St Mary's Catholic High School

Marking and Feedback Policy

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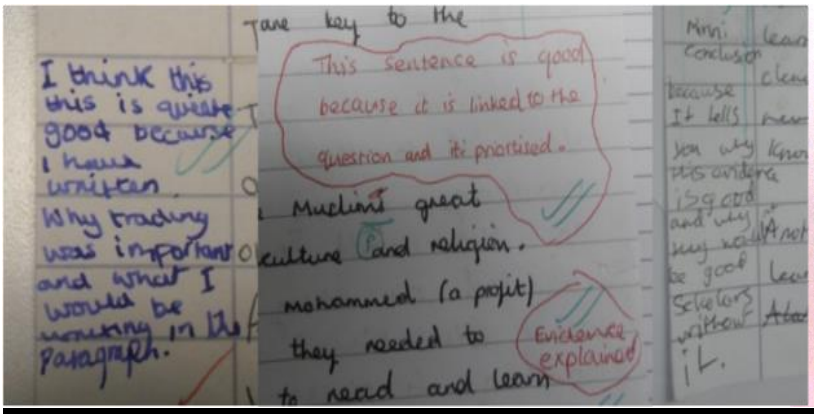
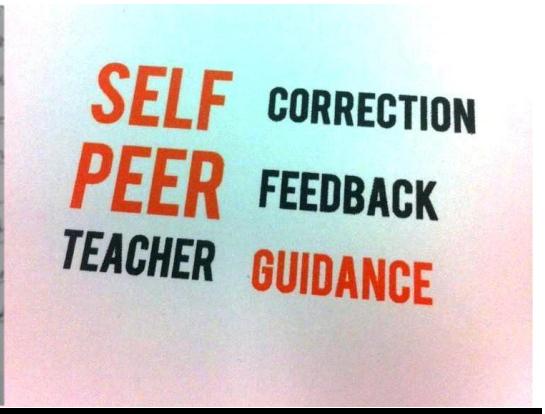




Statement of Intent

"Feedback" has been identified as the top strategy for improving children's learning; it redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be verbal, written, or given through tests or information and communication technology, and can be about:

- the learning activity itself
- the process of activity
- the student's management of his/her learning or self-regulation

All feedback:

- informs pupil progress, making it ***meaningful***
- has a positive impact on pupil outcomes, meaning it is ***motivating***
- is a good use of teachers' time, ensuring it is ***manageable***

Effective feedback:

- is specific, accurate and clear, *eg "it was good because you…"*
- compares what a learner is doing right now with what he or she has done before, *eg "I can see you were focused on improving X as it is much better than last time's Y…"*
- gets the right balance between support and challenge
- is used sparingly so that it is meaningful
- provides specific guidance on how to improve and does not just tell students when

they are wrong
- is supported with effective professional development for teachers
- should be about complex or challenging tasks or goals
- can come from peers as well as adults

Marking, assessment and feedback fall under the "quality of education" Ofsted judgment. During the scrutiny of pupils' work, inspectors will be looking for how well and frequently marking, assessment and testing are used to help teachers improve pupils' learning, and whether or not school policy is being adhered to.

As all subjects are very different, and have vastly contrasting assessments and requirements for extended writing, each department at St Mary's have composed their own unique feedback policy, which is specific and entirely appropriate for the work produced by pupils.

Whole School General Marking Policy

A teacher should only write in a pupil's book if it is going to impact on progress

Whilst observing the following mandatory marking elements, each department at St Mary's has composed their own feedback policy which is most appropriate for their subject/department.

- All teacher marking should be in red pen.
- All pupil marking should be in green pen.
- Exercise books should be marked every 6 lessons.
- Marking for literacy must include 5 errors in each piece of work, plus key words. Including notes.
- Department specific whole class feedback sheets have been composed and will be issued once a half term. All feedback sheets will be printed on yellow paper so they can be easily identified in pupils' books.
- DIRT will be completed on whole class feedback sheets only, with sufficient designated time to ensure it is carried out and completed effectively.

