



ruskinmill
sunfield

Feedback and Marking Policy

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Lead Person:	Head of Education
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SUNFIELD MISSION STATEMENT

PHILOSOPHY

“The right of all children to the highest quality education is not only a social ideal but a social necessity” Rudolf Steiner, 1919

At Sunfield we believe that all young people are entitled to engage in meaningful learning which can give them the confidence and skills to participate in lifelong development. It is our duty as educators to identify the barriers they experience and to help them overcome these, re-imagining themselves, fostering their curiosity and realising their potential. Through effective education, we can help our young people to re-engage not only with learning but with the wider social community.

Sunfield is committed to the development of each individual student’s abilities so that they may come to experience life as worthwhile.

We respect the dignity of each human being and acknowledge their value as an individual, whatever their needs or their ability to contribute to society.

We support the continuous development of knowledge, understanding and skills for all our people.

AIMS OF SUNFIELD

To facilitate the development of individuals to enable them to:-

- live as independently as possible
- be included in their community as far as they are able
- have as rich a quality of life as possible
- maintain their integrity as individuals in their own right
- progress educationally to their maximum potential
- access the cultures of our society
- Be part of social enterprises and contribute to society
- Be healthy and grow as individuals

These aims have equal importance in providing pupils at Sunfield with a breadth of curriculum, which fully meets the educational and care needs of each student within a safe, supportive and structured environment. Staff from a variety of professional backgrounds operate as a trans-disciplinary team to support pupils to learn and achieve in a variety of environments.

Within the context of Sunfield, formal marking is not always appropriate, due to the developmental levels of our pupils, and the need to make feedback and evaluation meaningful and concrete. This policy details the expected formats for feedback and evaluation.

AIMS OF FEEDBACK AND MARKING POLICY

- To improve the ‘quality’ of marking, annotation and feedback to pupils
- To raise achievement
- To ensure understanding of learning
- To enable teachers to plan effectively for the next staff of teaching and learning
- To ensure that all pupils are challenged and their achievements are celebrated
- To ensure that pupils are encouraged through feedback to improve and extend their learning
- To ensure that feedback develops in line with the needs and ages of the pupils throughout their time at school

- To ensure that marking and feedback is clear, relevant and useful to the pupils

Why do we give feedback?

- To give pupils the criteria to meet the next step in their learning, at whatever level this may be.
- To ensure that pupils are made aware of their steps to success, at an appropriate level.
- To assess whether learning outcomes have been met.
- To celebrate success.
- To develop self-esteem.

And if appropriate:-

- To encourage a reflective mind... becoming more aware of how they learn and their mistakes.
- To develop a resilience to constructive criticism.

Effective feedback must be:-

- Related to the learning outcomes
- Used to inform planning
- Be useful and effective
- Supported and promoted by all staff
- Used to promote self esteem
- Used to promote self-reflection

When should we give feedback?

For the majority of our pupils, the feedback needs to be immediate and should relate to the learning outcome of the lesson, without missing opportunities to comment on other learning. Feedback will be given at an appropriate level for pupils to understand.

For pupils producing written work in English, Maths, and Science, feedback and marking will be delivered verbally and discussed in connection with the learning outcomes, and recorded on pupils' work in line with the marking system. As pupils become more confident they will be encouraged to assess their own work and comment on the work of others, leading up to peer assessment.

Student self-evaluation

All pupils should be given the opportunity to evaluate their own engagement and learning at the end of learning activities, at a level appropriate for their understanding. For some pupils, this will be through the use of visual communication aids to indicate if they liked or disliked an activity, whilst for other pupils they may be able to identify what they have learnt within the session. Pupils' views on their own learning will be recorded in the annotated planning accompanying each lesson. For pupils who are able to complete their own written self-evaluation, this will be recorded on their work, or on the planning.

Annotation

A key part of ensuring consistency across the school is the accurate and useful annotation of work including photographs. Annotation should include the context of the evidence, the level of types of support given, it may include the frequency that the target was met and the level of interaction that the pupil demonstrated. For pupils who don't produce written work within lessons, annotation represents marking and evaluation of their engagement and learning. All staff use the same annotation and marking codes to ensure consistency across the school.

Annotation and Marking Codes

PP	Physical prompting – student is physically supported to engage with activity. For some pupils this may be full hand-over-hand support to engage with an activity.
GP	Gestural prompting – staff gesturing towards the activity or resources to draw pupils' attention to the expectations
VP	Verbal prompting – staff verbally directing pupils to engage with activity
VIP	Visual prompting – pupil follows symbols/photos/schedule to complete learning activity
MO	Modelling – staff modelling learning activity before pupil participates
IND	Independent – pupil completes activity independently with no prompting from staff

