

Forres Sandle Manor (Academic) Policy

Policy Title	Teaching, Marking (Feedback) and Assessment
Policy Lead (Appointment & Initials)	Deputy Head Academic (WP) & Key Stage 3 (LMil)
Date of Last Review	November 2024
Date of Next Review	November 2025

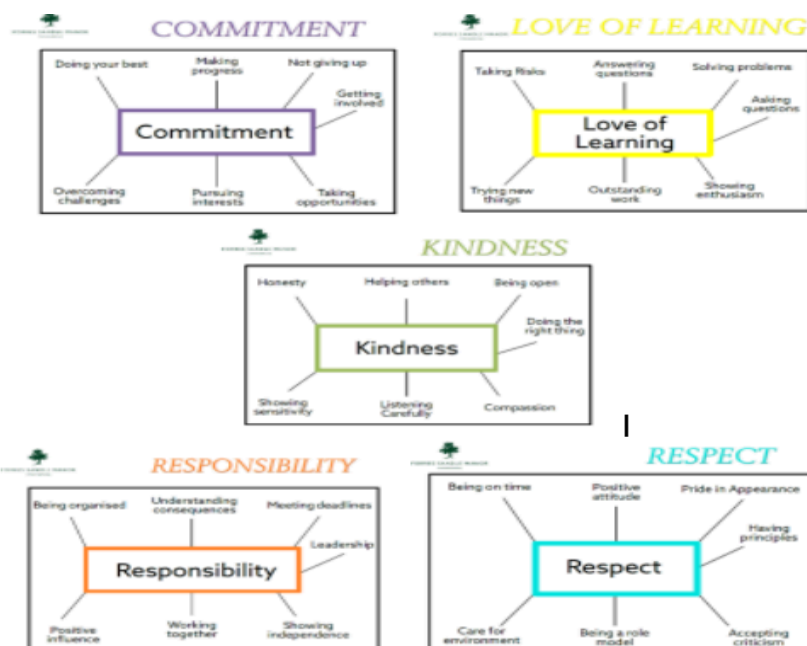
INTRODUCTION

The Teaching, Marking (Feedback) and Assessment routines of our school inform how our pupils feel about their progress. This policy is designed to support both the teacher and learner to actively promote wellbeing and support their progress throughout school. FSM actively promotes development of pupil's self-knowledge, self-esteem and self-confidence. The school puts pupils first.

AIMS

The aims of our Teaching, Marking (Feedback) and Assessment systems at FSM are to promote:

- Pupils and their wellbeing, they are at the heart of everything we do.
- Consistency across subjects, faculties and Key Stages; to support pupils and inform teachers about next steps or targets depending on the age of the pupils.
- Awareness of pupils receiving feedback from teachers in a diverse range of situations, with consideration to suit the needs of all pupils.
- The FSM Community Values.



PRACTICAL STRATEGIES

Education is a process of cooperative teamwork involving pupils, parents, other teachers and professionals, and The Board of Directors. We work towards the above aims by:

- Respecting pupils as individuals, their rights, values and beliefs.
- Fostering and promoting good relationships between pupil and pupil and teacher and pupil.
- Encouraging a sense of belonging to the school community.
- Adopting teaching strategies which are appropriate for the individual learning needs of the pupils.
- Offering equal opportunities and recognising the importance of cultural differences.
- Providing clear expectations that link to the FSM Community Values.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.

TEACHERS

Teachers should have child-centred learning at the heart of everything they do by:

- Providing a challenging and stimulating programme of study to enable all pupils to acquire new knowledge, understanding and skills and achieve, for them, the highest possible standards.
- Being aware of pupil's progress and using data to plan for different needs according to their age and aptitude.
- Using SEND and pastoral information to ensure sensitivity.
- Ensuring that we are good role models: caring, punctual, well prepared and organised.
- Managing our time effectively, both in and out the classroom, and applying a range of teaching, marking and assessment methods.
- Being positive about change and the development of our own expertise.
- Preparing pupils for responsibilities, opportunities and experiences of adult life.
- Work collaboratively, with a shared philosophy, developing cross-curricular links where possible and relevant.

PUPILS

Pupils making progress at our school is of the utmost importance. In order to maximise this opportunity, they must:

- Attend school in good health maintained by adequate rest, exercise and nutrition.
- Attend school regularly, taking holiday outside term time.
- Be punctual and ready to begin lessons on time.
- Be organised with the correct equipment.
- Conduct themselves in an orderly manner, with consideration for others.
- Take increasing responsibility for their own learning.
- Demonstrate the FSM Community Values.

