

Marking and Feedback Policy

Woodview at



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Rationale

The Education Endowment Foundation explain that providing good quality feedback to students has a high impact on learning outcomes (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>).

Within Woodview at Ingfield Manor School, we believe all students have the right to receive feedback (information given to the individual about their performance, relative to goals or outcomes) on their learning. This should include positive feedback, to boost self-esteem and aspirations, as well as information about how to progress their learning. Providing feedback in the moment, as well as through the marking of workbooks/folders, supports students to become reflective learners.

Our Approach to Marking and Feedback

All the children and young people who attend Woodview at Ingfield Manor School have long term outcomes set in their Education Health and Care Plan in the areas of cognition, communication and physical and these are used to inform the annual targets, set in consultation with students and their parents. To support the students to achieve their annual targets, termly objectives are set at the start of each term and shared with students and their families. Teachers use these objectives to inform their planning and set SMART lesson targets to help individuals make progress towards these objectives, including attitude to learning.

Feedback on achievement and progress is provided verbally throughout the lesson by the teacher and adults supporting and time is given at the end of the lesson for self, peer, and staff evaluation of achievement towards the lesson targets.

Teacher's feedback should include the next steps the student needs to work on to enable them to continue to make progress and is provided verbally, as well as recorded on the target sheet, and links with marking in the workbook/folder.

Principles of Marking and Feedback

Any feedback, whether in writing or verbal, provides an opportunity for positive interaction between the teacher and/or member of staff in a supportive role, and the student/s. It should happen during learning and at the completion of a task/lesson, and be constructive, meaningful and specific, recognising students' achievements ie what they can currently do, and the steps needed to enable them to make progress.

All staff should take into consideration individual student's receptive language skills when providing verbal feedback and provide the necessary support to enable students to respond, as well as provide self and peer feedback.

The annotation of student's work should indicate the level of support the student received, as well as provide feedback on achievements and next steps. Photographs should be annotated to explain the activity being undertaken and detail the student's participation and achievements.

Roles and Responsibility

Teachers

Identifying and addressing learning needs is the responsibility of all teachers. The aim of teacher feedback is to acknowledge achievements and promote improvements, which should inform future planning. Therefore, teachers should have high expectations for all students, which should be matched by their planned actions and interventions to ensure students have the opportunities to meet them.

Teachers are responsible for ensuring students and the staff supporting them have sufficient time and means to communicate meaningful feedback. They should ensure there are opportunities for peer feedback when appropriate.

Also, teachers should ensure that the level and quality of feedback given to students, both verbally and in writing, is motivational, supports the development of self-esteem and provides students with the information needed to enable them to make improvements.

It is the teacher's responsibility to ensure that students' workbooks/folders are of a high standard and reflect the value that we place on students learning. Work should be marked using a purple pen to indicate the student's achievements and steps they need to take to make progress. This should reflect the verbal feedback given during the lesson and provides evidence of the students learning journey.

Students' workbooks/folders should be available to all students throughout the learning process and the teacher should encourage them to reflect on previous feedback when considering how to achieve their targets.

Staff Supporting Learning

All staff supporting students within class should provide positive feedback throughout the learning process, which helps build self-esteem whilst addressing any misconceptions and providing information on how the student can improve and make more progress.

It is important that staff supporting learning appreciate that they are often the teacher's eyes and ears, so their feedback needs to be truthful and specific, to ensure it is meaningful and useful to inform future planning.

All staff should provide opportunities for students to reflect on and provide feedback on their own learning, as well as their peers, when appropriate. This includes providing students with sufficient thinking time, as well as the support to enable them to communicate their feedback so they are actively involved in the process.

Supporting staff should facilitate students to reflect on their previous learning and feedback at the start of each lesson, and to use this when considering how to achieve their lesson targets.

Students

All students should be receptive to positive, constructive feedback, listening to and acting on advice to enable them to make bigger steps of progress.

All students should reflect on their own learning and communicate this, with support when necessary. They should also provide constructive feedback to their peers when this is requested.

Students should revisit the feedback from previous learning at the start of the next lesson and use this information to support them to achieve the new lesson's targets.