DURANTS SCHOOL – POLICY DOCUMENT

Marking and Feedback Policy

OCTOBER 2023

Reviewed & updated: October 2023 (Daniela Barzanti)
Next review date: October 2024

Durants School

MARKING & FEEDBACK POLICY

RATIONALE

At Durants School our focus is simple; it is based on our students learning.

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children.

Our expectations of every student are high and we expect them to make the best possible progress whatever their background or circumstance.

The critical purpose of feedback and marking is equally simple; it is about:

Moving learning forwards

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

PRINCIPLES

We want our students to develop as independent learners, with an awareness of their own strengths. Therefore, it is essential that:

- the students are made aware of learning objectives and of the criteria that their work will be assessed against, in vocabulary appropriate to individual needs
- the learning needs of individual students are understood and work is matched and marked appropriately
- where appropriate, feedback is linked directly to learning targets
- feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner
- achievements are linked, so that each builds confidence in future goals

AIMS & OBJECTIVES

Effective feedback & marking should:

- recognise, encourage and reward each student's efforts and achievements and celebrate success over time
- provide an accessible dialogue between the teacher and students, and clear, appropriate feedback about the strengths of their work and areas for development
- improve student's self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning

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- give each student a clear picture of how well they have met learning objectives
- identify those who need additional support / challenge
- help pupils to develop an awareness of the standards they need to reach in order to achieve particular levels of the P Scales and National Curriculum
- provide evidence of assessments made and help moderate the interpretation P Levels and National Curriculum Stages.
- celebrate and reinforce expectations
- inform future planning

PRACTICE

All student work, wherever possible, must include:
- **name of student**
- **date of task / lesson / activity**
- **the learning objective**
- **whether the learning objective had been met (✓), partially or not met (·)**
- **level of support provided (ER / SE / PH / GH / SH / NH)**
- **a comment on how the pupil worked towards meeting the learning objective**
- **student self-assessment (I can do this, I am starting to understand or I did not understand)**
- **Next Steps, feedback and marking takes place with the student and is shared as soon as possible.**

As a school, we value verbal and written feedback equally in moving learning forwards.

Verbal Feedback
This means discussion about the learning with the student. It is the most valuable form of feedback for **all** our students (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the student and the teacher or teaching assistant and, where appropriate, between peers.

It may take place during focused group work or on a one to one basis, and can be either spontaneous or planned for.

Where possible, it is useful to record when verbal feedback has been given in the comment/task report section on a piece of work.

Written Feedback

All check marks and Next Steps should be in GREEN, corrections should be in GREEN or highlighted (e.g. spelling corrections) and written comments should be in GREEN ink.

All work, including homework, must be **checked** against the learning objective**.** This is important as it sends a message to the student and the wider community that we value every piece of learning undertaken by our students. The teacher will demonstrate the fact that they have acknowledged the work by using check marks (✓) and the symbols or shorthand feedback detailed in Appendix 1. Stamps or stickers may also be used to indicate work has been checked.

It is imperative that such notations are used **consistently**.

Quality Marking

These written comments will be more detailed but must still be formative in nature and intended to move learning forwards. They will:

- be positive and celebrate effort and achievement
- relate to learning objectives
- indicate next steps for improvement

Wherever possible, students are encouraged to self-evaluate their own learning

In order to facilitate their independence as learners, students should have access to and, where appropriate, be involved in setting:

- Learning objectives
- Success criteria
- Next Steps

The following may be used to enhance learning opportunities:

- assessed or modelled examples
- opportunities for peer and self-assessment
- opportunities to take the initiative to make improvements
- an awareness of students' personal learning styles

ACADEMIC TARGET SETTING – KS3 and KS4

Durants School is committed to giving all students the opportunity to learn, achieve and reach their full potential socially, emotionally and academically. Target setting is seen as an essential part of improving progress and achievement in our school. Targets at Durants are set in two different formats. There are Individual Education Plans (IEPs) that take into consideration a student's personal, behavioural and communication progress and Academic Targets concerned with progress directly from the teaching and learning process.

Academic Targets should be set in the three core subjects under the following four headings.

- Literacy – Reading
- Literacy – Writing
- Numeracy
- Science

Academic Targets set in the above areas should be motivating for students and consequently, should be challenging but realistic taking into account each student's starting point. So that teachers can set inspiring targets they should use a collection of information from assessment tools such as I Can tracking data, along with their own formative assessments when setting new targets. In order for the process to be successful, it is also important to identify specific, measurable goals that aid progression whether it is for individuals, small groups or a whole class groups. Targets should be relevant to the

current topic and focus on increasing knowledge, developing skills and exploring and experiencing learning opportunities.

When suitable, students should be involved in the target setting process and review their progress against the targets set. Regular feedback from teachers and support staff should make students aware of how they can improve their work in order to reach their goals. Academic targets should be reviewed at the end of each half term by class teachers and altered if achieved or not relevant to new topics. Targets should always be on show for students whether inside their school work books, work folders or on class display. This allows students to remind themselves of what they are aiming to achieve for each session, making it clear what they need to do to progress. Targets should be recognised as achieved if class staff have seen student achieve set target on three separate occasions.

Our Aims

We set targets to:

- To challenge all students to do better
- To inspire progress in all core areas
- To set realistic goals taking into account each student's starting point
- Encourage students to discuss and review their progress with teachers regularly
- Lead to more focused teaching and learning that can inform the planning process
- To celebrate success

Roles of class teachers

- The class teacher should select an appropriate number of targets from the grid provided in the relevant scheme of work and track any progress made throughout each academic half term. This can be done using tracking grids in student workbooks (see Appendix 2).
- Be aware that different student groups will have differing needs and targets should be set whether a student is at sensory, experiential or independent learning stages.
- Encourage students when possible to assess their own progress towards academic targets and help them to understand how to continue moving forward.
- Ensure their planning for teaching and learning is based upon awareness of where students are in terms of academic progress and understand where they need to go next.
- Reward students upon achieving their targets and highlight achievement whenever possible.
- Involve Teaching Assistants wherever possible to maximise progress.

MONITORING

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed termly within lesson observations and as part of explicit book scrutiny conducted by the school's Senior Leadership Team (SLT) – and supported within departments across the school.

Review

This policy was agreed by the Governors Curriculum Committee on
Next Review date

APPENDICES

Appendix 1

LEVEL OF SUPPORT

ER	SE	PH	GH	SH	NH
EXPERIENCE RECORDED	**SENSORY EXPERIENCE**	**PHYSICAL HELP**	**GESTURAL HELP**	**SPOKEN HELP**	**NO HELP**
Pupil has participated / been included in the session but has not achieved the objective.	Pupil has engaged with the session on a sensory level without achieving objective.	Pupil needed physical intervention to achieve objective.	Pupil needed gestural intervention to achieve objective (prompts such as signing / pointing).	Pupil needed spoken intervention to achieve objective.	Pupil achieved objective independently.

REMEMBER:

The level of support is linked to how the pupil met the learning objective.

Appendix 2

Target grid found at the end of a scheme of work -

Lower Department - Science - Cycle 1

Animals & their Life Cycles

Outcomes: P Level 4 – P8		Experience	Gaining Skills & Understanding	Achieved
P4	I can point to a picture of a dog, cat or bird.			
P5	I know that birds fly and fish swim.			
	I can tell the difference between the sounds made by two different animals.			
P6	I know that animals have eyes, a nose and a mouth.			
	I know that animals are different sizes.			
	I know that birds have feathers.			
P7	I can match four living things to their young.			
P8	I have seen a video of an animal cycle.			
	I can name two common garden animals.			