When marking, teachers should employ the positive discrimination techniques to disadvantaged pupils and in the marking of their books. This includes:

1. Marking PP pupils books first, when fresh, and in greater detail.
2. Live marking for PP pupils during lessons.
3. Regular verbal feedback and engage in their paired/group dialogue.
4. Shape feedback as questions and instructions which prompt pupils to an active response.

Marking for Literacy

All teachers, irrespective of their subject specialism, must ensure that they:

- ✓ Mark 5 literacy errors in each piece of work, plus key words USING THE ANNOTATIONS GIVEN BELOW so that practice is consistent across the curriculum
- ✓ Encourage students to CORRECT ERRORS in SPAG by planning for DIRT in lessons
- ✓ CHECK PUPILS' CORRECTIONS to ensure that progress is being made and mistakes are not perpetuated, and direct pupils to access help where misunderstandings persist
- ✓ CELEBRATE and REWARD work in which pupils demonstrate high standards of literacy or in which there is evidence of improvement

Standard annotations for use in the marking of literacy:

Symbol	Indicates to pupil
P	Punctuation error. Check commas, speech marks etc.
Sp	Spelling error. Write out the correct spelling at the end of your work. Or, have you used the wrong homophone? E.g. there / their / they're or to / too/ two.
Cp	Capital Letter. Have you missed one or put one in by mistake? Remember proper nouns (names) also need capital letters.
//	A new paragraph should start here.

Departmental Feedback Policies

Religious Education
English
Mathematics
Science
Art and Music
Technology
Humanities
Modern Foreign Languages
Physical Education
PSHCEE

Religious Education Marking and Feedback Policy

Intent

To give positive feedback to pupils which is meaningful; allowing them to make the necessary 'Next Steps' in order to make progress towards their true potential.

Implementation

1. Written feedback will be given after every key assessment completed by the pupils each half term. These will use the whole class feedback sheets. (see attached)
2. **Feedback stickers for each exam question will be used for the assessments, along with practise exam questions; the frequency of these will be at the professional discretion of each member of the department. In addition, there will be opportunities in lessons for peer assessment and teacher verbal feedback.**
3. DIRT; In order to improve their work, pupils will know to respond to the highlighted areas on their feedback stickers. After each assessment, pupils will complete a feedback sheet to allow self reflection. Areas focused on include; methods used for revision and time spent revising; recognising weaker topics/questions regarding their performance and suggestions on how to improve on the next assessment
4. Homework; Tasks include keyword revision; research; completion of classwork and homework worksheets; exam practise questions; revision and project work.
5. Example of whole class feedback sheet attached

Impact

This was reviewed after the Yr 9 end of year exam. On reflection, it was adapted and improved for further assessments.

To be reviewed again in February 2020.

English Marking and Feedback Policy

Intent:

- To give positive feedback to pupils which is meaningful; allowing them to make the necessary 'Next Steps' in order to make progress towards their true potential.

Implementation:

- Frequency of **marking** to be every 6 lessons in line with the whole school policy. (Year 10/11 blue & purple books every 2 weeks and green poetry every 3 weeks which equates to every 6 lessons).

- **Marking** for SPAG to be 5 literacy errors in each piece of work, plus key words. Notes that are then used for a formal piece of writing will not be marked for SPAG but will be highlighted that they are notes in the margin. These are specific to mind maps where they have watched a clip and made notes to then write an actual article about the event/person.

- Department specific whole class **feedback** sheets are attached and will be used at least once per half term at KS4 (per book – green and either blue/purple depending on which topic we are on) and twice at KS3. All feedback sheets will be printed on yellow paper so they can be easily identified in pupils' books.

- In addition to the feedback sheets we will use our WWW/EBI stamps (these will be re-ordered to say next steps when we need new ones). These will be used every 6 lessons where an assessment isn't due. For example, in an 8 week term you will see a stamp, a light touch feedback sheet, a stamp and then the final assessment sheet. In a 6 week term you will only see one stamp and 2 feedback sheets.

- DIRT will be completed directly on the **feedback** sheets after each assessment or the week where the books have been stamped.

- Homework is marked using the green homework stamp and merits will be awarded accordingly for effort.

- Non homework will be stamped with the red stamp and lost merit/detentions issued for failure to complete set homework on time.

