Le Murier Marking & Feedback Policy

Policy statement

At Le Murier staff recognise that students need to have constructive feedback in order to develop and progress. Marking and tracking of progress enables staff to plan and tailor learning accordingly to match individual student needs as well as enabling students to know what they need to do to improve.

The key purpose is to support the child in their learning journey and to promote a growth mindset.

Policy aims

The purpose of a Marking and Feedback Policy is to:

- ensure that students make the best possible progress and grow as confident, independent learners;
- provide students with the knowledge of how they can develop and improve
- support teaching and learning
- inform student progress through use of target setting and planning
- to encourage and facilitate students to adopt a growth mindset

Marking and feedback should:

- recognise, encourage and reward the child's effort and achievement, and celebrate success;
- be linked to the learning objective;
- be meaningful and appropriate to the individual child using vocabulary/signs/symbols/expressions that the child will understand;
- give clear indicators of the next steps in their learning;
- be part of an ongoing dialogue with staff and the child;
- encourage the child to reflect on their learning;
- inform assessment and future planning

Stickers, stamps, house points and smiley faces may also be awarded for good work.

Oral/verbal feedback

We recognise that in many cases the immediacy of oral feedback makes a powerful way to point out successes and improvements. At Le Murier a large percentage of feedback is given to students verbally or through gesture.

When providing written feedback some of the following could be used

- Highlight: places where the child has written the best aspects against the learning intention.
- A reminder prompt: this simply reminds the child of what could be improved: eg. 'What else could you say here? '
- A scaffolded prompt: This prompt provides some extra support: eg.'What was the dog's tail doing?', 'describe the expression on the dog's face'
- An example prompt: This prompt gives the child a choice of actual
- words or phrases.
- Using two stars and a wish with comments against each

Minimum Expectations for all written work

- ***All work dated***
- ***Traffic lights to show understanding***

There should be evidence of 'regular' marking in student's folders/books.

Written feedback should indicate the level of independence. We agreed a colour coding system would work:

- Red: Low Understanding
- Amber: Gaining Understanding
- Green: Secure Understanding

Where Support is given this should be indicated using the following codes: should be in the following format:

Codes for recording the level of support given to each pupil

- **hoh** - hand over hand; full physical prompts given to allow a child to access an activity
- **pp** - physical prompt; this refers to all other physical prompts e.g. guiding a child's hand to the correct position when holding a pencil, providing support at the elbow to assist a child in a physical activity etc.
- **gp** - gesture; adult uses a gesture such as pointing or touching equipment to provide a prompt
- **vp** - verbal prompt

Codes to record environment in which the learning was completed

- **1:1 (support)** - 1 child works with one adult who provides any necessary support and reminders to enable the child to succeed.
- **IW** - independent work with no adult support
- **PW** - paired work; child works alongside another child on the same piece of work
- **GW -** group work; work is completed as part of a group

Other Codes Used may include:

- ***Scr****. Scribed*
- ***r*** *- reassurance*
- ***vf*** *- verbal feedback*
- ***pm*** *- peer marked*

When working with a student it is also useful to add a signature to show who has marked/supported learning.

Next Steps In Learning

Communicating next steps in learning is a considerable part of the feedback process for our students. Students in the most part are involved in understanding and setting next steps half termly. For some students, for example those with PMLD or severe autism, targets are staff led with input from parents/ carers where appropriate.

Targets should:

- support children in their learning journey;
- be individual and differentiated;
- be clear and simple;
- be achievable;
- be appropriate and relevant

Expectations:

- Half termly or end of unit review to include next steps.
- Termly Next Steps for each subject/ area of the curriculum summarised and to go home with end of term Newsletter. In the senior department targets will be shown and reviews of previous targets mentioned
- This sheet to be filed in front of folder. (may be different for PMLD bases)
- Teachers to feedback positives and touch base with parents termly

Homework (Learning beyond the school day)

As per the 'Learning beyond the school day' policy all homework should be marked and comments added clearly for students.

Self and Peer assessment

It may be appropriate for a child to assess their own work or that of a peer. This should be constructive and modelled initially by the teacher. This self-assessment should be checked regularly by an adult as part of an ongoing dialogue.

Responsibility for policy

All staff share responsibility for implementing the policy to ensure that the policy is manageable, consistent and has a positive impact on children's learning.

Supporting Resources

- Feedback Label: feedback label.docx

Scope of the policy

This policy applies to all students according to their needs and capabilities. All parents/carers and new staff will be made aware of the policy during their induction.

Date written: September 2022
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Signed:

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