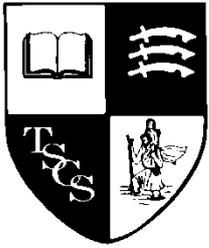


THE ST. CHRISTOPHER SCHOOL

SEN Trust Southend



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THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST MARKING AND FEEDBACK POLICY

First Written: 09.06.2016

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26.04.2018

1. AIMS AND OBJECTIVES

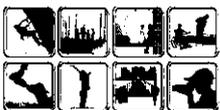
Marking and feedback is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Evidence of our response to pupil's work can be seen recorded in books and on display, but much of this feedback is verbal.

The type of feedback and marking will differ from class to class due to the differing needs of our pupils, but the objectives below should be seen within all classes in some variation.

- To ensure that pupils are challenged and their achievements are celebrated
- To ensure that pupils are encouraged through feedback to improve and extend their learning
- To ensure that feedback develops in line with the needs and ages of the pupils throughout their time at school
- To ensure that marking and feedback is clear, relevant and useful to the pupils
- To ensure, when appropriate, that students can evaluate their own achievement and progress
- To give clear guidance for all staff

Aims (when appropriate):

- To show pupils that we value their work
- To encourage, motivate, support and promote positive attitudes
- To provide constructive feedback and recognise achievement, presentation and effort to promote higher standards
- To provide information for assessment and inform planning
- To correct errors and clear up misunderstandings (corrections support the child's learning and we must be mindful that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark)
- To allow pupils to reflect on their past performances; this can then inform new targets (next steps).



LOtC Mark (Gold)

Learning Outside the Classroom



Southend-on-Sea

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- To encourage a reflective mind, becoming more aware of how they learn (Learning Powers) and their mistakes.
- To develop a resilience to constructive criticism
- To consolidate knowledge, understanding and to encourage transferable skills
- To share goals with pupils in order to include them within their learning journey.

In order to fulfil the above aims it is necessary for us to ensure:

- That marking and feedback is constructive and meaningful
- Is related to needs, attainment and ability
- When appropriate, it is related to a specific target, learning objectives and success criteria, which is shared and made clear to the pupils in advance
- Learning Powers may be discussed as a whole class and/or on an individual basis to encourage pupils to become more aware of how they are learning and the processes that are undertaken (see below for more detail)
- That pupils know how well they are doing and what they need to improve to make further progress; when appropriate for the level of need for that child
- Provides pupils with opportunities to self assess and be involved in peer group assessment when appropriate and relevant.
- To teach pupils to be able to give feedback in a respectful manner.
- Encourage dialogue between teacher and child
- Follow a consistent practice throughout the school
- That it is supported by all staff
- That subjects leaders and teachers plan the curriculum and subsequent lessons effectively

Learning Powers

Learning Powers is an initiative devised by the Curriculum Steering group. It aims to encourage pupils to think about the ways that they are learning, for pupils to develop transferable skills and to promote lifelong learning. There are ten areas which include: I had a go, I was curious, I worked with my friends, I didn't give up, I made links, I know my next steps, I tried something new, I enjoyed learning, I made good choices and I followed instructions. These have also been devised into a sticker format which are child friendly and can help motivate some of our younger pupils. These stickers are also a chance for pupils to show progress and skills alongside the learning objective.

The promotion of Learning Powers is encouraged within every class. They may be used in a variety of ways within classes, for example; alongside the learning objective, within the AFL sheet, verbally discussed, etc, however the principle is the same.

2. CURRICULUM CONTENT AND TIME

Marking and feedback is an important aspect of our day to day work with our pupils. The level and complexity of marking and feedback will vary from class to class but aspects should be identifiable within all areas of the curriculum. Pupils work will not always be marked in detail, but work will be checked by an appropriate adult within that lesson.

Attitudes

All pupils are entitled to have their work marked in accordance with this policy. Staff understand that marking and feedback serve as a useful tool to help underpin and inform planning to aid pupils academic progression.

3. MONITORING

The Senior Leadership Team will monitor and /or facilitate whole school marking and feedback monitoring sessions (work scrutiny). These sessions will allow colleagues the opportunity to share expertise and to guide and reflect upon the feedback and marking used within other classes. Pupil books may be used to see if feedback and marking has been used appropriately. A crib sheet will be used by staff, to record ideas and suggestions, which will be fed back to class teachers and SLT.

