

Marking and Feedback Policy

Adopted by Governors:

Children & Young People
Outcomes Committee

1st February 2018

Kings Mill School & Residence



The Purpose of the policy

The purpose of this policy is to make explicit how the Kings Mill teaching teams mark children's work and provide feedback.

The need for a marking policy

It is important that the teaching teams provide constructive feedback to pupils, both written and orally, focusing on success and improvement needs against learning outcomes. This enables pupils to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

We recognise that the teaching team consists of Teachers, Learning Support Assistants, Midday supervisors and any other specialist teachers employed by the school.

The Principles That Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- Be manageable for the teaching team and accessible to the pupils.
- Relate to the learning outcomes.
- Involve the teaching team working with the pupils.
- Ensure that pupils feel valued and their efforts acknowledged.
- Give recognition and praise for achievement and clear strategies for improvements.
- Allow specific time for pupils to read, reflect and respond to marking where appropriate.
- Be appropriate to the pupils' level of development and communication skills.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- To set next step targets.
- Inform future planning.
- Use consistent codes.
- Ultimately be seen by pupils as a positive approach to improving their learning.

The methodology of marking pupils' work

At Kings Mill we use a whole range of different approaches. The following are examples of the methods of marking and feedback, used across the key stages.

Non Verbal Feedback

This is used in the form of positive encouragement, using, for example, facial expressions, handshakes, thumbs up, high five, tickles, signing and tangible reinforcers i.e sweets / edibles.

Verbal / signed feedback

It is important for all pupils to have oral and /or sign supported feedback from a member of the teaching team. This is usually given immediately or soon after the task / event, and in the form of praise, ranging from a 'well done' through to a short discussion. This dialogue should focus upon successes, areas for development and to set targets for future learning.

Star of the week

Teaching teams decide on individual class star of the week. Parents are invited to Friday morning celebration assembly and certificates are presented.

End of term awards

Pupils are nominated for specific awards, by staff members. Parents are invited to the end of term awards assembly where trophies and certificates are presented.

Arts Award

Pupils have their own log books that they use to evaluate their own work, with the use of symbols. This helps external assessors with moderation. Dance /Drama performances are celebrated by positive feedback and often a celebration, or a show and tell to others. Comment cards are used in larger performances, which are relayed back to the pupils.

Formative feedback / marking

Teachers decide whether work will simply be acknowledged or given more detailed attention.

Marking should reflect whether the learning outcome or target has been met but other corrections should be made where necessary

More formative feedback / marking is delivered appropriate to pupils' level of cognitive understanding and communication. These include

- Stickers and stamps
- Smiley face
- Certificates
- Correct work marked with a tick
- Incorrect work is underlined and pupils given the opportunity to go over the work again, supported as required.

Where marking codes are used as shorthand pupils need to be clear about what the symbols represent. Marking codes are provided in the appendices.

Marking / feedback against the Learning Outcome

Written work and photographs are annotated, explaining how the work was achieved including at what prompt level. They are dated and signed by staff, before being filed as evidence.

Evidence is linked to IEP's, though not exclusively.

Where appropriate pupils are involved in discussion around 'where next' and 'even better if'

All classes have a 'WOW' board and or display termly targets. Progress is celebrated with the pupils and shared by any member of the teaching team.

Some students are given the opportunity to reflect on the progress they are making, in a process of self-assessment, by completing a termly feedback sheet. The class teacher adds comments alongside 1:1 discussion.

Parental involvement

Parents are invited to the weekly and end of term celebration assemblies, if their child is to receive a star of the week certificate, or trophy. Evidence of work folders, photographs and videos are shared with parents at review meetings.

Achievements are shared with parents through home school diaries.

Appendix

Marking Codes

Face with a smile	You have understood this work 'I feel confident'
Face with squiggly line	You are beginning to understand this work 'I am nearly there'
Face with straight line	You need more help with this work 'I'm not sure yet'
Smiley face, stickers and merits	good work
I	Independent work
PP	Help given Physical prompts - physical/visual
HOH	Hand over Hand – full physical prompting
VP	Help given Verbal prompts - spoken/signed
VF	Verbal feedback
SA	Student assessment of work
TA	Teacher assessment of work
√	Work marked as correct
C	Correction