



# **Oaklands School**

## **Student Feedback and Marking Policy**

<b>Next review due</b>	<b>01 May 2026</b>
<b>Last review</b>	<b>01 May 2024</b>
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## INTRODUCTION

Oaklands is a co-educational, independent day school established to provide contemporary and enjoyable learning experiences for young people aged 5 – 16 years with special and individual needs. Our school offers a warm and friendly environment for learning, with specialist support for pupils with unique learning profiles and neurodivergence, including specialist provision for pupils with autism, communication and interaction needs, sensory processing needs, global developmental delay and other related aspects.

- We are an inclusive school and believe that neurodivergence is not a deficit or a barrier to achievement.
- We have developed a curriculum approach which includes learning pathways and adaptive approaches to meet the needs of each individual pupil.
- We have taken the very best school practices and built them into our school.
- We consider that creating an inclusive school community is one of the key aspects for supporting our pupils to develop and grow.
- We believe that such differences need not be barriers to success, and we have taken the very best school practices and built them into our school.

Our curriculum offer is highly personalised to the needs of each pupil and delivered through our three Curriculum Pathways. The focus on developmental milestones and teaching of English, mathematics, science, PSHE and humanities (The world around us) sits at the core of each pathway, and pupils will also experience the wider curriculum including, where appropriate, life skills, computing, music and drama, art and design. We adapt the curriculum and align with the children's EHC Plans to support their growing independence and needs.

Our intended curriculum and therapeutic approach supports pupils' in developing a love for learning, acquiring knowledge and skills, preparing them for a fulfilled and productive adult life. This procedure sets out how Oaklands School will improve outcomes for pupils, and raise the knowledge of teachers and support staff, by empowering staff to update their skills and improve their performance.

Opportunities for checking and assessment of learning is built into the process of planning and leading learning and helps staff to focus on the signs of progress during lessons. By continually checking on progress, through formative assessment this allows teachers to identify how pupils are performing and use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons.

### Aims

- Meaningful: feedback and marking should vary by age group, subject and what works best for the pupil and teacher.
- Manageable: feedback and marking practice should be proportionate and in the moment to be most effective. During the lesson is the best time to capture learning and focus. This may not be always possible.
- Motivating: feedback and marking should help to motivate pupils to make further progress.

- This is not to assume this means writing in-depth comments or being universally positive. It should focus on recognising pupils' successes and helping them to develop clear strategies so they can improve their work. Expectations of staff working with pupils:
- Give constructive advice which recognises success and ways how to improve. Mark what you are intending to assess – this is usually framed or referenced in the learning intention for the lesson.
- Indication of level of support or independence as and where appropriate.
- Support pupils to help them see they are learners and can make progress. This could involve aspects of personal targets (e.g. From the PILS (Pupils Individual Learning Steps)).
- Impact on pupil progress and attainment including the consistent motivational use of the school reward system (individual class or whole school system)
- Where appropriate, opportunities for pupils to mark their own work and work of their peers should be part of learning. (Purple pen)

### **The role of the Leadership Team**

- Monitor the implementation of the Marking Policy
- In liaison with staff teams working with pupils and including pupil voice, where appropriate, evaluate the implementation and impact of the policy and practices as part of planned assessment cycle activity (once termly).

### **Principles**

In addition to the purpose, aims and expectations set out in the school policy, at Oaklands we also believe that:

- Our approach to marking and feedback should make it clear to pupils that it is for their benefit – we do it for them.
- Marking and feedback demonstrates to pupils that their work has been looked at and valued.
- Marking and feedback should inform teachers' planning and identify any gaps in learning
- The nature and content of the feedback should be relevant and accessible, personalised to every pupil's needs.
- Regular opportunities for marking and feedback should be planned for, ensuring time is allowed for pupils to reflect and act on it.

### **Frequency**

Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. Studies of verbal feedback show higher impacts overall. With this in mind:

- Written comments, identifying strengths and targets
- Verbal feedback from the teacher, Teaching Assistant or peer(s)
- Self-assessment
- Videos
- Photos

## Recording of Feedback

It is an expectation of all teaching staff that the feedback they give to pupils will be logged/ recorded. This will usually be in pupils' exercise books and folders of work. It is also expected that staff will all use the agreed symbols and levels of support listed below. This is the most basic level of marking and feedback: Staff will use the codes below, or ink stamps if they prefer, to indicate the type of feedback given, levels of adult support.

Feedback symbols:

- TA = Target Achieved
- PM = Progress made
- VF = Verbal Feedback
- GW = Group work – Pupil contribution to be highlighted
- Sp. = Incorrect spelling Underline and insert correct spelling in margin as appropriate
- → Target Arrow = State next target as a result of work e.g. "Remember capital letters at the start of the sentence"

The following levels of support and be used to help develop a fuller understanding of the pupils' achievements and progress in this setting:

1. Fully supported- Mirroring or copying the skill or task with full adult support.
2. Guided- Can achieve through 1-1 or group work discussion and/ or with physical support from an adult.
3. Prompted- Can achieve with one prompt from an adult, e.g. this could be a question to prompt an answer.
4. Independent -Can achieve without additional adult support in this setting.
5. Applied- Can achieve in different lessons and contexts without additional support in this setting.

In addition, colleagues are also expected to record briefly, and in student-friendly language the content of the feedback, always including a positive and a target.

Verbal comments and feedback during the lesson - use of agreed symbols and level of support is part of professional standards and expectation.

Basic level of marking – use of specific codes and use of ink stamps to indicate levels of adult support (Teacher or STA assisted, independent, objective achieved).

## Links to Curriculum and Assessment policies.