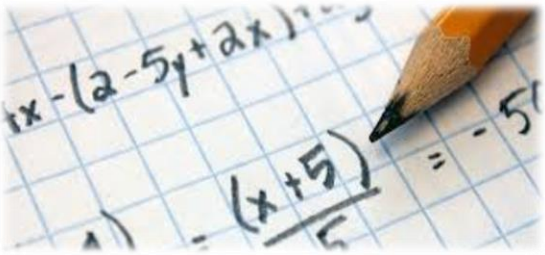
- We also complete live marking during lessons which will be stamped using the green verbal feedback stamp. Pupils will continue their work in green pen where they have been given verbal feedback. Pupil Premium will be the main target during these sessions.

Impact:

- Pupils will respond to feedback through set DIRT time/tasks through the use of whole class feedback sheets.
- Pupils will have an increasing ability to reflect on and evaluate their own work in order to target their own areas to improve (next steps) and areas of strength (WWW).
- Pupils will make measured progress towards targets as a result of a combination of written, verbal and peer feedback.
- Pupils will use homework tasks to develop themselves as independent learners who show resilience.

To be reviewed in February 2020.

Mathematics Marking and Feedback Policy



Intent

The intent is to provide pupils with information of what standard they are currently at and what they need to do in order to improve and consolidate their academic development and mathematical knowledge.

Implementation

1. Frequency of written feedback

   KS3 – all KS3 pupils get written feedback from their teacher at least every two weeks. This can be from an assessment or a written homework task or during class review by the teacher or, if a misconception is noted by the teacher and work is reviewed as a class, this could be written by the pupil at the direction of the teacher.

   KS4 - all KS4 pupils get written feedback from their teacher at least two weeks. This can be from an assessment or a written homework task or during class review by the teacher or, if a misconception is noted by the teacher and work is reviewed as a class, this could be written by the pupil at the direction of the teacher.

2. There is no exhaustive list of how feedback will be given.

   Verbal feedback can be one on one with a pupil if they need help during a lesson or if a teacher finds that the issue is a common one, this verbal feedback will be to the whole class.
   Written feedback can be from the pupil themselves, their peers or the teacher dependent on the task. All feedback should include direction to improve. This could be a worked example or an explanation of the source of the error.
   Homework feedback will be signposted in red books by green stickers and assessments/unit tests by yellow stickers.
3. After every unit test, pupils will be directed to complete a DIRT task. There will be four for each unit of varying degrees of complexity. Which one needs to be done will be dependent on the pupil's assessment outcome. The tasks will be on the screen so pupils can see all of them. If appropriate, pupils may wish to do the DIRT task of the next level once the one that they have been directed to do has been completed.
4. Homework – homework should fit the abilities and skills of the pupils. It must be of the appropriate duration and depth in line with the school policy. Homework can be research based, revision based, worksheet or online or a combination. Although work should be set that challenges pupils, homework is also an opportunity to consolidate learning. At the discretion of the teacher, this may be self, peer or teacher marked.

5. The usual rotation of homework will be: one week will be set on Mathswatch and will be a combination of consolidation of current material and recall of prior knowledge that is not necessarily linked to current study or foundation material for upcoming topics. This is to increase recall of knowledge, resilience of pupils and improve interleaving of topics/skills.
6. Whole class feedback sheets will be issued after every formative assessment which take place before and feed into each of the data capture points. These cover all work done in-between assessment points and will provide pupils (and carers) to highlight areas of strength as well as those of concern. Blank sheets will also serve as dual revision lists prior to exam

Impact

Although initially skills/material are taught independently, as time and depth of study increase these skills are interwoven into many other branches of mathematics. For example, rounding is initially taught as lone topic skill in Year 7 and by Year 11 questions ask to leave a more complex solution to a specific number of significant figures. The Impact of the Policy is that knowledge and skill are consolidated and embedded further down the school so by the time pupils are in their final study period for GCSE's, the focus is on improved familiarisation with exam material and how questions are presented rather than practising and acquiring basic mathematical skills. By the homework also partially directing pupils to other material, they should, over time, become more independent learners as they may need to do additional work to recap their knowledge.

