

## **Feedback and Marking Policy**

### **Introduction**

At Royal Cross, we believe feedback and marking should provide constructive feedback to every child, focusing on success and areas for development against clear learning objectives and criteria for success. We want to enable individual children to become reflective learners and help them to close the gap between current and desired performance. This policy makes outlines how teaching teams mark pupil's work and provide constructive feedback to pupils, both written and live.

### **We believe that outstanding feedback will focus on:**

- The quality of each students work.
- Identifying individual strengths and ways in which work can be improved.
- Individual improvements and progress made since the last piece of work.
- Improvement not correction.

### **We believe that outstanding marking will:**

- Lead to individual student understanding what they have done well.
- Ask the student what is good, why it is good and that this in turn can be articulated by them.

We want our children to display the values of quality, perseverance, positivity, teamwork and responsibility.

### **Purposes of Feedback and Marking:**

Is acknowledged that effective marking and feedback is a strong contributory factor in raising attainment and progress.

### **Pupils**

To provide an accurate, informative and progressive approach for each child to build on their successes and develop crucial skills and knowledge.

- To support pupils to become reflective learners.
- To support opportunities for self-assessment.
- To support pupils to improve and understand their work.
- To support pupils to progress to 'next steps'.
- To support self-esteem by celebrating success.
- To improve attainment.
- To promote dialogue between teacher and children.

### **Teaching & Learning:**

This policy will be reviewed annually

To aid teacher understanding, assessment practice, records of progress and parental understanding of what the child can achieve.

- To inform successive planning, teaching and learning.
- To identify and plan for pupils at all levels who need
  - additional support
  - consolidation
  - more challenging work.
- To develop a consistent whole school approach to effective marking and feedback.

### **Principles**

Marking and feedback should ensure that children are learning something new in each lesson when assessed against learning objectives and success criteria. It should provide opportunities for children to self-assess, peer mark and develop a reflective approach to their work

- Be meaningful; manageable and motivating.
- Include and empower the student.
- Be developmental across the age-range.
- Have high expectations from teachers and children.
- Set a positive approach to teaching and learning.
- Involve the teaching team working with pupils.
- Celebrate achievement.
- Promote high levels of confidence.
- Respond to individual learning needs.
- Relate to learning outcomes.
- Give clear strategies for improvement.
- Set next step targets.
- Allow individual pupils time for reflection.
- Inform future planning.

### **A whole-school approach – Classroom practice**

#### **Pupils should be clear about:**

- What they are learning and why
- What they are expected to do
- How they can achieve success within the lesson

**Learning Objectives (LO)** should be clearly indicated at the start of each new piece of work. The wording can be taken from EYFS or NC statements. This helps the LO to be skill driven and transferrable between lessons. Weekly plans for all teaching sessions should identify individual targets each pupil is to achieve in planned lessons. The targets will either be related to the pupil's IEP targets or

subject based for the more able pupils. These will be recorded on individual pieces of work, annotated photographs or written recordings.

**Pupil work should be labelled with an evaluation stamp which identifies:**

- **Target achieved** – confidence the target has been achieved in the lesson.
- **Well done! Your next step is...** - how to progress & build on learning.
- **Working Towards** - more practice to achieve their target.
- **Even better if ....** - strategies for improvement.
- **Independent work** – opportunities to use new learning/skill in a 'free' piece of work.

**Marking should be** consistent and evident in all books, see appendix for specific codes.

Effective and sensitive marking enables children to feel happy about their achievement and feel confident to risk take and extend themselves.

Allow time for the students to reflect upon the marking and complete any gap tasks set.

Adults other than the class teacher should initial their marking

## **Types of Feedback and Marking**

There are several forms of marking and feedback all of which should be used and assessed against the learning objectives set at the beginning of the lesson:

- Verbal/Signed
- Summative
- Formative

### **Verbal/Signed feedback**

Verbal/Signed feedback is recognised to be equally and often more effective than written feedback. It has the advantage of being instant, quick and promotes an instant response. Verbal/Signed feedback is usually interactive and developmental. When verbal feedback has been given, a teacher will write a 'F' in the child's book.

### **Verbal/Signed feedback may be in the form of:**

- A learning conference (discussion with a focus group)
- 1:1 focusing on a specific piece of work
- Demonstration and modelling of the learning process and outcomes e.g. 'It might look like this'
- Sharing exemplar material before and after work is done or during the lesson
- Effective questioning techniques

### **Summative Feedback/Marking:**

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Summative feedback will take the form of tests, assessments and monitoring of books which will inform actions at pupil progress meetings. This type of feedback usually consists of marks, ticks and crosses and is associated with closed tasks or exercises. Whenever appropriate, children should self-mark or the work should be marked as a class or group.

### **Formative Feedback/Marking:**

Formative assessment should be marked by the class teacher during or as soon as possible after completion of the task. This form of marking should help children to understand their strengths and how to make further improvements and progress. Teachers will use the agreed codes to feedback and mark the student's work. Any comments must be focused on next steps and relate to the learning objective/s set at the beginning of the lesson.

