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| **Feedback and Marking Policy** |
| **Version** | 1 | **Approved by** | LMT |
| **Date last amended** | New Policy | **Approval date** | 16.05.23 |
| **Lead officer** | Head of School | **Review date** | May 2026 |
| **Contact** | Geraldine Lindsay | **Effective date** | 01.09.23 |

**What is Feedback?**

‘All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects’. Education Endowment Foundation (EEF) Teacher Feedback to Improve Student Learning Guidance Report’ (2021)

**Rationale**

As part of the curriculum development work, Great Oaks School will be incorporating key knowledge and understanding of the SEN needs of the students who attend Great Oaks School, whilst also utilising the following recommendations outlined by the by the EEF Teacher Feedback to Improve Student Learning Guidance Report’ (2021) using the key principles:

* Lay the foundations for effective feedback;
* Deliver appropriately timed feedback that focuses on moving learning forward;
* Plan for how students will receive and use feedback;
* Carefully consider how to use purposeful, and time efficient, written feedback;
* Carefully consider how to use purposeful verbal feedback;
* Design a school feedback policy that prioritises and exemplifies the principles of effective feedback.

Feedback and marking is an essential part of the learning process for all students, and it is particularly important for students with Special Educational Needs (SEN) who require additional support to achieve their full potential. Feedback and marking provides students with the opportunity to celebrate their personal successes and know how to improve their learning over time. Feedback and marking is integral to high-quality teaching and learning as it plays a crucial role in redirecting or refocusing a student towards their learning goal.

This policy should be used in conjunction with the following policies or guidance;

* Great Oaks School Teaching and Learning Policy
* Great Oaks School Assessment Policy
* Great Oaks School Staff Handbook

**Feedback and Marking at Great Oaks School**

At Great Oaks School, it is important to ensure that feedback is tailored to meet the individual needs of all students. We recognise that every student is unique, and therefore it requires a personalised approach to their learning. Our teachers and staff are trained to provide feedback in a way that is accessible and meaningful to each student, whether it be through verbal, written or visual means.

At Great Oaks School, we believe feedback should be provided in the moment where possible. Students should always have time to respond to the feedback and where required, used to revisit the previous lesson so students have time to improve on the area or topic of work. It should engage the student and provide scaffolding to support the students learning journey. Teachers and staff should encourage an active dialogue and promote opportunities for self- assessment and reflection. Whenever possible, feedback should involve the student directly and be supportive of the students needs. Teachers and staff at Great Oaks School will ensure that feedback such as marking, is used to adapt their teaching accordingly and inform future planning.

Feedback and marking at Great Oaks School is a vital tool in helping our students achieve their full potential. By providing continuous and personalised feedback, we can shape their learning, praise their efforts, challenge their thinking, celebrate their achievements and motivate our students to continue to learn, grow and achieve.

**Aims and Objectives**

* To help increase self-esteem by recognising and celebrating achievement;
* To become an integral part of the teaching and learning process;
* To contribute to the setting of targets;
* To provide consistency in marking throughout the school so that students have a clear understanding of their teachers’ expectations of them, enabling them to identify strengths and information on how to improve their performance and to support teacher workload.
* To use marking as a tool for formative ongoing assessment, ensure children are effectively challenged and visible progress is evident through a dialogue which supports progression.
* To develop positive attitudes to learning and achievement.
* To inform the teacher of children’s progress and needs for future planning.
* To help students be aware of their progress and the next steps;
* To help students to develop the capacity for self improvement;
* To be meaningful for the individual student;
* To motivate students to produce good work and make progress towards achieving their targets;

**Principles**

This policy sets down the general principles which subject areas and pathways must use to draw up their own specific policies to suit their curriculum needs. There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement.

