




# Marking and Feedback Policy

Ratified Date:	October 2021
Signed:	
	Lynne Thornton, Chair of Governors
Review Date:	October 2022

# REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

<b>Version Number</b>	<b>Version Description</b>	<b>Date of Revision</b>
1		October 2021
2		

## MARKING AND FEEDBACK POLICY

### AIMS

- To ensure that all pupils are challenged and their achievements are celebrated.
- To ensure that all pupils are encouraged through feedback to improve and extend their learning.
- To ensure that feedback develops in line with the needs and ages of the pupils throughout their time at the school.
- To ensure that marking and feedback is clear, relevant and useful to all pupils.
- To give clear guidance for all staff.

### 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 if appropriate:***

- To encourage a reflective mind... becoming more aware of how they learn and learning from 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
- Consistently supported and promoted by all staff
- Used to promote self esteem
- Used to promote self-reflection

### WHEN SHOULD WE GIVE FEEDBACK?

For the majority of our pupils, 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 most of our students, both the learning outcome and the next step should be identified and verbalised if appropriate. For many of our students, 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 Science, feedback and marking will be

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delivered verbally and discussed in connection with the learning outcomes, and recorded on pupils' work in line with the marking system for each age group.

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.

Special achievements for individuals in all areas are awarded in our achievement assemblies each Friday in the Primary School.

## **KEY STAGE GUIDANCE**

We firmly believe, that as an all age special school, we endeavour to offer all students clear transition and age appropriate differentiation between each Key Stage. The following guidance was written as a result consultation with Key Stage teams. It is up to individual teacher's professional judgement to ensure that achievements and next steps, in English, Maths, and Science are shared with students and staff working with them and that these are incorporated into their planning effectively and efficiently. Teachers may also wish to use the guidance to give feedback in other curriculum areas, most relevant to individual students.

## **SEESAW, TAPESTRY AND FACEBOOK**


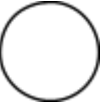
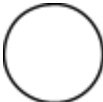


In addition to our marking and feedback in school, learning experiences will also be shared with parents in different ways, depending on the age of the pupil; Tapestry for Primary aged pupils and Seesaw for Secondary aged pupils. Our private Facebook page will also be used to celebrate the experiences and achievements of our students.

## MARKING CODES THROUGHOUT SCHOOL


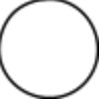
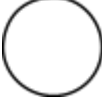
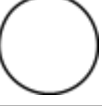
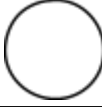
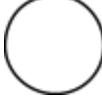

Our marking codes and approach to marking will differ throughout the school, depending on the age of the child and their level of understanding. Please see below for our progressive approach.

Staff will mark in **green biro pen**, whilst edits done by children will be in **purple pen / pencil**.

### PRIMARY

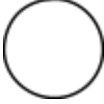
<b>Code</b>	<b>What does it mean?</b>
Something highlighted green	This is something you've done really well.
Something highlighted pink	This is something we need to correct / improve. We will work on this together.
	I did this work independently.
	I was supported to complete this work.
	I was given some verbal feedback from a member of staff about my work.
	Good work!
	These are our next steps to learning.
Underlined word with correction above and 'Sp' in the margin.	I need to look at the spelling of this word and write the correct spelling in the margin. <i>(The number of repetitions will depend on the expectations of individual children)</i>

## GROUP 4 (SECONDARY)

Code / Error	What does it mean?	What do you have to do?
Underline word with 'Sp' written next to it.	The word which is underlined is not spelt correctly.	Correct the spelling.
Missing capital letter	A capital letter missing or in wrong place.	Teacher to over-write in green marking pen. Child then to go over with purple pen.
	Punctuation is missing or in the wrong place.	Sit with the child and provide verbal feedback as to why punctuation is incorrect. Child to correct in purple to show edit.
//	A new paragraph should have been started.	Start a new paragraph.
^	A word has been left out or an ending is missing.	Staff to input the missing word or ending and discuss with child.
	The teacher provided you with verbal feedback for improvement.	Please make edits / changes in accordance with what was said.
	Independent work	This will be written at the bottom of a piece of work if it was completed independently.
	Supported work	This will be written at the bottom of work if a child has required support in order to complete the activity.
	Peer assessment	Please respond to the comments made by your peers.
	Self-assessment	Please make changes in accordance to what you have identified as needs improvement.
	Next steps.	Occasionally, we will write a comment that will help take the child to the next level / improve their learning.

## GROUP 5&6

As group 4, but with the addition / changes of:

Exp	The sentence does not make sense.	Re-write the sentence so that it does make sense.
Underlined word	The word which is underlined is not spelt correctly.	Correct the spelling.
	A capital letter missing or in wrong place.	Child to edit the word to include a capital letter, using a purple pen