It is also important to celebrate achievement and to praise success, stickers and stamps and 'smiley faces' can be used to reward work of a high standard. Children will be given opportunity to respond to comments before the next lesson. Where possible, teachers should mark work during the course of a lesson to give instant feedback to the child. Comments must be made in legible handwriting and appropriate in content to the age of the child, checking that comments are understood. Teaching assistants should and can contribute to the marking of individuals and groups they have been assigned to for the lesson.

## **Other Forms of Feedback and Marking**

### **WOW! Cards**

Pupils often achieve things that are incidental, not on their IEP or a target for the lesson, but are a great achievement for that pupil. At Royal Cross these are known as WOW! moments! These achievements are recorded on WOW! cards displayed in classrooms, celebrated in Assemblies and then stored in a pupil's Record of Achievement.

### **STAR Achievers!**

Each week individual pupil achievement is celebrated in assembly and on the school web site by the STAR Achiever award.

### **WALL of FAME!**

Each week individual pupil achievement is celebrated with a 'special mention' in assembly and pupils are invited to sign their name on the 'Wall of fame'.

### **Records of Achievement Files**

Each pupil has an RoA File that is an accumulative record of their time at Royal Cross School.

Each file contains:

- School work I am proud of – this will include all the 'I chose this' pieces of work. At the end of each half term the pupils will choose 1 piece of work. This will build up over the time they are at Royal Cross School.

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- Certificates – all original certificates are to be sent home and photocopies kept in the file. If a pupil receives a 'Star Achiever' certificate, it will be filed in this section. All special certificates for subject specific achievement will be kept in the RoA File e.g. sporting certificates, computing certificates and any extra - curricular events.
- WOW! – to include all WOW! cards.

## **Monitoring the Quality of Feedback and Marking**

The implementation and impact of the feedback and marking policy will be monitored across the curriculum. Monitoring of this policy is the responsibility of subject leaders and the Senior Leadership Team.

### **Strategies for monitoring:**

- Classroom observations with a focus on verbal and written feedback.
- Work scrutiny - samples of books, folders and the quality of feedback and marking.
- Governor link visits and discussions with pupils.
- Outcomes in books reviewed against planning for the lesson.
- Pupil interviews and discussions.
- 'Snap-shot' monitoring of writing.
- Learning walks.

## **Pupil progress meetings**

Talking with children underpins all the pupil progress meetings because what they say about their learning is a crucial part of the evidence about pupils' progress. Talking with children ensures that they have a voice in the monitoring and evaluation of their progress. These 'learning conversations' help children to talk about what they have done well, what they have learned, how they did it, what was difficult about it and what might help them in future. They support children to reflect on, review and improve their learning. We believe that the children's perspective adds significant information and children's engagement in the process supports their learning.

These meetings:

- Are organised for individual pupils.
- Help children to talk about what they have achieved over a period of time, how they know that and what they need to do next.
- Help children to identify what supports them as learners and what gets in the way, and build their capacity to reflect on learning.
- Help children to become more actively involved in their own learning.
- Build confidence and self-esteem as they help children to feel respected, listened to and taken seriously.
- Inform the next steps for learning, leading to improvements in the quality of learning and teaching and supporting personalised learning.

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- Are part of the school strategies to involve children more in the life of the school and to strengthen pupil voice.

## **Using Questions/Effective Questioning strategies**

A crucial part of verbal/signed feedback involves the use of questioning to judge a child's understanding and depth of learning. Teachers frequently reflect on the types of question that are used ensuring that a wide range of questions are incorporated in their teaching including open questions which are used to guide and extend thinking, alongside closed questions which determine knowledge and understanding of content.

## **Inclusion**

Royal Cross School for Deaf Children aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are committed to developing an inclusive learning environment where everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

## **Equal Opportunities**

Each individual within the school community is respected for who they are, free from discrimination with the right to be considered of equal value and given equal opportunities regardless of:

- Ethnicity
- Gender (including transgender)
- Social background
- Disability status
- HIV/ AIDS
- Religion and belief
- Age
- Marital status
- Nationality/ citizenship
- Sexual orientation

All children, including those who have been identified as more able will be given opportunities within lessons and through extra-curricular activities to use and develop their talents.

## **Practice**

At Royal Cross teaching teams respond to the individual learning needs of pupils and select the appropriate marking practice to best suit the individual pupil and the circumstances. Teams select from the following:

## Early Years Foundation Stage:

The focus is on positive encouragement to learn new skills; develop self-esteem and self-confidence. For pupils within this key stage the marking practice is to:

