**Work and Feedback Policy**

**Date Created: September 2018**

**Date of Review: September 2020**

At Stony Dean School we have three main foci which underpin our vision and values:

• Communication and Interaction • Independence • Employability

The work students do in school and as part of additional learning is all underpinned by these core skills as should the feedback students receive. Feedback responds to 4 main areas which fit into the school’s vision:

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| **Feedback Focus** | **School Vision** |
| Presentation | Communication and Interaction  Employability |
| Language   * key words, using and understanding vocabulary * use of English e.g. writing in full sentences etc. | Communication and Interaction  Employability |
| Subject specific content | Employability |
| Skills demonstrated | Independence  Employability |

Feedback and marking should be meaningful to pupils, teaching staff and parents. Oral feedback should be given during the lesson allowing pupils to think about their learning and make improvements to their work there and then. This is often the most appropriate form of feedback to our pupils.

The work students produce and the staff feedback responding to that work must record and paint a picture of the *Journey of Learning.* This must be for each individual student in each subject whether that be academic and/or social developments.

This policies details, in the table on page 2, what we as a school deem are non-negotiables and must be seen in all work and what is set within each department.

**Book Scrutinies**Department Book Scrutinies to take place termly on the agreed format, fed back to the department and saved.

SLT Book Scrutinies to take place half termly and will be fed back to Curriculum Leaders.

**Keeping of past work**After Easter, books from the previous academic year can be sent home with students. Choose between 4-9 pupils (depending if you set) from each year group to keep their books across the school career. Ensure there is at least 1 PPF and 1 EMAG student included. This needs to be collected by the HofD.

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| **Non Negotiables** | **Options and Examples** |
| 1. Books and folders need to be clearly labelled with  * Name of pupil * Form/year group * Subject * Teacher |  |
| 1. Books/folders kept to a high standard.  * No graffiti * Work is hole punched and filed neatly in order * Work stuck in books needs to be trimmed so it fits. |  |
| 1. Date at top of work or series of work | Short date  Long date |
| 1. Learning Objective at top of work or series of work | Staff can write/print out LO where necessary.  Ensure this isn’t the main activity of the lesson. |
| 1. Marking to be done in a contrasting colour in legible handwriting (printing if necessary) | Where a group all has the same next step feedback, you may want to print this out to stick in |
| 1. All work acknowledged and verbal feedback recorded.  * Students to be given lots of praise and encouragement during activities and once activities have been completed * Verbal Feedback needs to be recorded with a **‘V’** with what has been said to the student to move learning on * Marking should be done as close to the lesson as possible * Witness statements (supported by photos/videos if appropriate) may be written to qualify pupil achievements in practical/speaking and listening tasks | Tick  Verbal feedback comment (see box\_\_\_\_)  Highlighting LO – traffic lights  “LO Met” comment or “Not met” and a next step comment  Peer marking or marking own work. (Not in green) |
| 1. Pupils should think about their learning and self-assess in all lessons  * This need not be recorded and can be done in a variety of ways – traffic light/thumbs up/whiteboards etc. * Students to be encouraged (depending on ability and need of pupils and the nature of the activity) to mark their own work engaging in the assessment process. Mark must still be acknowledged/marked by teaching staff in a contrasting colour. |  |
| 1. Substantial work to have written feedback using points below:  * Plan when you are going to do this marking so to optimise the impact. * Comment responding to LO and how it has been achieved. * Make it specific referring to the LO or examples in the work. Try not use general comments such as “good work” “well done” without saying what’s it relating to. * Next step feedback to move on learning within the next few lessons. * It needs to focus in a skill or a concept rather than an activity – e.g. don’t use next step will be writing a newspaper. * The feedback needs to include a task for the student to complete in the next lesson relating to the skill they are developing * Students must be given time in the next lesson to look at their marked work and complete any next step activities. * In KS4/5, students will be made aware of the qualifications they are working towards (dependent on ability and mental health needs). Marking may then directly link to the examination criteria. | Do a substantial mark in the middle of a topic or run of work so they can use the feedback to improve. Don’t do it at the end of a topic when they are going to be moving on to new skills  Next step task examples:   * Making corrections * Redrafting adding detail to a minimum of 1 sentence * Adding another perspective * Writing their own top tip * Pupil reflection on task * Pupil next steps or points to improve |
| 1. Use of symbols must be for purpose of pupils rather than staff  * The following symbols are to be used consistently across the school:  |  |  |  |  | | --- | --- | --- | --- | | S | supported (and details of support given and staff initial) | Sp | Spelling | | I | Independent | P | Punctuation | |  | Positive feedback | C | Capital letter missing | | N | Next Step | // | New paragraph | | V | Verbal feedback and details | ^ | Word missing |  * Additional departmental symbols may be used consistently across the department, ensure symbols are clear and simple and keep to the minimum * Ensure all pupils, staff and parents know the meaning of the symbols and they are in display in the classroom or in books |  |
| 1. LSAs are able to mark pupils work under direction of class teacher but not the substantial marking.  * It is the responsibility of the class teacher to ensure that the LSA knows how to mark in line with the marking policy * LSA/cover teachers to initial work they have marked |  |