

Feedback and Marking Procedure

Introduction

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.

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 these barriers will be recorded on the Enabling Access to Learning document.

Marking

All work, will at least be checked against the learning outcomes. This is important as it sends a message to the pupil that we value every piece of learning undertaken.

What teachers should identify (if appropriate):

- 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 at the end of lessons unless this will negatively affect their emotional health and well-being.

Pupils who are able to produce written work or complete worksheets

Be clear in books what pupil are working on regarding spelling and grammar

Guidelines for marking

- Teacher marking in purple if they are addressing the pupil
- Mark in Orange if commenting on the pupil's work and outlining context
- 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.
- Comments should be purposeful, constructive and identify next steps for the pupil
- Opportunities for pupils to self-correct

- Linked to success criteria/outcomes
- In language pupils understand if the comments are addressed to them
- Age/ability appropriate
- Do not write to pupils in their books if they are unable to read what you have written
- All marking should be grammatically correct
- Context is important – it should be clear how pupils have completed work

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

- ☐ In subjects other than English, 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"> ▪ Positive body language e.g. smile, clap, thumbs up, Makaton signing - as appropriate to communication needs of pupil. ▪ Objects of reference. ▪ Stickers/stamps. 	<ul style="list-style-type: none"> ▪ Instant verbal feedback to every child. ▪ Use of gesture; sign, face to face. ▪ Makaton Signing. ▪ Positive comments against learning objective and success criteria. 	<ul style="list-style-type: none"> ▪ Use of photos of significant learning moment stuck into workbooks and annotated with an evaluative comment against the learning objectives ▪ Describe level of support and context – this is vital!

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. They will also take part in moderation sessions.

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