



Marking and Feedback Policy

Priestley Smith Specialist VI School

January 2023

Policy review date: January 2024

Policy status: Non-statutory

Responsible member of SLT: Louise Herbert AHT

Aims

Priestley Smith School aims to establish a marking and feedback approach that supports children's achievement and feeds into future planning. It is one of our most effective ways of providing feedback to pupils about their progress and when done effectively and fully involving the pupil it can accelerate their achievements. At Priestley Smith school 'marking' is not entrenched solely in pupils' written work. The key purpose of marking is to communicate to the pupils through focused staff responses where progress has been made and what next steps in learning may look like for each individual pupil. We recognise that each of our students have unique and individual visual and learning needs and our marking and feedback to each of them will reflect this. We strive to build our teaching and assessment on a firm evidence base, ensuring that teachers have sufficient time to engage with evidence, reflect on their pedagogy, and have opportunities to learn through peer observation and discussion.

Our children all have a visual impairment that impacts on their accessibility to written comments. Our role as QTVI and specialist staff is to ensure that we give bespoke feedback to pupils in a format they can access, whilst endeavouring to achieve a work-life balance for staff. Learners with a VI and additional needs will need additional time to process their marking and feedback and we will aim to build this into lessons and 1-1 mentoring. Our aim is to provide verbal feedback for pupils and for staff to evidence their progress through written work, photographs and through using Connecting Steps as an ongoing assessment tool (see assessment policy).

Marking often endeavours to highlight to pupils how they can 'close the gap'. Closing the gap is the objective important factor of marking. The Education policy institute 2018 states 'A child's educational development is influenced by a complex range of factors, including individual characteristics, the wider family environment, the neighbourhood where they live and the schools they attend. We therefore must work towards a more holistic approach to improving children's outcomes that links families, schools and communities. However, we also recognise that the quality of teaching and learning in schools is important in itself. When a teacher identifies a weakness in a pupil's knowledge/skills and then puts in place a strategy to enable the pupil to improve is when we see the most impact.'

Formative and Summative Assessment

Formative assessment

Formative assessment is used to monitor a student's learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning process over several occasions during the learning process. Through the use of

formative assessment the teacher will endeavour to understand where a student is doing well and what they need more help in.

Formative assessment can include (but is not limited to)

Observations

Tasks

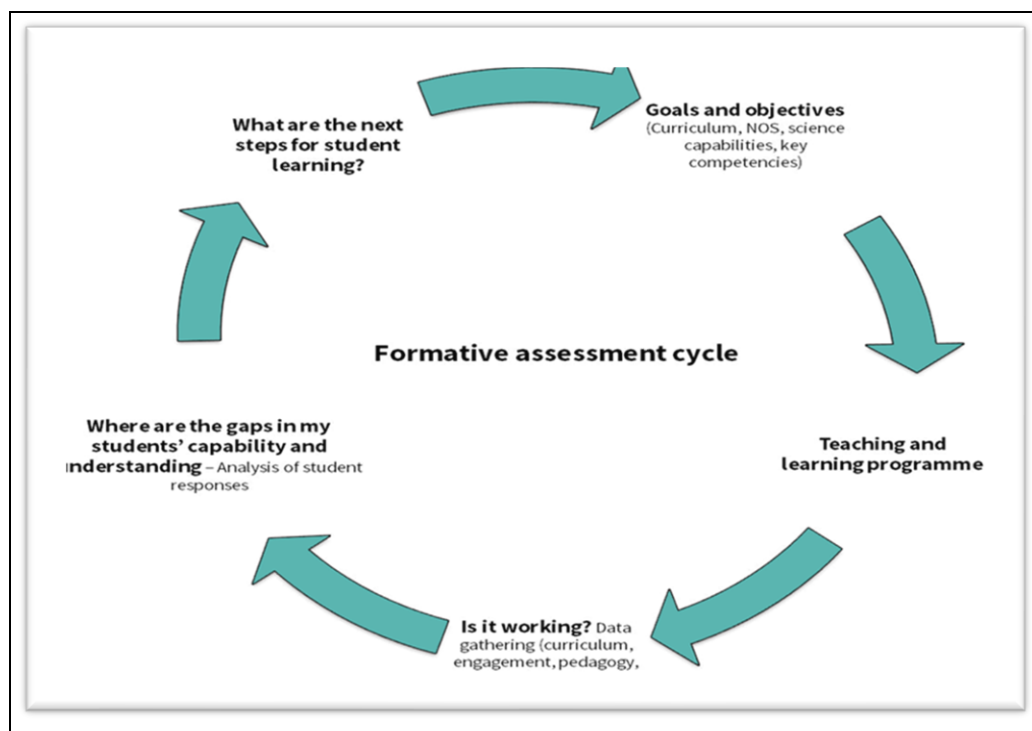
Quizzes

Games

Group activities

Answers to questions in class

Speaking and listening activities



Summative assessment

Summative assessment is used to evaluate student's learning at the end of a teaching unit or period of time. This takes place after the learning unit has been completed. As part of summative assessments, students are assigned a grade. The grade tells the teacher, student and families whether they have achieved their learning target.

