



PUPIL FEEDBACK POLICY – Updated January 2020

At Bright Futures School, marking is an integral part of assessment. Our marking and Feedback Policy has been discussed and agreed by all members of staff. All pupils, parents and proprietors will be made aware of this policy, which offers guidance on the purpose, types and frequency of marking.

Our Aims

We strive to:

- Mark children’s work positively reflecting the nurturing ethos of our school.
- Enhance self -esteem and confidence of our pupils.
- Mark written work regularly and consistently highlighting strengths and areas for development using child friendly approaches.
- Provide a system for marking which is consistent across all areas in our school.
- Ensure our marking informs all teachers in their planning of future activities and enhances pupil’s learning by offering advice on areas to be improved.
- Enable children to clearly recognise their difficulties and mistakes.
- Provide children with clearly identifiable “next steps” they need to take in their learning.

Why do we mark children’s work?

- To help staff to monitor pupil’s progress and diagnose what has not been understood. This assists future planning and learning.
- To provide helpful feedback to children so that:
 - Their needs are identified and we can discuss the areas of their work they find difficult.
 - They are clearly aware of what they need to do next to improve.
 - Their achievements are recognised and their confidence is nurtured.
- To ensure pupils are aware that their work is valued.
- To allow staff to ensure that set tasks have been carried out.
- To show progress has clearly been made.

Marking and feedback should;

- Be manageable for staff and accessible to the children.
- All sessions have clearly identified intentions and success criteria, which are shared with pupils at the start of the session.
- Marking and feedback relates to the learning intention.
- Involve the staff working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate. Allow specific time for children to read, reflect and/or discuss marking where appropriate.
- Marking information aims to Inform future planning.
- Use the agreed session feedback guide-see Appendix 1

Assessment evidence can be found through a range of sources, which may include:

- teacher analyses of the work pupils have done
- interviews and discussions with pupils
- planned observations
- listening
- incidental observations
- pupils' self-assessment of work
- tests.

In addition to **staff** giving feedback during and at the end of sessions, **pupils** are also encouraged to discuss their thoughts and feelings each session. This in turn will enable staff to match their own assessment with that of the pupils' and take appropriate action/ put in strategies to deal with any difference in opinion in order that learning outcomes can be successful and progress is made.

Appendix 1




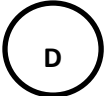
Work Books

Each piece of work should have...

Date

LO – learning objective

Next to the work staff should mark if the student has worked

	Supported The student needed 1:1 support to complete the task.
	Guided The student was guided at times but did the work without many issues.
	Independently The student understood the task and worked without needing any assistance.
	Discussed If there is a mistake or a misconception – mark if you have discussed it together

In one piece of work all four of the above symbols could be used.

Work should also have a comment from staff – praise and/or next steps.