To be reviewed in February 2020.

Science Marking and Feedback Policy

Intent

To provide learners in Science timely guidance on how to improve the quality of learning though marking for standards in the classroom and feedback on the next steps in learning.

Implementation

Marking

The purpose of marking is to maintain high standards and ensure pupils are performing well in class, taking pride in their work and not falling behind.

Marking should take place at minimum every 6 lessons. This should not be onerous or too time consuming. We are aiming to check that work is being completed to the correct standards not to provide feedback.

Symbol	Indicates to pupil
✓ (tick)	All is good, work meets expectations
V	Verbal feedback on improvements has been given
T	Teacher requires a conversation about your work. Please approach your teacher at the next convenient opportunity
M	Merit awarded

MARKING FOR LITERACY Marking for SPAG to be 5 literacy errors in each piece of work, plus key words. Including notes.

Standard annotations for use in the marking of literacy:

Symbol	Indicates to pupil
P	Punctuation error. Check commas, speech marks etc.
Sp	Spelling error. Write out the correct spelling at the end of your work. Or, have you used the wrong homophone? E.g. there / their / they're or to / too/ two.
Cp	Capital Letter. Have you missed one or put one in by mistake? Remember proper nouns (names) also need capital letters.
//	A new paragraph should start here.

DIRT

All written improvements will be completed by pupils in green pen. These will be dedicated tasks relating to the original assessment and completed as directed by the classroom teacher

Homework

Homework will be set once a week for all classes and will be assessed either by the classroom teacher, self-assessed or peer assessed within lesson.

Homework will be presented under the date it is set and indicated with the title Homework underlined with a ruler.

Homework may include online activities. A record of this activity must be recorded in books under a title homework and with the date.
Eg % score and the title of the activity.

Impact

In pupils' books there will be a tracking sheet at the front, regularly through books there will be formative feedback sheets indicating areas of strength and weakness for each unit of work and also yellow feedback sheets from the end of unit tests which indicate activities that the pupils need to complete to move on in their learning for that topic.

Pupils work will be marked regularly, codes indicting where merits have been gained, spelling and grammar, where verbal feedback has been given and where a conversation with the teacher has taken place.

Pupil voice will show that pupils know where they are in their learning and what they need to do to improve.

To be reviewed in February 2020.

Art and Music Marking and Feedback Policy

KS3

Intent

The art/music department marking and feedback policy is designed to motivate achievement and encourage progress in accessible ways for the pupil.

Implementation

General Policy Guidelines

- Marking using whole class feedback sheets will take place every 6 lessons (I.e. once per half term – usually one per topic for music, and two per topic for art)
- Marking will include highlighting any SPAG/literacy errors

Written Feedback

- Departmental whole class marking sheets will give details of WWW and next steps for the pupil to act on. It will also act as a progress tracker giving a clear overview of the current level of achievement and target level.
- DIRT activities will be based on the feedback from this sheet with an area to record what they have done to improve things.
- Self-assessment section gives pupils opportunity to reflect on teacher feedback.

Verbal Feedback

- This is given constantly through each lesson either on a 1:1 basis or through whole class discussion. The music department will aim to record, where possible, performance assessments and verbal feedback and store it on the school's network.

Peer Feedback

- Pupils will be given the opportunity to discuss progress in pairs, mark each other's work, as well as comment and reflect on peer feedback at points between the whole class marking sheet.

Homework Feedback

- In art, pupils will present work as a verbal show and tell session. In music, pupils will answer their listening questions sheet and will be peer assessed. This will be used to give www/next steps and a level awarded.

Impact

- Pupils will respond to feedback through set DIRT time/tasks through the use of whole class feedback sheets.

- Pupils will have an increasing ability to reflect on and evaluate their own work in order to target their own areas to improve (next steps) and areas of strength (WWW).
- Pupils will make measured progress towards targets as a result of a combination of written, verbal and peer feedback.
- Pupils will use homework tasks to develop themselves as independent learners who show resilience.

To be reviewed in February 2020.

KS4

Intent

The art/music department marking and feedback policy is designed to motivate achievement and encourage progress in accessible ways for the pupil.