- Give instant 'live' praise.
- Give instant 'good work' stickers.
- Draw annotated 'happy smiley' faces.
- Give Dojo rewards.
- Award differentiated stickers to indicate
  - Trying Hard
  - Learning Something New
  - Getting Really Good at this
- Share dialogue with individual pupils as they work.
- Share dialogue & collation of work / drawings / photographs for Learning Journals and Log Books.
- Share dialogue to record progress against individual targets (IEP's).
- Involve pupils in Class Dojo to celebrate success instantly with families, using photographs and messaging.
- Share WOW certificates shared from families to celebrate achievement outside of school.
- Use planning: Individual assessment targets are identified each week and teaching teams annotate planning to record progress towards these and identify next step learning.
- Stamps may be used if appropriate to show
  - **Target achieved** – confidence the target has been achieved in the lesson.
  - **Well done! Your next step is...** - how to progress & build on learning.
  - **Working Towards** - more practice to achieve their target.
  - **Even better if ....** - strategies for improvement.
  - **Independent work** – opportunities to use new learning/skill in a 'free' piece of work

## Key Stage 1 includes:

- Instant 'live' praise.
- Instant 'good work' stickers; annotated 'smiley' faces and Dojo rewards.
- Dialogue with individual pupils as they work.
- Pupil self-evaluation through shared dialogue and traffic light system.
- Shared dialogue to record progress against individual targets (IEP's).
- Involvement of pupils in Class Dojo to celebrate success instantly with pupils and families, using photographs and messaging.

- Annotated planning to record progress & attainment to inform future planning.
- Differentiated smiley face graphics to indicate:
  - ☺ ○ Good work: Learning Objective achieved.
  - ☹ ○ Try again.
- Planning: Traffic Light system recorded on planning to indicate:
  - ● Achieved learning objective.
  - ● Developing learning objective.
  - ● Learning objective not achieved at this time
- Marking symbols: Annotated on pupil's work.
  - ⓘ Independent work.
  - ⓘ Supported work.
- Stamps may be used if appropriate to show
  - **Target achieved** – confidence the target has been achieved in the lesson.
  - **Well done! Your next step is...** - how to progress & build on learning.
  - **Working Towards** - more practice to achieve their target.
  - **Even better if ....** - strategies for improvement.
  - **Independent work** – opportunities to use new learning/skill in a 'free' piece of work


### Key Stage 2 includes:

- Instant 'live' praise.
- Instant 'good work' stickers.
- Dialogue with individual pupils as they work.
- Shared dialogue to record progress against individual targets (IEP's).
- Involvement of pupils in Class Dojo to celebrate success instantly with families, using photographs and messaging.
- Annotated planning to record progress & attainment to inform future planning.
- Marking symbols: Annotated on pupil's work.
  - ⓘ Independent work.
  - ⓘ Supported work.
- Planning: Traffic Light system to indicate:
  - ● Achieved learning objective.
  - ● Developing learning objective.
  - ● Learning objective not achieved at this time





- Stamps may be used if appropriate to show
  - **Target achieved** – confidence the target has been achieved in the lesson.
  - **Well done! Your next step is...** - how to progress & build on learning.
  - **Working Towards** - more practice to achieve their target.
  - **Even better if ....** - strategies for improvement.
  - **Independent work** – opportunities to use new learning/skill in a 'free' piece of work

### Challenge and Extension includes:

- Pupil self-evaluation through shared dialogue and traffic light system recorded in an ongoing record book to share progress against objectives.
- Colour coding: **positives**; **errors**.
- Spelling corrections limited to 2/3 to avoid demoralising early learners. Corrections linked to key learning objectives.
- Next step  target identified.
- Stamps may be used if appropriate to show
  - **Target achieved** – confidence the target has been achieved in the lesson.
  - **Well done! Your next step is...** - how to progress & build on learning.
  - **Working Towards** - more practice to achieve their target.
  - **Even better if ....** - strategies for improvement.
  - **Independent work** – opportunities to use new learning/skill in a 'free' piece of work

### Sensory Learners includes:

- Instant 'live' praise.
- Instant 'good work' stickers.
- Annotated 'smiley' faces.
- Dojo rewards.
- PECS rewards: Next activity reward for completing an activity.
- Annotated planning to record progress and inform future teaching.
- Personalised learning boxes: Learning logs annotated by key staff
- Marking symbols: Annotated on pupil's work.
  -  Independent work.
  -  Supported work.

### Monitoring and Review:

The SMT and subject leaders will regularly monitor the effectiveness of the policy to ensure that marking systems are applied consistently and that every pupil

receives positive; constructive and appropriate feedback. Feedback and regular discussion with staff will ensure that the policy is manageable.

## **Training**

Training needs are identified through our staff development procedures, which in turn informs our improvement plan as part of our school performance management system.








Entitlement to in service training for staff depends on its identification within the curriculum and school development plans. It will aim to meet the needs of both individuals and the staff as a whole.

## **Evaluation**

The school curriculum policy will be reviewed in response to;

- The content of the policy in the light of changes within and outside school.
- It's relevance to the pupils needs.
- The levels of achievement of pupils across the school
- The use and range of resources available in school.

<b>Marking Codes</b>
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Target achieved	
Developing learning objective	
Learning objective not achieved at this time	
Independent work	
Supported work	
Even better if .....	
Positive achievement against key learning objective.	<b>positive</b>
Errors against key learning objective	<b>error</b>
Well done. Your next step is .....	
Verbal feedback given.	VF
Learning objective	LO