



**The Grove
Feedback and Marking Policy**

Circulated for Consultation		
Policy Written on: April 2018	Approved and Signed by Simon Garrill, Chief Executive Officer	Approved and Signed by Judith Gainsborough, Chair of Governors
To be reviewed: April 2020		

Rationale:

Assessment for Learning is the process whereby high-quality feedback facilitates students and their teachers to decide where students are in their learning, where they need to go next and how best to get there.

Aims

- To ensure that all students are challenged and their achievements are celebrated
- To ensure that students are encouraged through feedback to improve and extend their learning
- To ensure that marking and feedback is clear, relevant and useful to the students
- To give clear guidance for all staff

Purpose:

Students with autistic spectrum condition may have poor self-image, low self-esteem and an inaccurate view of their abilities. They may lack the skills needed to realistically assess the standards they achieve and some may be driven by an internal desire for perfection.

All contributions made by students should be valued, acknowledged and commented upon in some form by staff.

Feedback supports the framing of students' successes and how they can improve in a way that is positive and meaningful to them.

Why do we give feedback?

- To give students the criteria to meet the next step in their learning, at whatever level this may be.
- To ensure that students 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 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
- 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.

Formative Feedback

It is expected that effective marking and high-quality feedback, includes a formative comment, guidance on how to improve the work (WWW / EBI) and/ or questions that move the students work and thinking forward. (See Appendix 1).

Marking and feedback of students' work, either verbal or written is given on a lesson by lesson basis. The marking code is to be followed in all cases. (See Appendix 2)

Quality Marking:

A detailed mark is an acknowledged mark of the Learning Objective (LO), consisting of a comment on what the student did well linked to the LO and a question/comment on how will the students learning be moved on, using the WWW/EBI stamp.

Quality Marking will:

- Provide the student with guidance on the next steps for improvement
- Prompt the student to make an improvement to their work
- Engage the teacher and student in dialogue about learning

(See Appendix 2a)

Books:

Each student must have the following books (or evidence portfolios):

- English
- Maths
- Topic

A minimum of one piece of English work must be detailed marked or annotated per week (worksheets, max 2 pieces in English book linked to LO)

A minimum of one piece of Mathematics work must be detailed marked or annotated per week, (worksheets, max 2 pieces in the Maths books linked to LO)

A minimum of one piece of Topic or PSHE must be detailed marked or annotated per week, (2 pieces in the topic books linked to LO)

NB:

- Termly reading and writing targets to be stuck in students books.
- Termly maths targets to be stuck in students books (see appendix 5)
- Worksheets in books must be trimmed and stuck in books neatly, 'My Assessment' template to be trimmed and stuck neatly in book.

Student Response to Marking & Feedback (FIT)

It is expected that teachers plan time during the week to enable students to engage in learning dialogue, FIT (Focussed Improvement Time). During FIT sessions students are required, to reflect on their own work and consider improvements. (See Appendix 3)

When appropriate, the student should complete the 'Let your teacher know stamp'.

Annotation:

A key part of ensuring consistency across the school is accurate and useful annotation of work including photographs. Annotation should include the context of the evidence, the attainment and types of support given; it may include the frequency that the target was met and the level of interaction that the student demonstrated. (Appendix 3a)

Monitoring, Evaluation and Review - (See appendix 4)

Marking and Feedback is monitored by the SLT through a range of procedures:

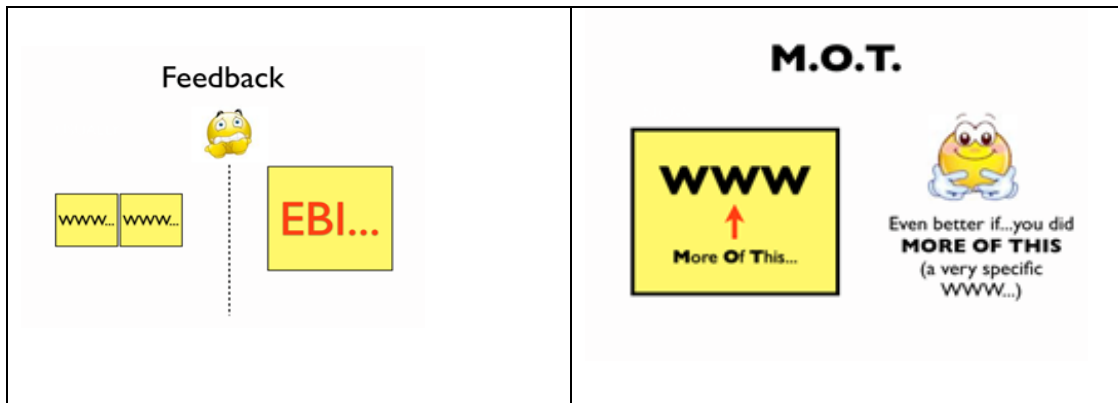
- Work and Evidence Scrutiny – completed by subject leaders and Quality Assured by SLT
- Lesson Observations – as part of the Appraisal process
- Learning Walks
- Teacher Consultations