PARENTS

Parents and carers have primary responsibility for their pupils. They should:

- Ensure children attend school in good health, regularly and punctually.

- Provide support to the school and their child's progress and wellbeing.
- Be realistic about their child's abilities, offering encouragement.
- Participate in discussions about their child's learning, progress and achievements.
- Ensure early contact with the school to discuss matters which affect their child's wellbeing, progression and achievements.
- Give due support that assists their child's learning.
- Support their child to take increasing responsibility as they progress through the school.
- Promote FSM's Community Values.

RESOURCES

It is the responsibility of the teachers to ensure:

- Pupils know where resources are kept and the rules about their access.
- Pupils are aware of the rules relating to safety and privacy.
- Pupils are encouraged to act independently in choosing, collecting, and returning resources where appropriate.
- Teachers are encouraged to plan their resources and use the information available to them to support their needs.
- Pupils and teachers work together in establishing an attractive, welcoming and well organised learning environment.
- Pupils are encouraged to respect, care for and value resources.
- Resources are safe to use, well maintained and in sound working order.
- Some resources are stored centrally and are the responsibility of the subject teacher or Faculty Head.

Time is a valuable resource. To maximise its use:

- Pupils' time is carefully organised by teachers.
- Learning time is efficiently managed by ensuring tasks are appropriate and clearly defined; lessons are well paced.
- Teachers are well prepared.

HEALTH AND SAFETY

Teaching and Learning must take place within a secure and safe environment, where risk is minimised. Therefore:

- The Health and Safety Policy must be read and understood by all staff at the school.
- Risk Assessments are carried out as required.
- Accidents are reported promptly and hazards dealt with as quickly as possible.
- It is the responsibility of everyone to ensure the wellbeing and safety of others, whether pupils, teachers, visitors, The Board, at school or away from it.

MARKING (FEEDBACK)

We strive to provide experiences that not only give learning a context and wider meaning, but also engage and challenge our pupils. Our expectations of every child are high and we expect them to make progress whatever their background or circumstance. The feedback of work compliments and assists teaching and learning. It serves as a tool for assessing individual and school performance. This policy should provide standardisation and consistency throughout the school. This policy should be supported by all members of staff.

The critical purpose of formative assessment and feedback is about moving learning forwards. This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning.

The nature of feedback should:

- Be meaningful and motivating
- Acknowledge effort and commitment demonstrated
- Be constructive
 - Encourage pupils to become self-motivated and able to become independent in their own learning
 - Should enable pupils to be aware of their next-steps to make progress
 - Aid teacher planning, assessment and signpost intervention

Teachers are encouraged to include pupils to reflect on their progress in order to close the feedback loop by:

- Encouraging independent learning through self-assessed and peer-assessed tasks.
- Provide clear guidance or success criteria for tasks.
- Support pupils in evaluating their progress towards achieving their next steps or targets

REPORTING

All parents of pupils in Reception and above will receive five academic progress reports on their child(ren)'s progress each academic year. These will be made available to parents half termly until Easter with a final report due at the end of the academic year. The majority of these reports will focus on sharing data on two main areas of a child's performance: FSM Bands and Starting Points are shared **with parents** at the start of each academic year.

- Progress – the extent to which the child has made progress in a subject relative to where they were at the start of the academic year.
- Commitment – how hard the child has worked in that subject.

Each report will also include a written comment from the child's class teacher or tutor. Additional written comments will also appear on each report for those who spend time in

the Learning Centre and for boarders. The final report of the academic year will include the above data plus full written comments from the pupil's subject teachers, plus a written comment from a member of SLT.

These reports are added onto the SchoolBase Computer System in line with the published deadlines.

Each Faculty may have their own feedback idiosyncrasies which reflect the requirements of the individual subjects. It is important that every teacher at FSM is familiar with both the feedback of any subject that they teach along with the aspects contained within this policy, in order to maintain consistency of standards across the curriculum.

