



Pupil work response /feedback policy

‘Working together, to be the best that we can be.’

Policy Consultation & Review

This policy is referred to in our school prospectus and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in September 2018. It is due for review on September 2021.

Signature

Headteacher

Date:

Signature

Chair of Governors

Date:

Introduction

At the John Grant School, we strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children. We have asked ourselves what does marking mean at John Grant. Consequently, we have adopted an approach to responding to pupils that explained below;

Expectations for all our pupils are high and we expect them to make the best possible progress. The range of complex learning needs of our pupils necessitates that the way in which staff respond to pupil’s work will vary dependent upon pupils understanding and communication skills, however all responses/feedback must be personalized and will adhere to the following aims

Aims

Highlighting and celebrating success

Identifying next steps in learning

To mark work in such a way that it improves learning.

To respond to work using a consistent approach dependent upon the learning needs of our pupils.

To mark work in such a way that it is understood by pupils.

To provide opportunities for self and peer assessment where possible

To ensure that work is marked against the learning objective or success criteria of the lesson.

To provide opportunities for children to respond to the marking of their work where possible

To inform pupils of the next steps in their learning where possible

Implementation of Policy

Staff response

Work may be marked verbally in the presence of the child. This may allow opportunity for verbal improvement. An indication of this may be by VF (Verbal feedback) being written on the child's work; this can if needed be followed by a brief comment or sticker. It is the most valuable form of feedback for all children (regardless of age or ability) as it is immediate, personal and focused.

Activities that do not provide a 'hard copy' e.g. role play/practical activities will be responded to by staff with verbal feedback, auditory cue, or symbol support to show recognition.

Where appropriate work will be checked against the learning objective; this is important as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children. Staff will demonstrate the fact that they have acknowledged the work by using written feedback, stamps or stickers. Stickers may also be used to identify the degree of independence. Where possible pupils are encouraged to apply these stickers to their work

'No help' 'Physical support' 'Verbal support' 'Gestural support' 'Experienced' 'Sensory Experienced'

Written constructive feedback may take the form 'two stars and a wish' 'You did...&.....really well. My wish is that you try.... next time'.

In specialist provisions, feedback may take different forms i.e. in Kingfisher class (PMLD provision) feedback is given in some instances by displaying a student's work with photographic evidence for students to be able to see and appreciate, or be acknowledged through a recognised song or noise.

Self assessment

Children may have opportunities to self assess their own work against the success criteria. This could occur independently, as part of a group with an adult supporting or 1-1 with an adult and may use stickers, verbal acknowledgment and praise to acknowledge degree of independence.

Peer assessment

Opportunities will be given for children to assess the work of other children where possible in pairs or in small groups.

EYFS and KS1

Feedback will be provided immediately- verbally –signed / visual symbol and always focused on the positive outcomes linked to the primary learning objective.

EYFS- Annotated with comments

KS1 Annotated with comments

Date

Date

CI - Child initiated

AL - Adult lead

AD - Adult directed

All EYFS and KS1 staff will have a clear understanding of 'next steps' for pupils and will complete observations that feed back into the pupil's 'learning Journeys' and future planning/ Target setting

KS4

Written self evaluation forms are used by more able pupils in KS4 when they have completed a task or activity. Good examples of these are seen in Design Technology and Art

Review:

This policy is reviewed every 3 years or whenever deemed necessary by the Headteacher and Governors.

This policy should be read in conjunction with the school policies on Assessment and Teaching and Learning.