APPENDICES

Appendix 1:

- Offer students specific information on the extent to which they have met the learning objective (I can ...?), the success criteria and/or the individual targets set for them using a 'WWW' (What Went Well) statement and to give praise
- Provide a concrete suggestion for improvement, if appropriate, in that piece of work, e.g. an 'EBI' (Even Better If) statement, it must be specific and precise.

Note: What often happens is that the student receiving the WWW feedback, however fabulous will very likely be focusing on the EBI statement, therefore, we must be very specific and precise, EBI you did...



Appendix 2:

Marking Criteria: A **green pen** to be used for all forms of marking.

Marking Codes:

INDP	Student worked independently with no adult support for any part of the activity for example – they gathered the equipment they needed and completed the task without help from adults
WAS	Student worked with adult support for all or part of the activity. The nature of support should be specified (see below)
HOH	Hand Over Hand – The student had full hand over hand support to complete activity/task. The adult manoeuvred student hands
PP	Physical prompt – The student had adult support by way of being moved physically or touched to enable them to complete the task/activity
GP	Gestural Prompt – The student required adult to mime, point or gesture in some way in order to complete task or activity
VP	Visual Prompt – the use of a picture or symbols in addition to any that are part of the task given to support student in completing the task or activity for example using visual cue card to work or to sit
VBP	Verbal Prompt – The student was required to have verbal support to complete task for example verbal reminders to ask for help or stay on task

Appendix 3:

FIT: (FOCUSED IMPROVEMENT TIME)

- This is focused on the clear, concise EBI feedback given to students that is related to Learning Objectives and Success Criteria.
- It should be clearly marked as a FIT activity.
- It should focus clearly on ONE EBI
- It should be predictable (i.e. use of steps, visual examples)
- It should have a clear beginning and end
- It should be followed up with feedback after learners have attempted the activity

Appendix 2a

Example guide to work layout, recording and marking when work is recorded in books.

Learning objective at start

LO: To know what different dinosaurs eat

Always date work → 07-11-16

I showed my learning by:

- 1 Sorting dinosaurs that eat meat or plants ✓
- 2 Writing a dinosaur menu ↑ student identifies which success criteria they have met.
- 3 Describing the difference between carnivore and herbivore

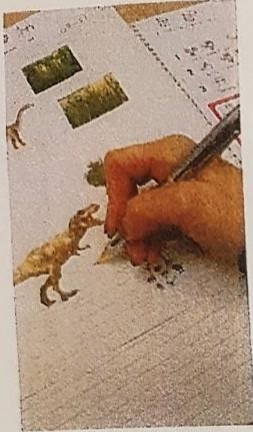
Differentiated success criteria → what is the student demonstrating that meets to LO.?

Student work with any comments → Teacher comment: Does a T-Rex eat trees?

Well done Student X you recognised different dinosaurs eat different foods. (I)

Please indicate how the student participated using marking policy

Appendix 3a:



07-11-16 * All evidence should be dated and sign posted back to the LO.

Student X has been matching Herbivores and Carnivores to different foods. (I)

If you have pictures they should be dated and annotated. Use marking guide to indicate how they achieved it.

My Assessment
←
I worked

Independently

with little help

with lots of help

Student Reflection
↙

This lesson was

Interesting

Boring

ok

fun

difficult

easy

confusing

awesome

Teacher comments

WWW Comment on what the student did well. linked to the LO.

EBI How will the student's learning be moved on?

Appendix 4: Evaluation of marking quality: Class:

Checklist criteria	1	2	3	4	Comments / Actions required
Is the work marked regularly?					
Is there recognition of effort with praise and rewards?					
Are there any comments suggesting next step improvements?					
Is there evidence improvement as a result of the advice given?					
Does the marking follow the school Marking and Feedback Policy?					
Is there any evidence of challenge?					

Scoring 1 to 4 scale (1 outstanding, 2 good 3 requires improvement 4 inadequate)

Reviewed by

Date

Appendix 5:

The targets to be stuck into the student’s book and dated once the target has been achieved.

Reading	P	F	M	G
Target “ I can...”				
Writing	P	F	M	G
Target “ I can...”				

The targets to be stuck into the student’s book and dated once the target has been achieved.

Number	P	F	M	G
Target “ I can...”				
	P	F	M	G
Target “ I can...”				

