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**Feedback and Marking Policy**

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| **Date:** | January 2021 |
| **Date approved by Management Committee:** | January 31st 2021 |
| **Signature of Chair of Management Committee:** | Sue Cain |
| **To be reviewed:** | Annually |

This policy gives guidance to staff on the purpose, types and frequency of marking and should be read alongside the Assessment Policy, Teaching and Learning Policy, Learning Environment and Display Policy and Staff Handbook.

**Introduction:**

At Bishopton PRU, we place great emphasis on the importance of providing feedback to learners. The school is for learners from KS2, KS3 and KS4 and therefore there will be some differences in the mediums of feedback, used by teachers, dependant on the age and ability of the learners. However, we believe that all learners benefit from regular and comprehensive feedback on their learning.

**Rationale:**

Feedback is most effective when the student knows:

* The purpose of the task
* Lesson objectives and learning outcomes
* How far they have achieved these objectives
* How to move closer towards their goal of learning

All feedback should have a clear purpose for the learner or the teacher, depending on the learning objective, success criteria, learning targets and expectations of each individual. At Bishopton PRU, all staff have the experience and expertise to recognise an acceptable standard of work, based on the ability of the learners within their teaching groups. All staff must ensure that their high expectations, the quality of the learner’s work and the quantity and presentation of the work is matched to the individual child and is realistic in terms of that learner’s abilities.

**Aims and objectives:**

* The focus of all feedback should be to tell pupils how well they have done (summative against national standards) and what they need to do to improve further (formative)
* To ensure work is discussed in such a way that feedback will improve pupils’ learning and progress, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment
* To ensure feedback is an integral part of the continuous dialogue between teachers and learners about how well they are learning and how they can make progress towards their targets
* To ensure feedback informs planning and any adjustments needed in order that teaching and learning meets the needs of all pupils

In their purest definitions:

* Formative Assessment is FOR learning
* Summative Assessment is OF learning

Effective Formative Assessment should:

* Provide timely if not immediate feedback
* Provide evidence for teachers to inform planning
* Help pupils evaluate their own learning
* Provide assistance in reaching targeted learning goals
* Allow student time to revise, reflect, reshape, and/or restate
* Not necessarily be for a grade (emphasise learning over points)
* Foster a dialog between staff and pupils
* Personalise any feedback by using the pupil’s name

Effective Summative Assessment should:

* Take place at the end of a topic
* Demonstrate effectiveness of teaching and learning
* Identify areas for individual pupil development
* Inform Pupil Progress Reviews that will take place every half term with class teacher, to determine what progress has taken place, what strategies have been effective and what additional strategies need to be implemented to ensure progress in learning.

**Purposes of feedback:**

Feedback is part of the formative assessment process. It has a number of purposes that include:

* Acknowledgement that learning has taken place;
* Highlighting learners’ success;
* Suggesting improvement needed;
* Informing learners’ of summative outcomes;
* Promoting presentation;
* Giving personal comments – to encourage, recognise effort/attitude;
* Demonstrating the value of a learner’s work;
* Allowing for self-assessment, where the learner can recognise their difficulties and mistakes and encourage them to accept help/dialogue;
* Identifying if a learner is meeting their targets, exceeding their targets or needing further support to meet their targets;
* Informing teachers of a learner’s progress and needs for future planning.

There are times when a piece of work will only require acknowledgement. We do not believe in providing feedback for ‘show’ purposes. As such, work that requires acknowledgement can be done so via the individual teacher’s own method. However, each piece of work should be thoughtfully assessed and discussed with the learner and appropriate encouraging comments should be provided.

**Principles:**

We believe that the following principles should underpin all feedback:

* Feedback of learners’ work can take different forms and involves both written and verbal feedback.
* Whenever possible, teachers should provide individual, verbal feedback to learners.
* Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and learners that addresses errors and misconceptions at an early stage.
* Feedback should be linked to learning intentions, objectives, success criteria and targets.
* Teachers should look for strengths before identifying improvements when marking work.
* Learners should be encouraged to provide feedback, self-evaluate and peer-assess work on a regular basis.
* The outcomes of feedback should be used to inform teachers’ judgements and interventions concerning learners’ progress and to inform teacher planning, records and reports.
* Feedback practices should be manageable, purposeful and not time consuming.

**Effective feedback:**

Effective feedback gives learners ‘feedback’ and ‘feedforward’. The quality of ‘feedback’ and ‘feedforward’ dialogue that learners are given, directly impacts on their learning.

Effective feedback should:

* Focus on the learning objective/s rather than on quantity etc.
* Relate directly to learning , success criteria and outcomes;
* Be selective - focus on particular qualities of work/ learning/ thinking;
* Focus on individual improvement;
* Highlight where learners’ have succeeded against the learning objective/s;
* Include teacher modelling;
* Open up a dialogue;
* Build in reading time - what do I need to do next time to improve this work?
* Give specific advice for further improvement against the learning objective/s
* Give appropriate strategies to enable learners to make the improvements
* Give opportunities for follow through e.g. to revise work in light of advice
* Include self and peer marking;
* Promote personal pride, develop motivation, encourage positive attitudes.

