



Leigh Academy  
**Milestone**

## Feedback and Marking Policy

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Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. Research by the Education Endowment Fund has shown that feedback can produce high impact on learning for very low cost, based on moderate evidence. Educational studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics or in recall of information. Feedback can come from peers as well as adults

**The aims of feedback and marking at Leigh Academy Milestone are:**

- To ensure that all pupils are challenged and successes celebrated
- To ensure that pupils are encouraged through feedback to improve and extend their learning
- To ensure that feedback develops in line with the stage and age the pupils
- To ensure that marking and feedback is clear, relevant and useful to the pupils
- To give clear guidance for all staff

**We give feedback:**

- To give pupils the criteria to meet the next step in their learning, at whatever level this may be
- To ensure that pupils are made aware of their steps to success, at an appropriate level
- To assess whether learning outcomes have been met
- To celebrate success
- To develop self-esteem

*And if appropriate*

- To encourage a reflective mind, becoming more aware of how they learn
- To develop a resilience to constructive criticism

**Effective feedback must be**

- Related to the learning outcomes/targets
- Used to inform planning
- Be useful and effective
- Supported and promoted by all staff
- Used to promote self esteem
- Used to promote self-reflection

**When should we give feedback?**

For the majority of our pupils, the feedback should be immediate and should relate to the learning outcome/target of the lesson, without missing opportunities to comment on other learning. Feedback will be given at an appropriate level for pupils to understand.

For pupils following the Brook and Stream pathway both the learning outcome and the next step should be identified and verbalised using very simple language if appropriate (See Appendix 1 for additional information). Formative assessment of learning may be recorded on a pupil's individual learning plan to ensure ongoing teacher assessment to support the development of new strategies for learning if required and next steps.

Tapestry is used for pupils as appropriate, to enable photographic evidence of learning to be shared with pupils when feeding back and discussing successes, as well as sharing with families. Such evidence should be annotated, including the context of the evidence and the level of types of support given. It may include the frequency that the target was met and the level of interaction that the pupil demonstrated

For pupils following the River pathway, immediate verbal feedback related to the learning outcome/target is essential to promote an understanding of their own achievements and their next steps to success. Where appropriate, written work will be marked in a way that is accessible for the pupils to understand and reflect upon. This may be personalised as required and will be dependent on the potential impact on each pupil as an individual. If using devices this may be immediate feedback via the Google suite of applications to enable pupils to immediately reflect upon feedback and review work as needed with support. Formative assessment of learning may be noted in progress recording documents if written work is not produced or work is not suitable for marking.

For pupils following the Waterfall pathway, producing written work in English and Maths, feedback and marking will be delivered verbally and discussed in connection with the learning outcomes/targets, and recorded on pupils' work in a way that is accessible for the pupils to read and reflect upon. If using devices this may be immediate feedback via the Google suite of applications to enable pupils to immediately reflect upon feedback and review work as needed. Formative assessment of learning may be noted in progress recording documents if written work is not produced or work is not suitable for marking.

Pupils working towards accreditations and certified courses will produce portfolios in line with the awarding body standards. This will be internally moderated regularly with verbal and written feedback provided and samples of work will be marked and moderated externally by awarding bodies .

As pupils become more confident they will be encouraged to assess their own work and comment on the work of others, leading towards peer assessment.

It is up to the individual teacher's professional judgement to ensure that achievements and next steps, in English and Maths are appropriately shared with pupils and staff working with them and that these are incorporated into their planning effectively and efficiently. Teachers may also wish to use the guidance to give feedback in other curriculum areas, most relevant to individual students.

### **Feedback and Marking during Remote Learning**

During the Covid pandemic Remote Learning was initiated as required, enabling pupils to access appropriate high quality teaching and learning at home. The Remote Learning Policy which details how feedback and marking will be delivered during learning from home is linked below and can be found on the website.

<https://milestoneacademy.org.uk/wp-content/uploads/2020/12/Remote-Learning-Policy-Milestone-Academy-Dec-2020.docx.pdf>

## **Appendix 1: Feedback to pupils following the Brook and Stream pathways**

Pupils following the Brook and Stream pathways generally have difficulty accessing and understanding the consequences of their actions, because of their cognitive and sensory impairments, feedback is primarily geared towards showing them these consequences, as a basis for reflecting on their own learning.

Whenever possible, activities include intrinsic feedback, to increase students' ownership of their learning.

This approach includes:

- Choice-making, pupils are given real choices within activities, e.g. to choose which music track should be played, choosing may involve words, objects, signs, symbols and/or actions, and takes as long as the student needs to understand the options and respond
- Continuing an interaction by taking turns with a member of staff or pupil and following his or her choice of topic, routine, object, sound and/or action, e.g. when a pupil presses a switch and this sequence may be repeated again and again, for as long as the pupil continues to press the switch with intention.
- Adapting the environment to provide enhanced sensory feedback, e.g. using a resonance board for musical activities, or textured wallpaper instead of plain paper for mark-making, or tethering toys to a pupil's wheelchair so that they can be found again if dropped

Staff also provide feedback to pupils about their actions and achievements, to reinforce pupils' own awareness and promote their self-esteem. The form that feedback takes varies with pupils' needs and preferences. For instance:

- Some pupils have particular ways of indicating their own achievements, and staff will use the same indicators, e.g. a pupil claps their hands, staff may copy and continue clapping
- For many pupils, idiosyncratic and/or non-verbal feedback may be the most appropriate, it may be an individual signal developed for individual pupils such as a light touch on the shoulder, tone of voice, or a line from a song- anything that has a shared meaning

Most immediate feedback to pupils is delivered individually, usually by the staff member working 1:1 with a pupil; public feedback within a group normally occurs at the end of a session to avoid confusing other pupils.

## **Appendix 2: Phase Recording and Evidence**

☰ Phase 1 - Recording and Evidence

☰ Phase 2 - Recording and Evidence

☰ Phase 3 - Recording and Evidence

☰ Phase 4 - Assessment, Marking

## **Appendix 3: Academic Honesty Policy**