* Show students that their learning is valued and to celebrate successes;
* Provide students with accurate feedback on their progress and achievement in a timely manner, ensuring feedback is not just given when the learning has concluded;
* Clearly identify the next steps for learning and revisit this at the start of a lesson to ensure students can transfer information;
* Create appropriate dialogue through a range of communication methods with students, where it will aid progression;
* Ensure feedback and marking is relevant and appropriate to each individual student, meeting all learning and development needs;
* Feedback is a part of the school’s wider assessment processes which aims to provide an appropriate level of challenge to students in lessons, allowing them to make good progress;
* Teaching staff must ensure they are adhering to the expectations for formal marking (Appendix 2);
* Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
* Peer, group and self- assessment feedback is provided through well structured planning;
* Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.

**Implementation**

*‘That students are taught to receive, interpret and use the feedback provided is probably much more important than focusing on how much feedback is provided by the teacher, as feedback given but not heard is of little use.’ ​(Hattie & Clarke, 2019)​*

When considering feedback for students from teachers and staff at Great Oaks School, the following useful areas outlined by the Education Endowment Foundation are taken into consideration;

**Teachers and staff at Great Oaks School must consider;**

**Content**

* The particular task that a student has undertaken;
* The underlying processes related to a specific subject; or
* A student’s self-regulation.

**People**

Feedback may be given to:

* To the whole class;
* To specific groups; or
* Just to individuals.

**Methods**

* Verbally- quick dialogue or a longer conversation;
* Written- marking using Great Oaks formal marking expectations;
* Visual- Use of symbols, signing.

**Times**

* During a lesson;
* Summary/ Immediately after a lesson; or
* Review/ Sometime after a lesson.

Some students at Great Oaks School find praise, self- reflection or direct feedback, anxiety provoking due to their poor regulation and low self- confidence. Therefore, it is vital that staff don’t avoid giving feedback but use strategies in a sensitive way to support students to develop this skill and to help build their self- esteem and confidence.

It can be challenging for students with learning difficulties to retain, apply, and respond to feedback provided in various settings or circumstances. Hence, it is crucial for Great Oaks teachers and staff to prioritise giving feedback promptly where possible and where appropriate, at the beginning of a lesson (reviewing prior learning) in all subjects, classes and pathways. This enables students to respond effectively and make the most of the feedback they receive. It is also important that teachers and staff at Great Oaks School allow students time where necessary, to encourage students to reach a conclusion or complete a task without the use of immediate feedback. This does not mean immediate feedback is not prioritised but instead allows students to show independence where possible also. A blended approach, that is finely tuned to students’ needs is required to ensure feedback for students has maximum impact on learning. The use of immediate and delayed feedback will help teachers to move learning forward.

Teacher and staff judgement is required at Great Oaks School to decide on the timing of verbal or visual feedback, however specific expectations around formal marking and evidence collection are as follows can be found in Appendix 2. Teachers hold responsibility for ensuring the feedback and marking expectations are followed as per this policy.

Feedback is a two- way process that supports students to know how to progress and enables teaching staff to know where students are on their learning journey. Therefore, feedback at Great Oaks School needs to be built on good relationships that support students to feel safe with taking risks within their learning.

**Marking Approaches**

All student work will be acknowledged in some form by class staff, using the marking colour codes and ensuring there is a staff member signature and date. The intention is that all marking should ensure the least amount of teacher time as possible, whilst ensuring high quality feedback for students. In order to assist with this, all staff will follow the agreed marking expectations (outlined in Appendix 2) and the appropriate coding colours to ensure students have a firm understanding of Great Oaks marking systems. The following marking colours and meanings will be used across all Pathways and Subject areas across the school:

Teacher and staff feedback will be given in blue or green. Students are encouraged to use a purple pen to help to correct their own work, respond to teacher feedback or complete peer assessment. Teachers will use simple ticks and use circling or underlining to identify incorrect answers or work. The use of stamps and stickers to engage and celebrate student work is encouraged. The following marking codes will provide further information to professionals and parents which takes into consideration teacher workload.

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| **AS** | Assisted |
| **IW** | Independent Work |
| **SF** | Signed or Symbolled Feedback Provided |
| **VF** | Verbal Feedback Provided |
| **R** | Resource used that provided additional support |

Deep Marking

Teachers will be required to complete ‘deep marking’ as outlined in Appendix 2 on some pieces of student work. Teachers will be asked to annotate student achievement, their next steps and provide assessment details according to ‘Great Oaks Earwig Frameworks’. This level of detail will provide evidence for external professionals and agencies and details of where students are on their learning continuum.

 This policy will be reviewed annually and in accordance with DfE and Ofsted guidance, good practice guidance and in assessing teacher workloads

**Appendix 1- Education Endowment Foundation, Feedback- Summary of Recommendations-**  [(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback)



**Appendix 2- Feedback and Marking Expectations- Whole School**

The following table sets out the expectation for Feedback and Marking at Great Oaks School as a minimum.

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|  | **Coded Marking**Achieved DevelopingEmerging | **Annotated and Levelled Marking**(Deep Marking)A white letter on an orange square  Description automatically generated with low confidence | **Next Steps**- Verbal, Written or SignedA picture containing symbol, design, clipart  Description automatically generated | **Self-Assessment****A picture containing cartoon, screenshot, clipart  Description automatically generated** | **Peer Assessment****A picture containing drawing, cartoon, child, sketch  Description automatically generated** |
| Pathway 1 | All pieces of work where appropriate. | **Cognitive-** Once per week **Communication-** Twice per weekThis can be seen through annotated assessment sheets, recorded evidence with annotation or physical student work.  | Every lesson | Explore where possible | Explore where possible |
| Pathway 2 | All pieces of work. | At least twice per half term, per subject, per student. | Every lesson | Weekly | Weekly |
| Pathway 3 | All pieces of work. | At least twice per half term, per subject, per student.  | Every lesson | Every Lesson | Weekly |
| Personalised  | All pieces of work. | At least twice per half term, per subject, per student. | Every lesson | Incorporate daily | Explore where possible |
| IEP Targets | **Recorded at least weekly. IMPACTS IEP recording daily.**  |
| Accreditation | **As per individual exam board policy.** |

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| Marking Codes | **AS****(Assisted)**  | **IW****(Independent)** | **SF****(Signed/ Symbolled feedback)** | **VF****(Verbal Feedback)** | **R****(Resource used to support)** |
| Written Feedback Colours | **Teacher= Blue or Green****Circle or underline incorrect answers/ mistakes** | **Student responses, self or peer marking= Purple** |

**Post 16 Feedback and Marking Expectations**

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| A picture containing graphics, graphic design  Description automatically generated | **Coded Marking**Achieved DevelopingEmerging | **Annotated and Levelled Marking**(Deep Marking)A white letter on an orange square  Description automatically generated with low confidence | **Next Steps**- Verbal, Written or SignedA picture containing symbol, design, clipart  Description automatically generated | **Self-Assessment****A picture containing cartoon, screenshot, clipart  Description automatically generated** | **Peer Assessment****A picture containing drawing, cartoon, child, sketch  Description automatically generated** |
| Post 16 | All pieces of work where appropriate. | Once per week – linked to OCR / ImPACTs / GO levels | Every lesson | Explore where possible/ weekly (IEPS)Use of clipboards and student identified weekly target for focus. | Explore where possible / daily tokensSkills Builder  |
| Post 16 ImPACTS  | All pieces of work where appropriate. | **Cognitive-** Once per week **Communication-** Twice per weekThis can be seen through annotated assessment sheets, recorded evidence with annotation or physical student work.  | Every lesson | Explore where possible | Explore where possible |
| IEP Targets | **Reviewed with students at least weekly. IEP recording daily.** |
| Accreditation | **As per individual exam board policy.** |

**Appendix 3- Examples of Feedback and Marking**