Computing) - Myself and My Body (Social, Emotional and Mental Health, Sensory and Physical, PE, RSE and links to Science) - My World & My Community (RE and links to my Geography and my History) - My Creativity (Sensory and Physical, Music, Art, Drama and D/T) - Learning through My Play	- Personal Social & Emotional Development (PSHE & RSE) - Life Skills -Understanding the World I live in (Science & Computing) - Physical Development and Healthy Lifestyles (PE) - Creative Development (Music, Drama, Art & D/T) - Understanding my World and my Community (RE, Geography, History & MFL)
Books and evidence	- Evisense - Learning book (work labelled with curriculum code)	- Evisense - Learning book (work labelled with curriculum code)	- Evisense - English book - Maths book - Topic book (work labelled with curriculum code)

Policy and guidance to be updated annually
Policy reviewed: September 25 Harry Dineley