Effective feedback helps to close the gap between current and desired performance. Learners need to understand how the feedback system works and how they can use it to progress their learning.

**Managing feedback:**

All learner must receive feedback for their work in a timely manner.

The key approaches to marking and feedback are:

* **Quality feedback** – in-depth, targeted marking. Assessment pieces must be marked in depth to provide summative feedback against NC standards and GCSE standards.
* **Acknowledgement feedback** – pupils should know that their teacher or support staff has engaged with their learning.
* **Self and Peer feedback** – involves learners in their own learning and in the learning of others in the class/group.

The age of the learners and their understanding of the process needs to be considered when giving feedback and feedforward. All feedback and feedforward, whether oral or written, must be understood by the learner.

Wherever possible marking should take place with the learner present. Distance marking is inappropriate for younger, less able learners.

Learners can be awarded with a range of motivational rewards for good work or improvement to help motivate and reward them for their effort. This is down to the individual teaching style of the class teacher.

**Written feedback codes:**

These codes can be used if the teacher feels it is appropriate to highlight the progression of independence in the lesson.

**I** Worked independently

**T** Worked with teacher

**TA** Worked with support

Spelling, Punctuation and Grammar – all work needing corrections, should be marked and discussed sensitively.

**SPaG codes:**

**Sp** either in the margin or easily identifiable in the learners’ work, and word highlighted. Encourage pupils to then correct the highlighted SPaG error.

**P** punctuation needed

**Gr** grammatical error

**//** new paragraph needed

**WW** in the margin or easily identifiable in the learners’ work to identify an inappropriate word

**^** word or letter missed out

*Research evidence suggests that ‘just giving feedback to students without requiring them to actively engage with it is likely to have only limited effect’*

(Price and Rust, 1999: The impact of Assessments on Student Learning)

With this research in mind and as our learners generally require instant feedback, then Formative Assessment within our classrooms would usually see teachers having one to one formative discussions with students during lessons.

**Showing success suggestions:**

**What Went Well**

**WWW:** The teacher comments positively on a skill that the pupil has demonstrated throughout a piece of work, which links with the learning objective or the pupil’s personal learning target.

**Indicating improvement suggestions:**

**Even Better If**

**EBI:** The teacher then offers advice and guidance to the pupil, with a supportive comment on how they can correct or improve their learning. This improvement is then modelled by the teacher, and can then be amended or developed further by the student inside a highlighted yellow box. The pupil’s response is then marked again by the teacher, showing the improvements that have been made.

The improvement is then followed up/ checked by the teacher. Areas where the student has corrected their work can then highlighted in a green highlighter to show that the improvement has been made.

**Giving an improvement suggestion:**

**Peer and self- assessment**

An improvement suggestion is recorded/asked for/by the teacher/self/another pupil to help the pupil know how to make the specific improvement.

There are three main types of improvement prompts:

* The reminder prompt - Simply reiterates the learning objective.
* The scaffold prompt - Involves the teacher/child making a suggestion on what could be written and giving it back to the child.
* The example prompt - Models a choice of possible improvements, but asks if the child has an idea of his or her own.

**Evaluation:**

It is the responsibility of all teachers to ensure the agreed feedback policy is being consistently implemented across the school.

A number of strategies can be adopted when providing feedback about pupils’ work:

* Formal feedback by the teacher with helpful comments and grades.
* Whole class feedback
* Live feedback
* Self-assessment - Pupils mark own work with mark scheme/guidance provided by the teacher. The teacher over sees this process and indicates next to the pupil’s marking that they agree or disagree and what steps they can take to improve.
* Peer review – Pupils mark the work of another pupil in the class using mark scheme provided. Again, the teacher must supervise this process and ensure the feedback is constructive and provides examples of what can be done to improve.
* General check that work is complete – this is appropriate where work consists of class notes or relatively routine tasks. It should include checks on basic organisation, especially where pupils are using folders.
* Observation of practical skills, using photographic evidence where appropriate and following the School’s Safeguarding Policy.
* Formal assessment of oral work. This can be done using a range of mediums such as video recording and following School’s Safeguarding Policy.

**Examples of poor quality feedback:**

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| **Feedback** | **What does this mean to the child?** |
| “Develop these ideas further.” | “Which ideas? How do I develop further?” |
| “More detail needed!” | “Yes but I’d thought it had all the details it needed, so now I’m not clear.” |
| “You must try harder!” | “On what? How?” |
| “Ask me.” | “About what?” |
| “A lovely story!” | “What is lovely? So it is perfect, then?” |
| “Good work!” | “How good? In what way?” |
| “Spellings!” | “Which?” |
| “Use paragraphs.” | “Yes but I don’t know how, which is why I didn’t do it in the first place.” |

