



Marking and Feedback

Policy updated by:	Z Omar-Davies
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Agreed by Headteacher:	N Anderson



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Introduction

At the Primary Pupil Referral Unit, we believe that each child is an individual with specific needs that we seek to meet appropriately through planning, assessment, motivation and encouragement. An integral part of this philosophy, is that when giving good quality verbal feedback about the work of our children, comments will be made that are both meaningful and effective. Verbal feedback has the potential to be a powerful, manageable and useful ongoing diagnostic record of the children's achievement that feeds into future planning.

Aims and Objectives

We offer good quality verbal feedback in order to:

- Understand the individual needs of children when assessing their work;
- Ensure that there is a consistent approach to verbal feedback and presentation of work across the school;
- Encourage and motivate children to achieve their best;
- Help children to improve their performance through constructive comments and possible next steps;
- Bridge the gap between what the child can do and what they need to be able to do;
- Help children value their work and promote self-esteem through use of praise and encouragement;
- Allow for some self-assessment where the child can recognise their successes, difficulties and mistakes, and encourage them to accept help and guidance from others;
- Inform the teacher of a child's progress and needs for future planning;
- Extend the child's understanding further, or ensure appropriate consolidation.

We believe that the following reasons underpin all good quality verbal feedback given to pupils:

- To assess and monitor learning;
- To provide appropriate and positive feedback to the children;
- To aid curriculum planning;
- To be a dialogue between teacher, child, school, ideally while the task is still being completed;
- To inform and parents/ carers;
- To explain the context of learning;
- To encourage and motivate children in order to accelerate in their learning;
- To improve a child's confidence;



- To recognise and reward pupil achievement;
- To enable children to reflect on their learning and their “next steps”;
- To identify children who need more support or a greater level of challenge.

How our books look and techniques used

- All work **must be dated**.
- Work must be neatly presented, by adults, in pupil books.
- The Learning Objectives (LO) and **differentiated** Success Criteria for each lesson must be shared with the pupils at the beginning of each lesson, reflected on during, and at the end of the lesson (as needed).
- The LO must be in books for all lessons.
- The process of verbal feedback must be a positive one.
- Verbal feedback can be given by TA or peer review.
- Where appropriate, children may mark their own work, but teachers must always review this marking and make their own judgements if necessary.
- Verbal comments must be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Verbal feedback will take place throughout the lesson which allows for immediate feedback. Pupils will be given verbal feedback to that tells them what they are doing well and what/how they can improve.
- ‘I can’ statements will be reviewed and annotated weekly and sent to EB for her assessment records.
- Evidence of pupils’ work could be in a variety of ways Eg written form, photographs, post-its, notes, video, displays etc when appropriate.
- Where teacher deems appropriate, a PSED Learning Objective must also be used eg ‘can share resources with others’
- A pupil self-assessment system must be used by teachers so that they can monitor understanding of LO and progress during lessons eg thumbs up/thumbs down or smiley faces.
- Each teacher must use a maximum of 4 Learning Stars per lesson then transferred onto Learning Star Charts. These are to be given verbally for effort in achieving their LO and differentiated SC. Filled charts taken to office for a small prize from Learning Stars prize box.

Monitoring and Review

- The Headteacher, Deputy and Senior Teachers will be responsible for ensuring the consistent implementation of this policy.



- Samples of pupil's work, **and annotated planning**, will be collected regularly and scrutinised as per the Quality Assurance program.
- Pupils interviews will take place to gauge the impact of good quality verbal feedback.
- All teaching staff are responsible for evaluating strengths and weaknesses in the policy, and indicating areas for further improvement.
- This Marking/Feedback Policy is subject to a bi-annual review.