Pupil books are also examined (when appropriate) when teachers and LSAs have classroom observations.

We are committed to ensuring that all staff develop and maintain their skills and are able to make professional decisions regarding assessment and marking. Staff are encouraged to identify areas in which they feel they may benefit from further training during their Performance Management. Training needs may also be identified by subject leaders. Training may be provided in a number of ways including in school provision and attendance on courses.

4. REVIEW

This policy will be revised and updated, if necessary, in line with the school's cycle of policy reviews. Revisions will be presented to the governing body for discussion and approval.

Name: Elspeth Kirk

Examples of what some marking and feedback may look like at our school:

Example 1

L.O:

How I felt I understood the work today.	My enjoyment of the lesson.	My behaviour today.	ADULT-child understand the LO?	Learning Outcomes	
				All	
				Most	
				Some	

Comments and/or next steps:

The learning powers I used today

I had a go	I was curious	I worked with someone	I kept going
I made links	I know what to do next	I tried something new	I enjoyed learning

Example 2

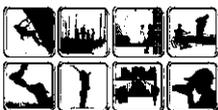
Date	Lesson Objective	Achieved	Drama/Social skills used	Observation/comments
1 Mon 6/1/14	Non-Pupil Day			
2 Mon 13/1/14	<p>Do: Create some scenes using different types of persuasion.</p> <p>Know: What all the types of persuasion are.</p> <p>Understand: How you can use these types of persuasion to your advantage.</p>	Y/N	Individual /small group/whole Frozen image/role on wall Improvisation/ eye contact/ Play games/ watched quietly/ Gave ideas freely/volunteered/ Moved to music/stayed in role Spoke using a different voice Used different gestures Thought tracking	

Example 3

Performance Poetry Checklist

Loud, clear voice	
Actions	
Facial expression	
Eye contact	
Remembering words	

Comments:



Learning Outside the Classroom



Southend-on-Sea



Secondary English Department AfL Rubric



WOW!
Teachers, peers or pupils themselves can write something good about the work they have done.



HOW?
Teachers, peers or pupils themselves can write about how they achieved their wow.



NOW...
Teachers, peers or pupils themselves need to think about or have a discussion about what they need to improve and how to do it.

LO.

Example of teacher assessment

WOW This has good pace

HOW You used good adverbs like 'suddenly'

NOW Now you need to ensure you keep your tense usage consistent by proofreading your work and highlighting all verbs to make sure they are in the same tense.

Example of self-assessment

WOW I tried hard with my handwriting

HOW I sat away from my friend and I concentrated as hard as I could.

NOW I need to make sure my d, t letters have more height.

Example of peer assessment

WOW It is really good because it's scary

HOW You used good describing words

NOW There were no full stops so you need to put more in because it's hard to read it without them

These can be used in conjunction with Miss Danyali's stamp sheets.

With some groups the **WOW** and **HOW** could be assessed against the Learning Objectives or the 'must, should, could.' Then the gaps in knowledge should be addressed by the **NOW**. You could also highlight good words in green and errors or misunderstandings in red. Some groups like to use the symbols above instead of the words. In D Group, stickers are used for the **WOW**

The **NOW** can also be used as the next lesson's starter if relevant to the sequence of lessons, or as an ISP if it is a bigger issue that is preventing the learner from making expected progress.

Example 5

Name of Pupil

Date:

Lesson objectives:

B Squared Targets:

Amount of Pupil Support Required: (please tick 1)

Independent Independent after brief further explanation Some support A lot of support

Type of support: (please tick 1)

- Self Scaffolding i.e. pupil is able to work out coping strategy independently
- Prompting i.e. praise and encouragement help pupil to work out strategy independently
- Clueing i.e. a dult provides options for pupil to choose from
- Modelling i.e. a dult shows correct procedure and pupil is then able to copy
- Correcting i.e. pupil requires a dult to do it for them and is unable to repeat independently

Any other comments on type of support given

What was pupil's understanding of the lesson objective by the end of the lesson? (please tick 1)

Mastered

Gaining Understanding Nearly There

Gaining Understanding Further Work required

Little or no Understanding

Next steps/Any Other Comments:

Assessed by: