MARKING AND FEEDBACK GUIDELINES

Penwortham Priory Academy has looked at best practice and taken on board findings from the Independent Teacher Workload Review group and EEF and latest research when formulating our feedback guidelines.

We believe that for all instances where feedback occurs, the following points should be considered:

- Does the input support the student to be an agentic responder? i.e., have they been given enough granular detail in their learning to understand the granular detail of feedback? Do they know how to respond?
- Does it move the student forward?
- Is it manageable?
- Is it fit for purpose?
- Does it take the most effective form?
- Are students given time to reflect upon their feedback?
- Does the feedback promote independence and resilience?

Feedback should be given during, or as soon as possible after the completion of a task to enable pupils to correct errors and address any misunderstandings. Effective 'whole class' and/or 'targeted' questioning of individuals is an essential component of feedback that helps student develop their responses and enables teachers to respond to misconceptions.

Feedback must inform rigorous planning; this does not mean there is a requirement to produce lesson plans. Planning for a lesson or teaching sequence must consider opportunities for feedback and how and when students should act upon it. It should also stimulate teachers to engage in reflection on the effectiveness of their teaching.

VERBAL FEEDBACK
Verbal feedback should be intrinsic to our teaching. Students should be able, via expert questioning and teacher explanation, to know where they have made progress and
understand their next steps in learning. Verbal feedback is evidenced in student's work via the progress made. Where students are not making progress, other forms of feedback must be sought to address this, and the teacher must consider what their input was to enable the pupils to make the expected progress.

WRITTEN FEEDBACK
Written feedback must stimulate thought and require action from students. This action may take the form of redrafting, reading, answering questions, online tasks or development of knowledge and skills for embedding in future tasks. This form of feedback will be clearly evident in pupils' work.

PEER AND SELF-ASSESSMENT should be used where teachers have given clear success criteria, checklists, answer sheets i.e., specific guidance so that pupils can be agentic responders.

WHOLE CLASS FEEDBACK in any appropriate form e.g. crib sheets, checklists, modelling or coded marking can be used in order to address common misconceptions, highlight good practice and allow students to redraft, complete another task or apply to future tasks. If highlighting pupils for praise, teachers must be specific about what in their work was/is praiseworthy i.e., "Joe made an extremely well justified argument for the abolition of…".

INDIVIDUAL FEEDBACK in the form of written comments, highlighting work, live marking within the classroom and verbal comments can be done on a 1:1 basis.

ONLINE FEEDBACK via Microsoft Teams, etc. must adhere to the principles of written feedback as above.

MARKING FOR LITERACY should take place in written feedback and pupils must be tasked

with responding or correcting mistakes using a green pen. Staff must use current marking codes when feeding back. Agreed codes and actions for whole school use are:

ISSUE IDENTIFIED	TEACHER ACTION	SYMBOL IN MARGIN OR NEAR MISTAKE
Incorrect spelling	Circle or underline the word. Use judgement to determine if the child will need you to write the correct spelling to help them or if they will be able to use a dictionary to correct it.	**Sp** (or an asterisk * if the child is high prior attaining and should be challenged to self-diagnose
Incorrect use of a capital letter.	Circle the omission or error.	**C**
Incorrect use / missing punctuation.	Circle the omission or error.	**P**
Vocabulary is not sophisticated enough or the pupil has not used the Tier 3 word needed	Circle or underline the word.	**V**

N.B. Codes above are non-negotiable across the school; however, departments may add subject specific marking codes. These must be explained in a departmental feedback guidelines document and must be taught to pupils so that they can access them with ease.

EXAMINATIONS AND ASSESSMENTS In house assessments should model PLCs or an exam board's criteria as closely as possible and will be marked in accordance with appropriate criteria. Systems for cross marking and moderation are in place within subjects / faculties and should be cross referenced with those in our teaching school alliance.

DESIGN AND TECHNOLOGY FEEDBACK GUIDELINES

- Feedback for pupils will be routinely verbal to encourage improvement.

- Students will review exemplar work to improve their work, improvements can be seen in green in books.

- Teachers will regularly model best practice to encourage student improvement.

- Students will be reminded frequently of work expectations and will be required to improve work that does not meet expectations.

- **For KS3:** Students will be assessed against the PLCs outlined at the start of each unit of work.

- Students are provided feedback based on the four areas of the **Design and Technology National Curriculum;** Designing, Manufacture, Evaluation, Technical Knowledge.

- A summative online assessment will judge student's technical knowledge at the end of each unit of work.

