

Marking and Feedback Policy



Approved by:	Katie Wyatt	Date: September 2024
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Aims

Our mission and overarching aim at Renaissance Education is to provide the best possible outcomes for all the children and young people in our care. We seek to achieve this by enabling and creating environments conducive to high quality care, learning, therapeutic and clinical input for young people to take control of their lives and achieve the maximum level of independence, however this is defined by them or for them.

Our aim is to provide personalised programmes of outstanding education and care governed by our values- Kind, Safe, Hardworking, Respect. This policy is intended to ensure consistency of approach across school.

Roles and responsibilities

The Headteacher and Assistant Headteacher for Curriculum will monitor compliance and consistency of approach across school.

Class teachers have responsibility for ensuring this policy is followed across school and ensuring pupils understand the marking code and system.

Teaching assistants have responsibility for supporting teaching staff in adhering to this policy.

Purpose of marking and feedback

Marking and feedback should provide constructive feedback to every student, focusing on success and improvements/next steps against learning objectives and outcomes. This should encourage students to become more reflective in their learning and help them to close the gap between current and desired performance.

Purpose of marking and feedback at Renaissance Education:

- To give students opportunities to become aware of and reflect on their learning needs
- To give recognition and appropriate praise for achievement
- To enable mistakes / misconceptions / gaps in learning to be appropriately addressed
- To feedback information to students about ways they can improve work/skills
- To promote and model high standards and expectations
- To inform future planning and target setting
- To be clearly linked to objectives and success criteria. These must be shared with the students and where appropriate students have played an active role in determining success criteria (outcomes)
- To enable students to read, reflect and respond to marking as appropriate

Marking and Feedback systems

Learning Objectives and Learning Outcomes

- All lessons have a clear learning objective and clear lesson outcomes (success criteria).
- Pupils should be clear about what the desired lesson outcomes are and should understand the assessment criteria
- Outcomes are planned to challenge pupils and to move the learning on
- Gaps in learning will be woven into the lesson objectives to ensure pupil progress is good

Quality/Developmental Marking

- Given our small group size and staffing ratios, it is expected that the majority of feedback given will be verbal and as immediate as possible, to ensure it is meaningful.
- Due to the nature and needs of our setting, extensive written feedback is often not the most effective method
- Pupil voice will be recorded on work (young person's ideas captured) or a scaffolded example for the student to complete may be used (where appropriate)
- All comments on work will be specific and focused on the learning objective or personal targets and will include next steps when useful
- Comments should be positive and constructive to encourage students to improve and build confidence.
- If students have completed their work or it has all been marked as correct, staff should add in where possible EXT. This is to highlight where you are offering a challenge or where there are known gaps in learning to help consolidate the learning
- Model appropriate use of subject knowledge language when giving written/verbal feedback
- SPELLING – a range of approaches will be used to promote spelling including key word lists, word books, word mats/word banks. Pupils will also use Phonic linked mats and spelling mats as appropriate.
- Across schools, a maximum of 2/3 spelling errors will be corrected for any one piece of written work. Students will write these below the piece of work. Dictionaries must be widely available.
- Students with specific learning difficulties may have their own bespoke spelling programmes and advice specified by the SENDCO.

Marking

Staff to mark in sky blue pen. Student fix-it time and student self/peer assessment to be done in a preference to their colour (other than sky blue).

Lesson Assessment to be completed at the end of every lesson using a system such as the thumb barometer (see below) This can be staff or pupil assessed (see pen colour usage above)

LSAs to annotate, mark or scribe in purple pen.

Date:	Student Name:		
Subject:			
Lesson Objective:			
Success Criteria	Assessment		
			
•			
•			
•			

Focussed comments or next steps should help the child in 'closing the gap' between what they have achieved and how they could be challenged or improve their work.

'Closing the gap comments' can give direction depending on the ability of the child:

a reminder prompt e.g., What else could you say here?

a scaffolded prompt e.g., What was the dog's tail doing? or The dog was so angry he...

an example prompt e.g., Choose one of these or your own: He ran round in circles looking for the rabbit. / The dog couldn't believe his eyes.

a practice prompt e.g., write three sentences with an adverb from the list

Marking symbols

SC Self corrected

VF Verbal Feedback

C Copied

EXT Extension activity/Challenge

Sp. incorrect spelling

// New paragraph

If a pupil is absent from the lesson for any reasons such as illness or intervention, then this should be noted in their workbooks and addressed as a catch up so as pupils do not fall behind.

Pupil marking and self-assessment

As pupils become more confident they will be encouraged to assess their own work and comment on the work of others, leading up to peer assessment.

Self-marking/self-assessment – students can learn to identify their successes and look for improvement points, identifying them with a contrasting coloured pen ie: for success criteria or checking calculations.

Student fix-it time

Students are to be given opportunities to respond to marking comments and correct work – this must take place as soon as possible after the error is identified.

Staff are expected to circulate and give feedback during the lesson and corrections done wherever possible at the time- when it's most meaningful.

Presentation of work

- All pupils are expected to take pride in their work, and it is expected that presentation is neat and tidy
- Teacher's comments should model a neat clear script and use correct spelling and grammar
- All work must be dated
- Any student absence is to be recorded in books next to the learning objective
- If a learning journey is NOT used for each individual lesson, a clear objective must be written at the top of the work with the date- the objective would then be highlighted in line with the marking policy.
- Work in any subject, requiring a straight line, should be done with a ruler-students are to be taught to use a ruler effectively
- All books to have the marking and lesson codes inside the back cover
- All books to contain half termly objective assessment sheet at the start of the half term work/topic

Monitoring

Scrutiny of pupils' work

A key aspect of monitoring pupil progress is scrutiny of pupils' work through workbooks and other work which has been produced. This combined with all other information allows a judgement to be made on the effectiveness of teaching and learning upon pupil progress.

The following guidelines should be followed by all staff:-

All pieces of should:

- Be dated
- Be annotated identifying the level of support provided.
- Annotated identifying where misconceptions have been challenged.
- Be differentiated appropriately to meet each pupil's needs.
- Have the task very briefly described if not clear from the piece of work included in the book (e.g. the intent of the activity).
- If relevant, include what equipment was used (e.g. on a maths task "used cubes to count").
- Show good presentation of task (neat, correct adult spellings etc) and high-quality resources
- Marked with appropriate codes

This policy will be updated every 2 years by the Assistant Headteacher for Curriculum.

Appendix 1

Feedback in practice

Type of feedback	What might this look like in a classroom?	Evidence (for observers)
Immediate	• takes place in lessons with individuals or groups • given using the pupil's preferred method of communication so that pupils can respond. • includes teacher gathering feedback from teaching e.g. whiteboards, work in books • will involve adults supporting in teaching and learning activities • may redirect the focus of the task or teaching • providing of stickers/ tangible reward	• Lesson observations or learning walks • Evidence in books linked to marking annotations • Photographs / video / stickers
Summary	• takes place at the end of a lesson or activity • often involves the whole group or class • provides an opportunity for evaluation of learning in the lesson • may include some self or peer evaluation • may include sharing of work completed	• Lesson observations / learning walks • Photographs / video / observations on • Certificates etc.
Review	• takes place away from the point of teaching • provides teachers with opportunities for assessment of understanding • leads to adaptations of future lessons through planning, grouping or adaptation of tasks	• Written comments / annotations • Photographs / video • Adaptations to planning / teaching & learning

