



Community Special School

Learning Together for Personal Success

Marking and Feedback Policy

“Marking has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement,” Clarke (1998).

“Feedback that focuses on what needs to be done can encourage all to believe that they can improve,” Black et al (2002).

Introduction and Rationale

Marking and providing oral feedback are essential parts of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Marking is a powerful tool and must feed in to future lessons, be part of individual/class targets and form evidence for assessment and reporting. Marking should be as much about the learner as it is about gathering evidence and making judgements.

What is Marking and Feedback?

A distinction can be made between marking and feedback, but quality is the most important factor. For the purpose of this document, marking tends to refer to written comments, whilst feedback is usually given verbally, yet the two are often inseparable.

Marking is the tool teachers use daily to find out what children have done, and where they need to go next. They use marking to move learning forward. There are two main reasons for marking: to give a written assessment record and to provide comments about the quality of children's work and how they can do better next time.

Marking is the annotating of a piece of written work, using words, symbols and grades. It is usually in a written form, but can be verbal, especially for young children. Children need acknowledgement that their work has been looked at, but 'in depth feedback' is given when appropriate. Less detailed marking is often supported by oral feedback.

Feedback may consist of a dialogue between teacher and child, a group or a class, and will provide pupils with information about how they performed in relation to the learning intention/objective(s), and the next steps necessary to improve the work.

Guiding Principles

Our approach to marking and feedback is guided by the following principles:

- Marking and feedback is an integral part of the assessment process and therefore inseparable from teaching and learning;
- Marking and feedback provides opportunities to give praise and encouragement and to show we value the pupils' work;
- Effective marking and feedback helps motivate pupils, fostering their desire to produce high quality work and make progress;
- Marking and feedback helps reinforce the standard being aimed for and inform the next steps to learning;
- Marking and feedback allows children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them;
- We must acknowledge that pupils have a range of communication and cognition needs that inhibit their access to conventional or traditional methods of marking and feedback;
- Feedback should be presented in a way that is accessible to the individual pupil so that each pupil is given every opportunity to know and understand the information they are given;
- Oral feedback is as valuable as written feedback;
- We should dedicate more than adequate time for students to act upon feedback;
- We should devote time to engage in dialogue with students to ensure they understand what they need to do to improve.

Good marking and feedback occurs when it:

- Relates to the *objectives* of the lesson;
- Is *meaningful* for the individual child;
- Is *positive* and *constructive*, with appropriate praise given;
- Encourages a *dialogue* between staff and pupils;
- Recognises children's *achievements*;

- Indicates of the *next steps* in their learning.

Frequency and Quantity

In line with the Ofsted School Inspection Handbook (August 2015), we do not expect to see a particular frequency or quantity of work in pupils' books or folders. We believe that it is the quality of the learning experience rather than the volume of work that is documented that is most important to our pupils. As Ofsted rightly acknowledge, "...the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils."

However, we do believe that if a pupil has taken the time to complete a piece of work that it is their right and our responsibility to mark that work and provide them with feedback.

Minimum Expectations

We acknowledge that marking in the traditional sense can hugely impact on teachers' workload. Time is often better spent planning, preparing and assessing pupils' progress to inform future learning. The process adopted must be effective and efficient in promoting learning. However, we do impose a number of minimum expectations to facilitate consistency across the school and its various educational phases:

- Mark all work, including photographs, using the **agreed marking codes (Appendix 1)**;
- Provide a brief **written comment where appropriate**;
- Clearly indicate that meaningful **verbal feedback** has been given;
- Ensure all marking and feedback **relates to the learning objective(s)**;
- Briefly **identify the next steps** on the work;
- Ensure pupils' work is **clearly dated**;
- Ensure pupils' work has their **name** on it or it is in a labelled workbook.

To facilitate the efficient and effective implementation of the marking and feedback policy all classes are issued with:

- (a) Labels (**Appendix 2**) that can be attached to each piece of work or annotated photo;
- (b) 'Verbal feedback given' stamps (**Appendix 3**).

There is no expectation for staff to record a written account of the oral feedback provided to pupils.

Monitoring and Evaluation

The following process is used to audit the quality of marking and feedback:

- SLT will undertake audits on a regular basis (**Appendix 4**);
- Subject Coordinators may undertake audits to provide a subject specific overview;
- Audits will involve spending some time in classrooms looking at pupils' workbooks;
- Audits should involve exploring the nature of the feedback given to pupils by colleagues;
- Staff will be provided with written and verbal feedback;
- Feedback will identify strengths and areas for development;
- Audit data will be collated in order to identify further training needs where appropriate.

Review

This policy and procedures will be reviewed annually.

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Agreed Marking Codes

Code	Level of Support
NH	No Help
SH	Spoken/Signed Help
VP	Visual Prompt
GH	Gestural Help
PH	Physical Help
SE	Sensory Experience
ER	Experience Recorded

PMLD Specific Codes

Code	Response(s)
C	Cried
R	Relaxed
P	Patted
VR	Vocalised to Repeat
T	Tracked
S	Smiled
RM	Reached for More
WH	Withdrew Hand / Body Part
PA	Pushed Away
PR	Physically Responded
EC	Eye Contact
BI	Briefly Interested
G	Grasped
TA	Turned Away
A	Gave Attention
ST	Stilled
E	Engaged

When marking work and providing feedback all staff should:

- Use the **agreed marking codes**;
- Provide a brief **written comment where appropriate**;
- Clearly indicate that meaningful **verbal feedback** has been given;
- Ensure all marking and feedback **relates to the learning objective(s)**;
- Briefly **identify the next steps** on the work;
- Ensure pupils' work is **clearly dated**;
- Ensure pupils' work has their **name** on it or it is in a labelled workbook.

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Printed Marking and Feedback Labels

LO(s):		
Comments:		
Next Steps:		
	<i>Level of Support</i> <input type="text"/>	<i>Feedback Given</i> <input type="text"/>

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'Verbal Feedback Given' Stamper



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Marking and Feedback Audit

- This proforma will be used to evaluate the quality of marking and feedback across the school.
- Staff will be provided with constructive feedback relating to their relative strengths and area(s) for development.
- Data will be collected and collated to inform future training and development needs.
- Any peer evaluations will take the same format.

Reviewee:	
Reviewer:	
Date:	

Audit Area	Y / P / N	Comment
• Evidence of the use of the agreed marking codes		
• Evidence of brief written comment where appropriate		
• Evidence of meaningful verbal feedback has been given		
• Evidence that marking and feedback relates to LO(s)		
• Next steps (briefly) identified on the work		
• Evidence that pupils' work is clearly dated		
• Pupils' work is named on it or it is in a labelled workbook		

Area(s) of Strength	Area(s) for Development

Reviewee Comments:

Reviewee:	Reviewer:
Signature: _____	Signature: _____
Date: _____	Date: _____