WHOLE SCHOOL GUIDELINES FOR FEEDBACK

- Pupils' work, alongside their level of commitment, should inform each reporting cycle.
- Within an individually assessed piece of work, the teacher may have a success criteria. It may be helpful if the pupils (depending on their age) have prior knowledge of the success criteria.
- Reflection Time should be planned for, so pupils can read and respond to comments. They should have time to discuss the feedback when the work is returned, to enable them to have a clear understanding of their progress and next steps or targets to help them move their learning forwards and close the feedback loop.
- Feedback needs to be linked directly to learning targets/objectives or success criteria.
- The work of pupils with Specific Learning Difficulties should be marked in accordance with their Pupil Profile. This may include some indication of the amount of support given.
- Feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner.
- Teachers should consider the pupil experiences of feedback and how it may impact their wellbeing.
- Work should be treated with respect. When many errors are made, feedback should be selective or dealt with through discussion.
- Feedback should encourage pupils to become self-motivated and able to become independent in their own learning.
- Comments should be in a different colour than that used by the pupil, red should not be used.

PRACTICE AND PROCEDURES

	Pre-Prep	Prep	Senior
Frequency	The majority of work is marked, with a particular focus on verbal feedback (most children are in the early stages of learning to read).	Teachers will respond/acknowledge pieces of work that demonstrate the pupil's active learning skills.	Each subject area will respond promptly to pieces of work at planned assessment points. As a minimum, teachers will give more detailed feedback to the work of pupil's half-termly for non-core subjects. This will be at least twice per half-term for English, Maths and Sciences.
Threshold	The majority of work is marked. Teacher's endeavour to provide clear WALT (We are Learning To) success criteria.	The assessment cycle is centred on supporting the learner. Teachers will use their discretion to decide which pieces of work will benefit from assessment. Teachers are trusted to reflect the learning needs of the pupil. This will depend on the subject.	Specific assessment points/cycles should all be planned for within each subject. This includes both formative and clear summative assessment points (e.g Landmark assessments) with reflection time. Teachers will use their discretion to feedback: supporting and encouraging individual development and learning, which helps pupils close the feedback loop.
Home Learning	Families are encouraged to support their child's learning through frequent reading. Some families may choose to additionally support their child through the school's age-appropriate subscriptions.	Families and boarding staff are encouraged to support learning through frequent reading and spelling. Each year group will follow a home learning timetable. Additional subjects tasks can be set by arrangement with the class teacher - no specific feedback is provided. Digital learning may be used to help consolidate lesson objectives.	Each year group will follow a home learning timetable. Subject teachers are responsible for monitoring both quality and handing-in of home learning in accordance with the instructions/success criteria given. The marking, feedback and reflection time of these tasks should be planned as part of the curriculum mapping in each subject area.
Forms of	The focus of	A wide range of feedback is used by teachers in	

<p>Feedback</p>	<p>Pre-Prep is verbal feedback. Children's work is shared and reflected on together.</p> <p>Feedback linked to our Community Values will be given. E.g Kind hearts for kind behaviour.</p>	<p>both the Prep and Senior School suited to the work being marked. It should be meaningful and motivating.</p> <p>This includes hand-written; electronic; verbal; audio; video; stamps/stickers or through observations in the classroom. Some feedback will occur through pupil's peers and others will be recorded through self-assessment/reflection time. Improvements should be done in a purple pen.</p> <p>Some subjects will use coded symbols or colours, as listed on subject expectations/instructions or success criteria sheet.</p> <p>Our Community Values are acknowledged in pupil's journals and through verbal feedback.</p>	
<p>Location</p>	<p>Written feedback is recorded alongside the children's work and in their journals.</p>	<p>Feedback is recorded in exercise books; Google Classroom; subject folders or work booklets and pupil's journals.</p> <p>Some subjects will give real-time verbal feedback based on skills/attributes that are performed / demonstrated or recorded. In these instances children should be able to reflect on their own progress. Recorded feedback (e.g video or audio) should be accessible through Google Classroom.</p>	
<p>Language</p>	<p>Age appropriate language should be used to give feedback to children.</p> <p>WALT is used to help the children focus on the learning objective.</p>	<p>In the Prep school age appropriate language will be developed.</p> <p>Terms including reflection time and targets are used.</p>	<p>In the Senior school, depending on the age and ability of the children, feedback language will be developed and subject specific vocabulary should support pupil's progress through curriculum content.</p> <p>Terms including reflection time and targets/next steps are used.</p> <p>Exam board/subject specific terminology should be included at the appropriate stage.</p>