Summative assessment can include (but is not limited to)

End of unit tests

End of year exams

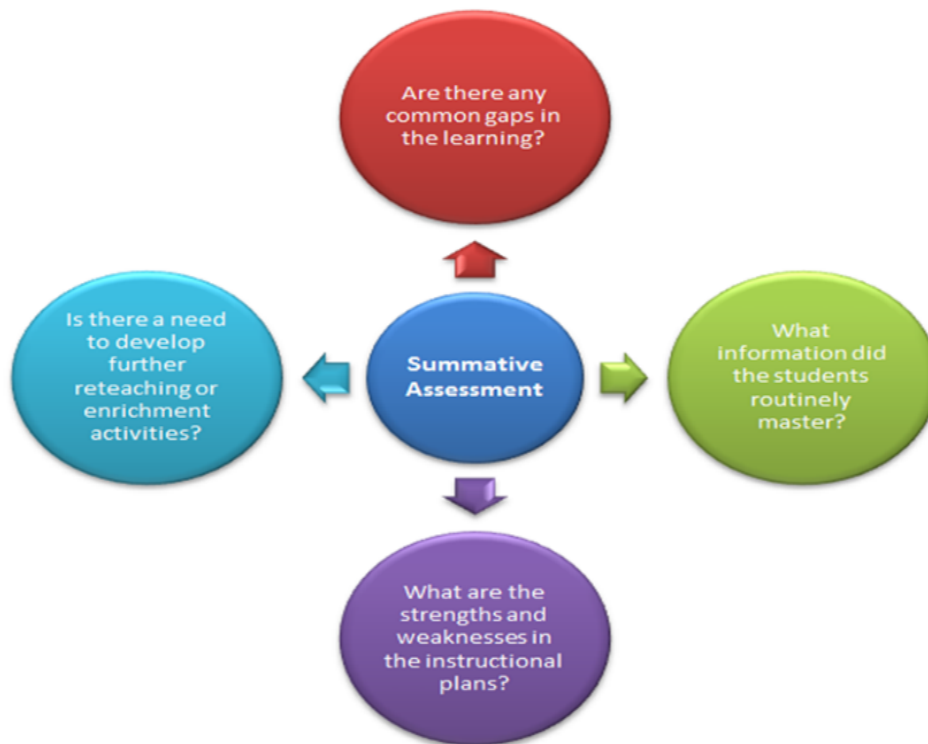
Formal examinations

Reports

Projects

The Formative Use of Summative Assessment

Summative assessment is a necessary aspect of education. Formative use can be made of summative assessment, both before and after the assessment event. Students may for example discuss with their teacher the standards required to reach a particular stage, grade or level. Teachers can use summative assessments to identify individual or group gaps in learning and can use these gaps to set targets for future learning.



Marking Expectations at Priestley Smith

- Verbal feedback is given throughout the session and as a reflective tool during plenary sessions.
- Teachers to use B Squared Connecting Steps as an ongoing formative and summative assessment tool to systematically assess understanding, and taking into account pupils prior attainment when planning lessons. Connecting steps achievements and gaps should be referred to at the start of the next session, which will enable children to respond to and act upon their personal feedback. E.g. 'Last lesson you found it tricky to say one number name for each item you

counted, today I would like you to try really hard to count slowly and say each number name as you touch each item when you count’.

- ‘Dedicated Improvement and Reflection time’ (DIRT) will be built into lessons, enabling teachers to assess pupils’ retrieval of information as learning is only truly mastered when it can be retrieved at a later date.
- Verbal feedback will be given to address misconceptions throughout lessons and during DIRT time, where pupils will have the opportunity to act upon advice given.
- ‘Book looks’ will also be used by teachers to assess using connecting steps and inform future planning where gaps have been identified. Continually misspelt words and incorrect grammar will be referenced as part of DIRT sessions, but no more than three at a time so it is manageable for pupils.
- Photographs are taken as evidence of achievements on Tapestry for Primary, Thrive and Aspire Pupils and links to Connecting Steps may be referred to in the comments. For all other secondary pupils, written work will provide evidence of pupil achievements.
- Pupil’s key targets will be shared with parents termly. These will be linked to the four areas of EHCP outcomes; Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical needs.
- Students who are working at age-appropriate national curriculum standards will be assessed using the Year 1 phonic screen, Year 4 multiplication checks, Key Stage 1 and 2 SATS examinations, GCSEs and A Levels. Gaps identified in these summative assessments and any mock examinations will be used to inform planning and next steps for individual pupils and groups.
- Students working at Level 1 and 2 courses marking and feedback must fit in with the appropriate requirements for the course that is being delivered. There is an expectation that feedback is effective and that students are expected to respond and react to feedback, written, online or verbal, that they are given. For example, formative exam questions used as part of a lesson may be re-worked or improved, essay drafts would be fed back on and students would be expected to re-draft by taking on board feedback. It may be appropriate for students to respond to feedback on a practical task where applicable.
- The assessment of vocational level 1 and level 2 courses is significantly different to that of other courses. AFL / marking / feedback will not be present on assignments due to EDEXCEL BTEC / WJEC policy. The teacher is NOT permitted to provide feedback / annotations on the work until the work is submitted on the hand-in date. The assignment is then assessed on a criteria met / not met basis with minimal feedback. The students do not see this unless work needs to be re-submitted. AFL will be evident during the teaching and learning input stage of the BTEC / WJEC assignment.

Pupils missing work due to absence

If a pupil has missed lessons the teacher will provide relevant catch-up work during lessons. Staff may email or send the missed work electronically. There is an expectation that the pupil engages with this missed work and completes the assessment /homework when reasonable. Staff interventions will support this and individual circumstances will be taken into account.

Monitoring

This policy will be reviewed annually by SLT. At every review, the policy will be shared with the Governing Body

All teaching staff are expected to read and follow this policy.

Senior leaders will monitor the effectiveness of marking and feedback practices across the school, through moderation, lesson observations, book looks, student progress meetings and learning walks

Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Assessment policy
- Examination policy
- T&L policy
- Attendance policy