

Holbrook School for Autism

# Feedback and Assessment Policy

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## INTRODUCTION

Marking is an essential part of planning, assessment, teaching and learning. Responding to students' work through constructive comments and by acknowledging achievements will promote positive attitudes and lead to an improvement in standards and an increase in progress across all key stages. Teachers and teaching assistants should follow an agreed system with consistent procedures when responding to students' work. This will give clear messages to students', parents and other teachers about individual progress.

Our school has a diverse population with the range of abilities spanning from learners functioning at the earliest stages of emerging development right through to those working at, or exceeding age related expectations. It is vital that marking and feedback strategies are appropriate and well matched to the needs of student's, using visual or verbal means appropriate to the individual. The Feedback and Assessment Policy will provide consistency of practices throughout the school whilst still being student led.

The implementation of the policy is the responsibility of all teaching staff. The policy will be monitored and quality assured by members of the Senior Leadership Team.

## PRINCIPLES

**Our Feedback and Assessment Policy is based on the principles that:**

- Students have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning.
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.
- Marking and feedback is most effective when shared with the learner as soon as possible after the task has been completed. Written feedback should be a summary of this dialogue between staff and student.

**Marking and Feedback will be:**

- Positive, specific and related to the learning objective / success criteria. Staff and students need to clearly understand the learning objectives and or success criteria
- Accessible and matched to the needs of the individual
- Supportive of achievement in all its forms
- Designed to help pupils to improve their work
- Used to promote learner confidence

**It will:**

- Include opportunities to develop peer and self-assessment skills
- Offer support for individual progress
- Inform future planning

## STRATEGIES FOR EFFECTIVE FEEDBACK AND ASSESSMENT

### Sharing Learning Objectives

Learning objectives will be shared with students in a manner appropriate to their needs. For those students who it is appropriate, objectives may be displayed on the interactive whiteboard and included on activity sheets or written out in exercise books. It may also be appropriate to ask the student to relay the objective back to check their understanding of the tasks. It is not expected that learners write the objective out, unless they can do so quickly and neatly.

The objectives can be written by the teacher, teaching assistant or produced on a sticky label. For some students' objectives may be shared verbally using clear, concise language or visually using symbols or pictures. Learning objectives may also take the form of possible learning outcomes to guide staff in evaluating student responses. In all instances the learning objective should be evident on each piece of work to be stored in an exercise book, file or on SOLAR. The students' success in meeting all or part of the objective will be highlighted when the activity is completed.

### Sharing Success Criteria

Students cannot take more responsibility for their own learning unless they know what they are expected to learn and how they will know that they have been successful. To help promote effective self-assessment, teachers need to go beyond simply telling pupils what to do and how to do it (the task or activity). They need to make clear what is to be learned (the learning intention or objective) and how to recognise success (the success criteria). Success criteria should:

- Be shared in the most appropriate manner for each individual. This may be visual or verbal
- Use language which is appropriate to the students' level of understanding. This may be supported by sign, gesture or picture symbol as appropriate
- Be positive and attainable
- Be reinforced at appropriate times throughout the learning process

### Providing Feedback

This is an essential part of high quality teaching and learning and is vital in guiding the student towards real steps of progress.

Characteristics of effective written or verbal feedback

- Focuses on learning objectives or success criteria
- Confirms that students are on the right track
- Encourages correction of errors or improvement of work
- Identifies misconceptions

- Scaffolds students' next steps
- Sets targets
- Provides examples of how to succeed
- Reminds learners of the success criteria
- Provides opportunities for learners to think for themselves
- Provides learners with opportunities / time to respond
- Increases student self-worth

The small class sizes at Holbrook School for Autism mean that in most instances feedback will be provided as soon as possible after a task is completed. A written record of this dialogue should be recorded on work in order to be available for future reference by the student or supporting adult.

### Written Feedback

Written feedback should be used to communicate the positive aspects of the work. Reference should be made to elements of the learning objective or success criteria which have been met. Effort should also be acknowledged and celebrated.

Feedback should draw attention to areas for development within the work. Again there should be clear reference made to the learning objective or success criteria. Next steps for learning should also be identified.

### Marking Code

#### Using a symbol, code or stamp

LO – learning objective, this needs to be included on all evidence

LO✓ learning objective achieved

✓ correct answer    ● good try

**NH** – No help      **SH** – spoken/signed help from adult

**GH** – gestural help    **PH** – physical help

**SE** – sensory experience    **ER** – experience recorded



All work must contain a thumbs up stamp, highlighting a positive aspect of the work. Where possible this should always link to the learning objective



All work must contain the arrow stamp. This will highlight what next steps are needed to meet the learning objective, or to progress learning

Use of the above codes should relate to the students' ability to fulfil the learning objective or success criteria and not to physically complete the task. Use of the above codes should be initialled by the member of staff annotating the work. Use a tick for correct answers and a dot for incorrect answers.

Remember that:

- marking is most effective in the presence of the student
- students should be given time to/reflect on/respond to marking
- effort should be acknowledged alongside achievement

### Linking with SOLAR

The current summative assessment statements upon which a learner is working towards will be displayed in the front of their workbook or file. Not only will these help learners and their supporting adults to remain secure of their next steps for learning but will also enable clear cross reference to be made between these assessment points and the evidence that they have achieved.

All classes will be supplied with a tablet that is primarily used for uploading evidence to SOLAR. This includes photos of marked work on worksheets or in workbooks which evidences progress towards the objectives.

### Self and Peer Assessment

Where appropriate, given their age and level of cognitive ability, students will be taught how to peer and self-assess their work. Students can use different strategies to provide feedback to their teacher such as traffic lights, smiley faces or an agreed code to show whether they have understood fully and need to be moved forward, need more practice or need more teacher input. Students should be encouraged to share whether they enjoyed a lesson as well as whether they understood it.

Opportunity should also be given for students to pair mark work. Students should be trained to do this and ground rules set such as listening, and confidentiality. Positive comments should be made first, then suggestions of how to improve, but only against the learning objective or success criteria. The pairing of students should be based on ability and partners could highlight evidence of success or write a comment(s) in each other's book in a different colour pencil, which is then initialled.

### Celebrating Success

The marking of work and provision of high quality feedback will help students develop in all curriculum areas. It will be used to celebrate success and encourage students to work hard and always try their best. Teachers and support staff are skilled in knowing how best to reward students in their classes.

The following awards are commonly used across school to celebrate learning:

- Stickers and stamps
- Verbal praise
- Visualising and showcasing best work
- Sharing work with other classes, teachers and senior leaders
- Sharing with parents via oral feedback, website and newsletter
- Star of the day/certificates
- Well Done Book/Well Done Assembly/Headteacher's/SLT/Department Head certificate
- Reward token
- 'WOW' Moments

Exceptional achievements should be celebrated.

### WOW Moment

A 'WOW' moment may link to achieving a learning objective or success criteria, it may also relate to other behaviours, for example a significant increase in independence or a transference of a skill to a new situation. Teachers are advised to use their knowledge of learners when deciding what constitutes a 'WOW' moment. This will vary depending upon the age and abilities of each learner. A template for 'WOW' moments will be sent home with students for parents/carers to report WOW moments to be celebrated in school.

Pupils awarded a 'WOW' are to share their success with the Headteacher, member of SLT or department head who will present a 'WOW' Certificate in assembly. 'WOW' moments are displayed in classrooms on a 'WOW' display board and rewarded and shared with parents.

### Examples of Marking

P.H.S.E

 Good work Zoe, you have shown from your answers you have understood who helps us in the community. LO✓ NH

 Next time we will discuss how these people can help us.

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