Durham Trinity School

&

Sports College

Marking and Feedback Policy

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MARKING AND FEEDBACK POLICY

Aims: The aims of assessment at Durham Trinity School and Sports College are:

- Identify the learning needs of an individual pupil or a group of pupils.
- Inform planning, target setting and interventions.
- Assist with the development of quality teaching and learning strategies which motivate pupils across all provisions.
- Be specific, accurate and clear – tailored to the individual.
- Complies with statutory requirements.
- Gather and capture additional information necessary to provide a tailored and broad, high quality, educational experience to all pupils.
- Inform parents and carers of their child's experiences and achievements.
- Support the identification of barriers to learning and the development of strategies to overcome these.
- Marking workload is manageable whilst being effective; impacting on pupil progress.
- Celebrate the success of all our learners throughout school and at all stages of learning.
- To value pupils efforts and motivate them to make progress.

Rationale:

At Durham Trinity School and Sports College we believe that all pupils are entitled to regular and comprehensive feedback on their learning and we recognise that marking and feedback needs to be tailored to best meet the needs of individual pupils. Our marking, whether it is written or oral, will provide pupils with incisive feedback that will help develop their knowledge, understanding and skills.

Terms of Reference:

Assessment and feedback is an integral part of the school day and is naturally built into learning activities using a total communication approach (sign/symbol/word). Formal assessments take place throughout school In EYFS, at the end of their Reception year, pupils are assessed using the Early Learning Goals. In Year 1 some of the pupils may have the opportunity to sit phonics screening check. In Year 6, some of our pupils may sit the End of Key Stage Assessment Tasks. (SAT's – where appropriate to need). At the end of Key Stage 4 pupils will be assessed through a number of accreditations or/and examinations – to match the need and correct challenge for the pupil. These include: GCSE, Entry Level, ASDAN (certificate), and Princes Trust. At the end of Year 14 pupils wil be assessed through a number of accreditations to match the need and correct challenge for the pupil. These include (ASDAN diploma) and OCR Life and Living Skills.

Pupil/student progress is acknowledged to be about change and development. This can be linear (e.g. an increase in skills) or lateral (e.g. a skill practiced in different contexts). However, for some of our pupils it is also demonstrated by a change in response or by the maintenance of skills.

Formative Assessment

This is used daily in classrooms by both teachers and support staff, allowing staff to adapt their teaching and learning approach to meet pupil needs, to make necessary adjustments, such as re-teaching, trying alternative approaches, offering more opportunities for practice, or to extend learning with the correct level of challenge. These activities can lead to improved pupil progress. This can take the form of written and oral feedback.

Summative Assessment

Summative assessment is a picture of where that pupil is at a specific moment in time and is carried out periodically, e.g. end of term, mid -year, end of year or key stage. The teacher undertakes this kind of assessment to judge a pupils current understanding. Conclusions will be reported in terms of Learning Steps via B Squared. These may be set alongside national standards (GCSE, Entry level, Princes Trust, ASDAN, OCR Life and Living Skills), so that we can evaluate performance against that of others. This also allows us to track progress over time.

<u>**Marking and Feedback Guidelines**</u>

'We recommend that all marking should be meaningful, manageable and motivating. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE)'.

> Eliminating unnecessary workload around marking.
> (Report of the Independent Teacher Workload Review Group March 2016).

'It would be impossible, impractical and unmanageable for every piece of work to be used for formative assessment and 'quality marked'. Teachers will need to decide which pieces of work to give detailed attention and which they are simply going to acknowledge'

Shirley Clarke (2001) 'Unlocking Formative Assessment'

Instant Feedback

Pupils work within Durham Trinity School and Sports College is titled with a Learning Objective/Learning Outcome or Learning Intention. This can change each lesson, where appropriate or serve multiple lessons over a short period of time. It is this statement that will provide the basis of a pupil's instant feedback.

Teachers will provide instant feedback for each piece of pupils work by highlighting the learning objectives using the following colours:

Green – learning objective achieved, the pupil is at the stage for more challenge to extend learning. Excellent examples within pupils work will also be highlighted where the learning objective has been successfully met. Can write comments for extension and further challenge when appropriate.

Yellow – learning objective has not been achieved throughout, the pupil requires consolidation and further practice. At least one example is highlighted yellow within pupil's work to indicate one area to improve or to highlight in yellow where support was required. To write any short comments for future learning/improvements/next steps.

Pink – learning objective has not been met, the pupil requires further work, having the work broken down into smaller steps.

Not only does this give instant visual feedback to pupils but it also provides the teacher with instant visual feedback to support the planning for individual pupils, groups or whole class.

EYFS, Key Stage 1, Key Stage 2, Key Skills Class, Post 16, Sensory and ASD Provision:

Within this department pupils work will be presented in books and/or files.

