

## Physical Education Marking and Feedback Policy

In Physical Education, all marking and feedback should move students forward, be manageable, fit for purpose and take the most effective form. Feedback should be written to promote independence and resilience. Students should be given time to reflect upon this feedback.

Feedback should be given during, or as soon as possible after the completion of a task to correct errors and address any misunderstandings. Effective, targeted and differentiated questioning helps students develop their responses and is an essential component of feedback. All work done should be acknowledged.

		<b>Physical Education Policy</b>
<b>Verbal and Individual Feedback</b>	Verbal feedback should be intrinsic to teaching. Students should be able to know where they have made progress and understand their next steps in learning.	Takes place as and when verbal feedback is given. Students react to verbal feedback through continuous improvement and progress in their work.
<b>Written Feedback</b>	Written feedback must stimulate thought and require action from students. This action may take the form of redrafting, reading, online tasks or development of knowledge and skills for embedding in future tasks.	This form of marking will be clearly evident in pupils' work using red pen. Students will respond to this written feedback using green pen. Written feedback must encourage and allow students to make further progress.
<b>Peer and Self Assessment</b>	This should be used where teachers have given clear success criteria, checklists, answer sheets / mark schemes, or by using exemplar material and work.	Students mark their own work in green pen, and make improvements to their work in green pen. Any green pen comments or targets written by individuals or peers should lead to improved work.
<b>End of Unit Assessment</b>	Using the Head, Heart, Hands Posters, pupils successes in each of the areas is recognised and recorded in a central record.	The member of staff will assess the students performance in each of the areas of assessment throughout the practical unit. This will be done through primarily observation and questioning.
<b>The Priory Standard</b>	Presentation and pride in work is also important, but comments about this should not replace feedback about the subject, the work completed and the students' next steps in learning.	Work not completed to the expected standard will be identified by the teacher using red pen. Students will be required to complete all work to the expected standard and respond to any areas that the teacher has identified for improvement.
<b>Exams and Assessment</b>	As part of DTT (diagnose, therapy, testing) students will undertake end of unit assessments. Designed in house to model the exam board's criteria and format.	These will be cross-marked and moderated. Moderation shall take place within the Physical Education department and across local schools to ensure standards are sustained.

**Marking for Literacy**—should take place in all forms of written feedback by following the school codes:

Problem identified:	Action:	Symbol in margin or near mistake:
Spelling	Circle or underline the word	SP
Capital letters	Circle the error	C
Incorrect use / missing punctuation	Circle the error	P
Vocabulary is not sophisticated enough or the pupil has not used the Tier 3 word needed	Circle or underline the word	V