

IncludEd Learning

Independent Specialist Education Provider



MARKING AND FEEDBACK POLICY

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→ 1. Policy Statement

The Marking and Feedback Policy for IncludEd Learning Learning Learning is based firmly on the principles that:

Feedback to all pupils should be positive and supportive. It should be provided in a safe atmosphere of reflection based on the dignity and personal development of the pupil. It should encourage some self-evaluation by the pupil. It should be an integral element of the teacher's efforts to encourage pupil progress.

**“The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.”
(QCA)**

Pupils receive feedback from their teachers and support assistants almost all the time. This may be through gestures showing praise or displeasure, but most often it will be through oral acknowledgements of success or indications of what might be improved. When pupils have committed their learning to paper feedback will also need to be provided through written comments on that piece of work. Oral feedback during a lesson will usually be related to the learning objectives and the success criteria. Opportunities will often be given for pupils to evaluate their own or each other's work and to improve it as a result. Whatever type of feedback is employed, teachers need to highlight successes before suggesting improvements – and for the feedback to be complete, the pupil must respond.

All the students that attend IncludEd Learning Learning Learning have found it difficult in the past to deal with criticism and rejection. Many are severely challenged by the need to review and revise their work. Others struggle to accept that their work does not meet their own exacting standards and their need for perfection. Part of our role as teachers and support assistants is to understand the complex causes that underpin these attitudes. Through understanding we can help our pupils to come to terms with their feelings in a safe environment. From this base of security and understanding pupils will be better able to evaluate their efforts in a more measured and realistic way and hence to take the necessary steps towards improving their work.

Marking, therefore, is an essential part of the cycle of assessment at IncludEd Learning and should be completed for all pupil work. It should always be discussed with the pupil. Through this dialogue, teachers will improve their evaluation of how well pupils have understood the work set for them and will come to a better appreciation of whether the success criteria for the lesson have been met.

→ 2. Introduction

Marking is an essential element in teachers' assessment of pupil progress. It contributes to an evaluation of pupils' understanding of the learning objectives, thereby informing teachers' future planning. It provides evidence for pupil progress. It allows teachers to reflect on the tasks they have set pupils and the effectiveness of the links between these and the planned outcomes. Marking serves four purposes:

- Assessment;
- Correction;
- Encouragement; and
- Support and development.

Marking should always be a positive experience for pupils:

- Enhancing learning;
- Offering opportunities for dialogue;
- Building on success; and
- Providing praise.

Marking should offer pupils responsibilities:

- For their own self-evaluation and hence development;
- For the support and progress of their peers, where appropriate;
- For improving and refining their own work; and
- For making increased efforts based on increased motivation.

→ Aims and Principles

Timely diagnostic feedback is essential in securing learners' attainment and motivation. Consequently: Pupils' work, in all subjects, should be marked at least fortnightly so they receive regular positive feedback on what they can do and constructive comments on areas to improve.

There should be a coherent, consistent response to pupils' work across all curriculum areas – an agreed language for learning which gives clear messages to pupils, parents and teachers about individual progress.

The marking criteria must be linked to the learning aims in a lesson and made clear to all pupils before they begin a task.

There are 3 types of marking which we all use:

- **Process marking.** Essentially this is a simple response to effort, completion of task, presentation and literacy. Some process marking may take place in lessons so immediate feedback is given. The pupil is aware that underperformance/untidy work will be challenged. Literacy errors are highlighted and pupils directed to correct them, in every subject area. *
- **Response to a substantial piece of work but not a formal summative assessment.** This should be marked with 1 star and a wish. The wish should be immediately actionable and relevant to that particular piece of work. It may take the form of a question for the pupil to answer, spellings to correct or a key word to explain. The teacher must allow pupils time to respond to the wish and check that it has been successfully actioned. This follow-up is essential.

Feedback following a formal summative assessment will include: a level or grade, together with diagnostic comments in the form of **two stars and a wish**. On this occasion, the wish will be a longer term target which will be recorded. An individual pupil's progress against these targets will be measured over time. There should be a clear method of recording and tracking these targets; for example a simple targets sheet at the front of books or in practical subjects a targets sheet which is reviewed periodically by staff and pupils so they can reflect on progress to date.

Teachers need to agree long term targets for their own subject but the purpose and aim of the policy and procedures must be measurable over time. In maths, for example, 'checking back through each answer to eliminate careless errors' could be a long-term target or, in science, 'including more key words when evaluating experiments.'

Ensuring Consistency

One star and a wish should always be written collectively at the end of a piece of work, not spread across several pages. Comments can be written in margins, responding to pupils' ideas, but these do not need to be attached to a star or wish.

Over-marking can be as much of an issue as under-marking. If pupils are given too much feedback, they will be unsure how to prioritise.

The distinction between short and long term skills targets must be made clear to pupils. Teachers need to devise their own system of allowing pupils to track their own progress against LTTs (Long Term Targets).

Pupils' Self and Peer Assessment

Pupils should be encouraged to assess their own and other's work against clearly identified criteria.

Written peer and self-assessment comments must be easily identified within the body of pupils' work and teachers should comment on their veracity.

→ 4. Record Keeping and Tracking

It is the responsibility of the class teacher to:

- keep records of summative assessment marks and to check these against target levels/grades.
- track the progress made by their pupils and set targets for improvement. In addition, any specific intervention strategies should be identified to help individuals reach these targets.

It is the responsibility of the Centre Head and Education Manager to monitor and track the quality of written/oral feedback and its impact on pupil progress through:

- Regular book scrutinies, checking the quality of written feedback and how it leads to improved progress for individual pupils;
- Regular standardisation of summative assessments to check the accuracy of numerical data produced as a result (in collaboration with MSPRU);
- Checking the pupil tracking of their staff and leading a strategic approach to planned intervention;
- Monitoring the progress of sub-groups and agreeing strategies with their teams to raise attainment;
- Regularly reviewing and evaluating the impact of all of the above and reporting to MSPRU.

Pupils can expect:

- Their work to be marked at least fortnightly using one star and a wish;
- Teacher feedback to make clear what they can do as well as advising them of the next steps of learning;
- That teachers acknowledge pupils' green pen response by either affirming or correcting this - no 'red pen marking' is expected in student books;
- Access to pupil-friendly descriptors or clear assessment/success criteria to inform their work in lessons and facilitate peer or self-assessment;
- To be rewarded for their effort or achievement through;
- To be regularly informed of their progress through a summative level or grade;
- To be able to articulate their skills targets in all subjects;

Parents can expect:

- Regular marking of books by class teachers;
 - Indications in their child's book of current levels of progress;
 - Clear comments in the form of one star and a wish which make the learning steps explicit;
 - The consistent application of marking practices across all subject areas
- Monitoring, Evaluation and Review:
- SLT will lead the monitoring of this policy including book scrutinies and lesson observations.

REVIEWED: Senior Leadership Team

DATE: AUTUMN 2023

NEXT REVIEW DATE: AUTUMN 2024

This policy review will be undertaken by the Centre Head or nominated representative.