



## **Feedback and Marking Policy Bennerley Fields School**

### **Introduction**

Effective feedback and marking is key in ensuring pupils progress in their knowledge and skills, understand where they are succeeding and also for identifying gaps in knowledge, misconceptions and next steps. This policy outlines the new feedback and marking policy developed as a staff team after exploring key findings from research and published articles about effective and varied methods of feedback to pupils.

### **Intent**

When giving feedback staff should ensure:

- Feedback should be driven by personal and professional judgement from the staff team in meeting the needs of the pupils, and therefore there is flexibility in methods used to account for this within this policy.
- Feedback should be given in a timely manner – when this is to be decided by staff where personal judgement takes into account needs of the pupil, subject, ability etc.
- Feedback should be sensitive to the needs of the individual pupil.
- Praise given should be genuine, aim to raise self-esteem and develop a sense of pride in their work.
- Feedback should be educative in nature, ensuring pupils are told and/or understand what they did well, and when appropriate what their next steps are in order to progress

### **Implementation**

The main feedback method will be verbal feedback, and only written feedback will be used if deemed appropriate and accessible by the pupils. Research into verbal feedback shows this is more effective for pupil progress than written feedback, and for Bennerley Fields more accessible for our pupils. Verbal feedback should also predominately be 'live feedback' and take place during the lesson as and when required.

Feedback can be given in a variety of forms and the following options may be used by staff taking into account the needs of the pupils:

- Verbal comments to pupils both including praise and areas of development as needed
- Providing a model or example to be able to explain and refer to what a successful use of knowledge or skill looks like
- Facial expressions
- Signs and symbols
- Written comments if accessible by the pupils
- Self or peer assessment if accessible by the pupils
- One to one discussions
- Stickers and/or stamps
- Reference a specific skill or piece of knowledge
- Positively reinforce a desired skill or behaviour e.g. 'I noticed...'
- Feedback to parents / carers through messages, letters or phone calls
- Ask another adult to give feedback
- Rewards
- Certificates

Expectations for marking in exercise books:

- Marking headers to be used to summarise work completed in lessons for each objective and ticked in green.  
The header includes information on the Learning Objective, support given and engagement of pupils. The header can be used to track wider areas of progress such as level of engagement and amount of support needed.  
– see Appendix 1 for template.
- Outcomes sheets to be used for each sequence of lessons or scheme of work – teachers date under the R G or M to show progress towards each outcome.  
R = Response and attention, G = Gaining skills and understanding, M = Mastered and matches the terminology of B Squared assessment.  
Outcomes must start 'I...' and be taken from outcomes curriculum documents or from B Squared assessments as appropriate.  
- see Appendix 2 for template
- Next steps sheets will be used to identify areas which need a bit of extra focus for progression, or to extend to the next skill in English and Maths. Only one next step for Maths and one for English to be worked towards at a time.  
English and Maths next steps sheets should be on the front covers of exercise books with the date set, and dates referenced when pupils have made progress towards them or mastered that step.

The time a pupil spends on a next step is personalised, but should be for no more than half a term.

- See Appendix 3 for template
- Next steps for personal progress and foundation subjects are set and monitored through the use of IEPs and Personalised Learning Goals which feed into pupils' EHCP outcomes.

Expectations for practical subjects not completed within topic lessons:

- Practical subjects such as PE, Music, DT, Art:
  - Pupils to have an Outcomes sheet at the start of each scheme of work that outlines the objectives and outcomes for that scheme.
  - Staff to use R G M when progress towards the outcomes has been achieved and dated
  - Photos to follow on from this sheet to evidence and celebrate progress.
  - Or staff can use a standard Outcomes sheet without objectives on it, but then must make the LO clear on their evidence.
- See Appendix 4 for template
- Beyond Bennerley and Forest Schools will use Evidence for Learning to evidence progress and achievement of outcomes.

## Impact

If feedback and marking is effective, pupils should have a clear idea of what they have done well in a lesson, and how to improve where appropriate. This may be within the lesson with verbal comments and support enabling pupils to understand misconceptions or extend their thinking, for example. It would also include longer term next steps in Maths and English. Effective feedback and praise should also see pupils developing their self-esteem and having pride in their work.

Some pupils may not be aware of what their next steps are due to their learning needs – for these pupils the use of next steps is still important so all staff know what they are developing for each pupil and can be working towards them, even if the pupils are not able to verbalise this themselves.

Monitoring and quality assurance of effective feedback and marking will be through book scrutinies, learning walks, lesson observations, discussion with pupils and professional discussions.

## Appendix 1

Header to be used for each lesson objective in most subjects, and ticked in green by the appropriate option:

<b>Date(s):</b>			
<b>LO: To</b>			
<b>Level of support for learning:</b>			
Continual	Interim	Initial	Independent
<b>Type of support for learning:</b>			
Resources	Verbal prompts	Gestures	
Physical prompt	Questioning	Other:	
<b>Level of engagement:</b>			
<i>Personalise for class</i>			

Teachers can adapt add self/peer assessment to this if suitable for their class and the lesson.

## Appendix 2

Outcomes sheet to be used at the start of each sequence of learning in most subjects:

<b>Dates:</b>			
<b><i>Subject and main theme</i></b>			
Outcomes:	<b>R</b> Responds & attention	<b>G</b> Gaining skills & understanding	<b>M</b> Mastered
	Date when progress made towards outcomes		

### Appendix 3

Next steps sheet to be on the cover of English and Maths books and track progress towards each next step – only one step at a time to be worked on (on books sheet will extend to 10 items):

Date Set	My next steps	R Responds & attention	G Gaining skills & understanding	M Mastered
		Date when progress made towards next steps		
	1.			
	2.			
	3.			
	4.			
	5.			

### Appendix 4

Overview sheet to be used for each scheme of work or sequence of learning in practical subjects if not having Los on evidence:

<b>Dates:</b>			
<b><i>Subject and main theme</i></b>			
Learning Objectives: <ul style="list-style-type: none"> <li>To</li> </ul>			
Outcomes:	R Responds & attention	G Gaining skills & understanding	M Mastered
	Date when progress made towards outcomes		



**BENNERLEY FIELDS SCHOOL**

## **Feedback and Marking Policy**

Version	Reviewed in School	Approved by SLT	Ratified at LGB	Minute Number
1-Date Approved	Sep 2022	3.10.22	NA	NA
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