

## Feedback and Marking Procedure

**Impact of Autism:** Pupil with an autistic spectrum disorder may have poor self-image, low self-esteem and an inaccurate view of their abilities. They may lack the skills needed to realistically assess the standards they achieve and some may be driven by an internal desire for perfection.

If errors or mistakes are made and not addressed it will become increasingly difficult for pupils to recognise what is correct.

Some pupils find demands placed upon them to be very stressful and are, consequently, extremely demand avoidant. The central difficulty for these pupils is their avoidance of, and resistance to, the demands of everyday life. This can include direct and explicit instructions, praise and suggestions on how to improve work. Self-reflection is often too anxiety provoking for these pupils due to their low self-esteem and extremely poor emotional regulation. However, we do need to support these pupils sensitively to develop these skills.

There are some pupils who find it difficult to accept feedback either verbally or in a written format due to anxiety etc. In these cases we work with the pupils to develop their ability to accept feedback.

Barriers and strategies to overcome barriers discussed above will be recorded on the Pupil Passport and/or Personal Pupil Plan documents as appropriate.

### Books

- All pupils must have books to record their work in however, these may differ across classes. Sensory pupils must have evidence books.
- All books must have a clear label on the front to show what is in them, for example, pupil name and subject.
- Work in books must be dated and marked

### All pieces of work need to:

- Be dated and marked
- Be at least checked against the learning outcomes so that pupils recognise that we value every piece of learning undertaken.
- Be differentiated appropriately to the individual pupil (including any worksheets)

### Marking

#### Teachers must identify:

- Where the work is correct and where there are mistakes.
- What pupils are doing well in the subject
- What pupils need to do next to improve in the subject
- Feedback should be linked to pupils' individual outcomes and there should be evidence of pupils responding to marking by working on these issues later or correcting immediately.

**\*\*It is imperative that notations are used consistently and constructively. Marking is not correcting, it is guiding pupils and teaching them.\*\***

Pupils who are able to use the appropriate language are supported to review their own learning as part of or at the end of lessons unless this will negatively affect their emotional health and well-being.

### Guidelines for marking

- Teacher marking in **purple** if they are addressing the pupil.
- Teacher marking in **orange** if commenting ABOUT the pupil – context, how independent, how engaged, what resources were used, etc.
- Where pupils use peer marking or are editing their own work, this should be done in **green** and made clear within teachers marking whether it is peer marked or self-marked.
- Do not write comments to pupils who cannot read.
- Acknowledge correct work with a tick (✓).
- Acknowledge errors with crosses (X) or a method the pupil understands and will accept such as underlining or highlighting.
- Stamps or stickers may be used if appropriate to and understood by the individual pupil.
- Comments should be purposeful, constructive and identify next steps for the pupil.
- Opportunities for pupils to self-correct
- Linked to success criteria/outcomes
- Age/ability appropriate
- Spelling and grammar is important in all subjects and is not just to be commented on in English.
- Support Staff should not mark unless the teacher is confident that they are able to be accurate; all Support Staff marking **MUST** be monitored by the class teacher
- Objectives for the pupils should be clear and all staff working with the pupils should be aware of them: stick them in the front of the book/write them for individual lessons/update them throughout the book etc. It's at the discretion of individual teachers but it should be clear **WHAT** the purpose of the work is.

### Correcting/ indicating what is wrong for self-correction - Spelling, Punctuation and Grammar in **all** subjects

- Corrections of spelling, punctuation and grammar should be done.
- Focus on subject-specific words and high frequency words.
- This needs to be tailored to the individual pupil, in order to ensure they are not overwhelmed by their errors.
- You do not always need to correct everything - **Do not cover work with purple pen.**
- Indicate where errors are and ask pupils to correct all or part of the work e.g. if full stops are missing, if spellings are wrong.
- **Always** remind pupils about capital letters and ask them to self-correct.

| Pupils at sensory & early developmental stages  |  |  |
|---|--|--|
| Physical  | Verbal   | Written  |
| <ul style="list-style-type: none"> <li>▪ Positive body language e.g. smile, clap, thumbs up, Makaton signing - as appropriate to communication needs of pupil</li> <li>▪ Objects of reference</li> <li>▪ Stickers/stamps</li> </ul> | <ul style="list-style-type: none"> <li>▪ Instant verbal feedback to every child</li> <li>▪ Use of gesture; sign, face to face</li> <li>▪ Makaton Signing</li> <li>▪ Positive comments against learning objective and success criteria</li> </ul> | <ul style="list-style-type: none"> <li>▪ Use of photos of significant learning moment stuck into workbooks and annotated with an evaluative comment against the learning objectives</li> <li>▪ Record level of support and context (if appropriate)</li> </ul> |

### **Monitoring and Evaluation**

Principal, Deputy Principal, Assistant Heads and Subject Leaders will review samples of work from classes to effectively monitor the implementation of this procedure at least once a term. Moderation sessions for all teachers will take place at least once a term.

***If anyone is unclear about what they should do regarding books or marking, they should speak to an Assistant Head in the first instance.***

**Written by:** Jon Mount (Deputy Principal) and Jo Barker Carr (Assistant Head), November 2016

**Reviewed:** November 2018; November 2020; October 2021; January 2022; May 2023