- A final summative assessment will judge student's technical knowledge at the end of each year.

METHODS OF ASSESSMENT IN DESIGN AND TECHNOLOGY

The National Curriculum for Design Technology prescribes that pupils are assessed in 4 areas of mastery:

- Designing

- Making

- Evaluating

- Technical Knowledge

We carry out a range of challenging tasks to enable pupils to demonstrate ever-growing confidence in the four areas.

Spacing and interleaving are common features of lessons, regular questioning and retrieval will be evident to ensure knowledge remains 'sticky'. This enables pupils to continue to develop subject knowledge by building upon prior learning as part of a spiral curriculum. Each unit of work builds upon the previous, so that no matter what the unit of work and topic of study, students are still learning to design, make, and evaluate in progressively challenging ways. Specialist technical knowledge is then interwoven throughout these units to give students a broad and balanced knowledge base no matter what they choose to study beyond key stage 3. At the end of each unit there is an assessment based on these criteria, and then an opportunity to fill any gaps in knowledge that a pupil may still have.

On a day-to-day basis, pupils at KS3 RAG rate their progress on their personal learning checklists, provided at the start if every unit. Teachers assess progress in practical skills and review student assessments of their own skills. They also test for knowledge retention using low stakes questioning and quizzes, observation of practical skills, and homework tasks.

KEY STAGE 4 FOOD

Pupils record evidence of their progress against their skills tracker and take photographs of their finished products to build a portfolio of evidence. They sit end of unit and end of year tests in a variety of ways e.g., homework, via low stakes tests, SENECA, Microsoft teams quizzes, formal exam papers, etc. and the results of these are collated by their teachers.

KEY STAGE 4 GRAPHIC DESIGN AND ENGINEERING

Pupils sit end of unit tests in each of the key areas of learning within the schemes of work. Alongside this, pupils complete low stakes, custom made quizzes and questions so that they can continually assess their knowledge. Teachers will assess any practical skills based on criteria outlined by the exam boards and provide verbal feedback to students both whilst working and summatively.

DESIGN AND TECHNOLOGY DEPARTMENT
FEEDBACK GUIDELINES

NATIONAL CURRICIULM EXPECTED PROGRESS REFERENCE

Progress	Design Skills	Practical Making	Evaluating	Technical Knowledge
KS2	Generate ideas and describe by using words, labelled sketches and models to communicate the details of the ideas	With help, where needed, use equipment, tools and materials	Make a simple judgement on the final product/outcome	Identify basic ingredients, equipment, materials, components and techniques
		Produce a suitable finished product	Make simple suggestions for improvement	
Y7	Generate creative design ideas	Manage short tasks independently	Identify what worked well and what could be improved	Identify and describe appropriate ingredients, equipment, materials, components and techniques
	Make links from research	Produce a good quality finished product	Evaluate research	Recognise that products and designs have to meet a range of different needs
	Cook or create samples of the idea			
	Generate detailed design sketches, recipes, drawings, and/or prototypes	Select and use a range of tools and equipment	Compare design ideas and final products against the design brief criteria	Use ICT software to enhance the quality of work
	Use research to influence design ideas	Work accurately	Suggest improvements for design ideas and products	
Y8	Share ideas with other students and give the constructive feedback	Pay attention to the quality of the final product	Gain technical information from examining, describing and evaluating similar products	Identify, explain and explore appropriate ingredients, equipment, materials, components and techniques
		Produce a well-designed product		
	Explore different materials, components or ingredients and use technical information to decide if they are suitable for the final product	Work from own detailed plans	Explain why materials, ingredients or components have been used	Understand the characteristics of different materials, components, ingredients and processes
		Use a range of tools and equipment with precision		
Y9	Model ideas by cooking, 3D models or using ICT design software	Carry out a range of specialist techniques with support	Identify and justify any changes from the final design idea to the final product	Understand a range of advanced and specialist techniques
		Produce a high quality, well considered final product		
	Generate a wide range of well explained and justified ideas	Carry out all tasks accurately and with precision	Suggest alternative materials, components or ingredients	Have a broad knowledge of different materials, ingredients components, ingredients and processes
	Write a specification and explain choices made	Work independently and find solutions to design and practical problems	Carry out investigations, tests, and/or experiments to evaluate final product	
	Explain decisions regarding the choice of materials and manufacturing processes	Carry out a range of specialist techniques independently		Independently explore subject specific tasks (extra-curricular/home projects)