Arun Court School: Policy Number 10C

(Assessment & Tracking Suite- Policy Suite 10)

Arun Court School – Regular Marking & Feedback Policy – last updated April 2021

Ratified by EMAT sub-committee meeting on:…………………………

Signature (+ date) Chair of EMAT Curriculum & Achievement Committee

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Signature (+ date) Proprietor: …………………………………………..Mrs Beverley-Sarah White

Signature (+ date) Principal of School   …………..…………………… Vicki Williams

Date of next review: April 2023 (Reviewed at least BI- Annually by COMMITTEE)

> **Please read all policy documents in the main policy file, in particular you should read the whole of suite 10 in conjunction with this policy. You should also read the standards for employees (policy 13G) and the staff code of conduct (Policy 13D). It is also helpful to read Policy suite 11 which deals with the practical methods associated with the curriculum and learning throughout the school.**

Context

Arun Court School as an Independent Specialist Setting (NMI – Non-maintained Independent) that operates with an 'Ideal's approach' that is a non-profit driven approach, wants to use public funds effectively. Where possible it wants to bolster the mental health of students, and ensure rapid academic progress, so that they can transition to a cheaper setting that also has larger resource and opportunity. Marking and feedback plays a key role in this, as it is through intensive holistic support and having a strong student voice representation, that we are able to achieve this aim. We are proud to have facilitated many 'in-year' transitions at year 9 to state schools with specialist centres, and to date (looking at 4 years of working with LEA students) ALL students in year 11 have transitioned to mainstream college, sometimes with additional support, and sometimes without, with many young people also going on to successful university placements or work internships.

1. Planning effectively for Feedback

1.1 Learning sessions should be planned to have mini assessment opportunities throughout. At the end of sessions, students should regularly reflect upon what they have been learning and what they feel they have achieved with the support of their teacher if required.

1.2 In our setting, time to discuss how they felt emotionally about the task, the learning styles and the amount of challenge is key, as student's have very fragile mental health and need to feel that their opinions and worries are listened to. The emotional health aspect of feedback is just as important as the academic focus. The zones of regulation on each table also helps in the monitoring of this in a lesson context.

2. What feedback should look like

2.1 Due to the small nature of the groups, feedback should wherever possible, be live and a collaborative process with the student. In a lesson many different techniques could be used. Sometimes students will use an arch to indicate how much they understand at the start of a lesson, then revisit this arch at various points during the session. Sometimes students will have a list of success criteria or keys to success that can be ticked or graded numerically. Sometimes students will verbally ask messages of the teacher or write them down. Students will highlight parts of work for discussion in yellow, and in turn the teacher will highlight areas of success in pink and areas for growth in green.

2.2 Feedback should be against the learning objective with students being clear whether they have achieved, exceeded or missed the objective.

2.3 Feedback is developmental – aspects that the teacher is pleased with and achievements should be written in pink 'tickled pink'. Questions and aspects for development should be marked in green 'Green for growth'.

2.4 Feedback is only purposeful if it is used. Students should be regularly given time to look back at previous areas for development and discuss their improvements. Teachers should be collaborative and use the regular briefings, moderation meetings and student discussions to reflect upon their marking and the progress shown by the student. As students become stronger mentally and emotionally peer feedback opportunities should also be gradually introduced, along with more 'school-like' systems of academic success criteria; in this way feedback is gradually stepped up towards the aim of transition.

2.5 As students complete their Level 2 courses and as their mental health allows, their feedback will be given against the Level 2 criteria to support their ongoing progress.

3. Feedback and links to other assessment processes

3.1 Feedback is part of the assessment and planning cycle (refer to policy documents 10A and 11A). Marking should impact directly on planning and staff should alter the MTPs in line with individual success or difficulty.

3.2 Marking and feedback is a way of students **knowing their students in detail**, which in turn helps them make **NOFAN judgements against flightpath criteria** or **age-related criteria**. Teachers need to ensure that they use an **evidenced-base approach** when considering if they see a student carrying out a specific criteria: 'never' 'occasionally' 'frequently' 'naturally' . The main part of the evidence base for these types of judgement is marking and feedback. **In light of how much paper evidence was required for examination boards during the 2020/21 pandemic exam cancellations, it is imperative that schools retain a high degree of importance on monitoring for quality marking and feedback, along with retaining work samples.**

4. Monitoring

4.1 The quality of feedback is reviewed regularly by the senior team and through collaborative discussions with students and parents. As an organisation we strive to maintain a clear and easily understood system, whilst also meeting individual needs as far as possible. **The quality of marking and feedback is an aspect discussed at Performance Management reviews, along with points progress against baseline judgements.**

5. Feedback & Target Setting Policy

5.1 Small targets, within a student's work, are set in collaboration with the student and by the lead member of staff in that lesson. These are often recorded as a list as the back of a subject book, or at the back of an assessments book, so they can be referred to regularly.

5.2 Longer term targets, which include academic, physical and mental health targets are set at the pathway meetings which take place every half term with the exception of the Autumn Term which will only have one review to allow students to settle at the start of the new academic year.

5.3 Pathway meetings should, where possible, involve staff, student, parents and any other relevant professional. Pathway target review meetings, at the end of the 6 week period should involve the same professionals. **Books and other work examples should be shared and contribute to the process of setting targets and celebrating achievements.**

5.4 The Pathway documents resemble an 'Individual Education Plan' but are more detailed and holistic in approach. This is because the mental health aspects are very personal and specific to the family involved.