Each piece of work will:

- have a learning objective to indicate the purpose of the activity, child friendly and clear
- be dated
- highlighted

The following marking codes will be added to each piece of pupils work where appropriate:

HOH	Hand over hand – full physical prompting
VP	Help given verbal prompts – spoken/signed
I	Independent work
PP	Help given by physical prompts – physical/visual
VF	Verbal feedback
GW	Group work
LS	Literacy support
CS	Close support

Pupils working within this provision and key stages are working significantly below age expectations. Indicating the developmental stages within the marking and feedback of pupils work as additional codes illustrates the small steps of progress pupils make. Below is a table of Progression Codes to indicate the development stages, the characteristics with corresponding codes to be added for each piece of work:

PROGRESSION CODES

Developmental Stages	Characteristics	Code
1. Encounter	Characterised by presence and reflex responses	E
2. Early Awareness	Characterised by fleeting attention and inconsistent responses	EA
3. Interest	Characterised by more consistent and differentiated reactions	In
4. Supported Participation	Characterised by cooperation and engagement	SP
5. Active	Characterised by	AI

Involvement	recognition, anticipation and proactive responses	
6. **Development**	Characterised by remembered responses and intentional communication	D
7. **Exploration**	Characterised by concentration, recall and observation	Ex
8. **Initiation**	Characterised by established responses and conventional communication	Ini
9. **Consolidation**	Characterised by the formation of skills, knowledge, concepts and understandings	C
10. **Application**	Characterised by the application of skills, knowledge, concepts and understandings	Ap

Key Stage 3 and Key Stage 4:

Within this department pupils work will be presented in books and/or learning journey files.

Each piece of work will:

- have a learning objective to indicate the purpose of the activity, child friendly and clear
- be dated
- highlighted

The following marking codes will be added to each piece of pupils work where appropriate:

VP	**Help given verbal prompts – spoken/signed**
I	Independent work
VF	Verbal feedback
SR	Student's response to feedback

GW	Group work
LS	Literacy support
CS	Close support

Literacy marking codes:

To use literacy codes when appropriate and not to take the focus away from the learning objective. Highlight within pupils work what needs correcting or improving.

Symbol	Meaning	How to correct
Sp	Spelling Mistake	Use a dictionary – correct spelling x3
//	New paragraph	Check – start of a new topic, change of scene or time.
?	Meaning unclear	Read over and correct to make sense

Whole school - Additional guidance

Pupil's work marked by support staff will be initialed. All work marked by supply staff is indicated by the word 'supply' followed by initials of supply teacher.

Work will be marked using a different colour pen to the one the pupil has used and not a red pen.

Teachers will decide which piece of work is marked with positive comments and next steps to consolidate or extend learning. There is a **minimum of 2 pieces of work to be marked in full** using comments and codes each half term for each subject taught. A recommendation is the first and last piece of work within a topic or subject strand.

All photos to be dated and annotated with codes using evidence recording sheets where appropriate/ agreed within provision/key stage.

Education, Health Care Plans (EHCP)

To support teachers to feedback to the SENCo or parent/carers on the pupil's EHCP outcomes all teachers will follow this guidance:

- Pupils EHCP outcomes are included in the back of pupils workbooks/files. (Sensitive outcomes will not be included - stored alternative place).
- Where there is evidence of pupils achieving part or whole section of an EHCP outcome the work will be provided with the code: **EHCP**.
- In the back of the book teachers will include a comment, date and number to refer to the actual EHCP outcome.

Paired/Peer Feedback

During lessons pupils could be asked to mark work in pairs.

The following points will have been taken into account if this is to happen in class:

- Pupils need to be trained for this, through modelling with the whole class.
- Ground rules need to be discussed, agreed and displayed in the class e.g. listening, confidentiality.
- Pupils should work out what they like first, and then suggest ways to improve the piece but only against the learning objectives – not spellings or handwriting etc.
- Pairings need to be based on trust.
- Pairings should be ability based and could be supported by a member of staff
- Pupils will be encouraged to discuss each other's work together rather than taking turns to be the 'teacher'.
- Pupils will have the opportunity to work with different partners.

Supply staff

School will provide this policy to supply staff. Supply staff should follow the policy and write 'supply staff' with their initials by their written comments and codes.

Parents/Carers Involvement:

The departments/provisions may include Tapestry online learning journals for identified pupils: Sensory, ASD Provision, Primary and Skills classes. A home-school agreement is signed by parents/carers and teacher stating how only their child's progress and achievements will be shared. Teachers will indicate which pieces of pupils work will be shared on this forum.

Pupil's achievements and progress will also be shared via the school website blog. Each class/subject taught will have at least 4 pieces of work/activities/experiences shared on the school website per half term.

Parents/carers will be invited to two parents evenings per academic year when there will be an opportunity to look at their own child's progress and achievements.

Monitoring

We will ensure these guidelines are being used consistently throughout the school by carrying out termly marking and feedback scrutiny. This will be the responsibility of the SPG when carrying out monitoring duties as detailed in the monitoring calendar.

Annotated evidence will be collected termly for a sample of learners in school taken from each of the diversity groups for monitoring progress. This will include written comments describing the task, pupil achievements and will include P level and National Curriculum levels.

In addition there will be 'guided book scrutiny' sessions involving all staff.

Workbooks/files will be viewed during lesson observations as appropriate.

Feedback on the implementation of the policy will be given during whole school staff meetings/ groups of staff/individual staff as appropriate.

Exemplars of good practice will be shared with staff.

The performance indicators will be:

- Improvement in children's achievement and attainment
- Consistency in teachers' marking across phases/provisions
- Participation of children in the process (where appropriate to need)

The policy will be reviewed annually in the Summer Term.

The Pupil Standards Committee of the Governing Body will monitor the implementation of the policy by:

- Carrying out learning walks and viewing pupil workbooks.

- Attending SPG meetings when the focus is pupil workbook scrutiny
- Lead governors meeting with Key Stage Leaders and discuss the implementation of the policy.