**Examples of constructive, quality feedback:**

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| **Feedback** | **What does this mean to the child?** |
| You have identified a simile, which is a language device, used by the author. | I know that I have correctly identified a simile, from the text. |
| You have demonstrated in this sentence, how the audience might respond to the text. | I know that I have correctly identified how the audience responds to the text. |
| This equation demonstrates that you understand Level 3 algebra. | I know that 2x-1x=1x is a Level 3 equation.  |
| Your methodology shows that you understand how to conduct an experiment into the process of photosynthesis. | I can write a methodology which shows how I am going to conduct an experiment. |
| To develop further, add three adjectives to your description of the character. | I know that I have to add three adjectives to my character’s description. |
| Use punctuation for clarity and effect. Eg. Use an exclamation mark (!) to show strong emotion. | I need to review my work and add a range of punctuation to my writing. |
| Using a dictionary, correct the spelling of all highlighted words in your second paragraph.  | I know which words need correcting and where I need to look for the correct spelling. |
| Identify where you should start a new paragraph, within the highlighted section of writing. Remember, you start a new paragraph when the time, person, topic or place changes. | I know that I need to include a paragraph and that a paragraph is needed if the time, person, topic or place changes. |

**Self and peer assessment:**

Learners can only achieve a learning goal if they understand and can assess what they need to do to reach it, therefore self-assessment is essential to learning. Peer assessment is an important complement to self-assessment. Peer-assessment is valuable because learners may accept, from one another, criticisms of their own work, which they make not take seriously from an adult.

* The interchange will be in pupil speak
* ‘WWW and EBI is to be used by learners to quality mark own or others written work.
* The age of the learner and their understanding of the process should be considered when planning for Self and Peer Assessment.
* When learners mark their own work, teacher monitoring / involvement must be evident.

**GCSE and other examination courses:**

For pupils following examination courses it is important that, wherever possible, marking is directly related to the exam marking criteria/mark schemes. Providing mark schemes for discussion and self/peer marking is to be encouraged.

**Support Staff marking expectations:**

All support staff are expected to also provide feedback to the group they are supporting a group in class; withdraw a group from the classroom, or when they are 1:1 support for a learner.

The expectation is that

* Both learners and teachers benefit from the feedback.
* Support staff receive regular training regarding giving feedback and should ask for support, should they require it, from any class teacher or their line manager.
* Support staff are expected to follow the feedback policy.
* Support staff are expected to provide feedback against the learning objective/success criteria so that the learner knows when they were successful and what they need to do better next time.
* Support staff should indicate to the teacher, particularly when they withdraw children, the level of independence or how much support the learner(s) received when carrying out the learning activity.

**Quality Standards Criteria:**

* Oral feedback is the most powerful. Teachers create as many opportunities for this as possible
* Learners are provided with feedback as soon as possible after completion of a learning activity
* Feedback relates as much as possible the lesson objective/success criteria of the curriculum focus
* Comments are succinct and accessible to the learner. In focused marking they point out successes and points for improvement
* For feedback to be effective, time for learners to make improvements or responses is planned for (this is often verbal). Where appropriate, teachers manage this within lessons as well as in follow up sessions.

**Roles and Responsibilities:**

Responsibility for promoting the highest quality of feedback lies with the whole school community. It requires the utmost professionalism from teachers and in return expects learners to understand the part they play in the process so that they can take responsibility for their own learning.

Key roles and responsibilities include:

* The Management Committee in defining and agreeing the principles underlying the school policy and in monitoring and reviewing its application;
* The Headteacher in framing the school policy and, with other members of the Senior Management Team, organising support for the implementation of the policy and the monitoring of teaching and learning;
* All staff in ensuring consistent application of the policy;
* Parents and carers, who will be encouraged to take an interest in their child’s learning, working in partnership with the school to maintain high levels of progress;
* Learners need to be aware of what is expected of them in order that their learning, and that of those around them, is as effective as possible. It is important that they understand the value of the learning process.

**Professional development:**

Staff will receive regular training on the policy and how to use it effectively to ensure high standards and progress are maintained.

**Monitoring and Evaluation:**

The Senior Leadership Team will review samples of work (as per the school Teaching and Learning calendar) from each class to monitor the implementation of this policy and the effectiveness of the feedback throughout the school. An analysis will be made and feedback will be given to staff. A review of samples of work in work scrutiny, lesson observations and learning walks should inform the following:

* Improvement in learners’ achievement and attainment;
* Consistency in teachers’ feedback across subjects;
* Participation of learners in the process.

The desired outcomes for this policy are improvements in students learning and greater clarity amongst learners, teachers and parents concerning learner achievement and progress.

The performance indicators will be:

* An improvement in learners attainment;
* Consistency in teachers marking across the key stages, phases and year groups

**Accountability:**

Late or copied up work should be clearly labelled as such by the pupil or teacher. Missing work must be chased and every attempt made to ensure that pupils complete all assignments. In the case of prolonged absence teachers will use their judgement about what may be copied or photocopied rather than done as original work. The teacher must then ensure concerns about missed work through attendance are followed up, with both parents and Senior Leaders, and any communication to be recorded promptly.

It is the class teacher’s responsibility to ensure that feedback is provided using the agreed policy.