Implementation

General Policy Guidelines

- Marking using whole class feedback sheets will take place twice every month (I.e. once every 4 lessons)
- Marking will include highlighting any SPAG/literacy errors

Written Feedback

- Art will continue to use assessment books which will record WWW and next steps based on work that is being completed in lessons. Music will continue to use departmental whole class marking sheets will give details of WWW and next steps for the pupil to act on. These will be based on listening, composition or performance assessments. It will also act as a progress tracker giving a clear overview of the current level of achievement and target level.
- DIRT activities will be based on the feedback from this sheet with an area to record what they have done to improve things.
- Self-assessment section gives pupils opportunity to reflect on teacher feedback.

Verbal Feedback

- This is given constantly through each lesson either on a 1:1 basis or through whole class discussion. The music department will aim to record, where possible, performance assessments and verbal feedback and store it on the school's network.

Peer Feedback

- Pupils will be given the opportunity to discuss progress in pairs, mark each other's work, as well as comment and reflect on peer feedback at points between the whole

class marking sheet. The music department will continue to have a performance lesson a month where peer feedback drives the discussion and target setting for each student.

Homework Feedback

- Peer/teacher assessment will be used to give www/next steps and a level awarded.

Impact

- Pupils will respond to feedback through set DIRT time/tasks through the use of whole class feedback sheets.
- Pupils will have a clear and confident ability to reflect on and evaluate their own work in order to target their own areas to improve (next steps) and areas of strength (WWW).
- Pupils will make measured progress towards target grades as a result of a combination of written, verbal and peer feedback.
- Pupils will use homework tasks to continue developing themselves as independent learners who show resilience.

To be reviewed in February 2020.

Contents

Computing (Key Stage 3):.....14
Computing (Key Stage 4):.....15
Technology (Key Stage 3):.....16
Technology (Key Stage 4):.....18
Impact:.....19

Computing (Key Stage 3):

Resources needed for marking can be found in:
W:\Technology and Computing\Computing\Assessment
Frequency of marking:

- At least once every 3 lessons the pupils will undertake an AfL activity (usually the plenary) to assess progress. This is stored on the central KS3 Tracker using a Blue, Bronze, Silver, Gold system.
- Homework tasks to be set in accordance with the homework timetable. Homework scores to be tracked on the KS3 Tracker either as a score or blue, bronze, silver, gold.
- Detailed feedback to be provided to the pupils at least once every 6 weeks.

Methods of marking:

- Feedback to be used in lessons **for instant feedback** on practical work. It is not feasible for this to be logged. This may include **verbal feedback, peer assessment, class grading of a piece of work via LAN school**.
- **Written formative feedback** to be used in Creative Technology where project booklets are printed out. SPAG (5 errors if possible), praise and extension questions which encourage higher level thinking to be asked. (Please note that there is no printed work for Comp Sc as work is saved electronically)
- **Feedback writers** to be used as evidence for **summative assessment**. Feedback writer to be printed on yellow in line with school policy to include:
    - Target grade
    - Skills demonstrated
    - Next Steps
    - Teacher Comments (focussing on conduct and effort)
    - Literacy Comments
    - Level Awarded

- Effort Grade
- Extension Question

Please note that feedback writers are electronic and have been populated with standard comment banks to ensure consistency in the quality of feedback given. All templates can be found in W:\Technology and Computing\Computing\Assessment and only require to be populated with pupil data which can be copied from either SIMS or the KS3 tracker.

DIRT:

- At the end of each unit of work, feedback and DIRT opportunities are to be provided. At this stage, pupils are to respond to any feedback and answer any extensions questions given. This must be completed in green pen and dated by the students.
- Progress trackers (issued at the start of the year) must be completed with feedback data during the lesson.
- Pupils are to be encouraged to reflect upon their progress to target and progression from previous units.

Computing (Key Stage 4):

Resources needed for marking can be found in:
W:\Technology and Computing\Computing\Key Stage 4

Frequency of marking:

- At the end of each sub topic pupils will be formally assessed. The frequency may vary depending upon the topic and where possible will be in line with school policy.
- At the end of each sub topic class notes are to be submitted
- Homework to be marked each week (either teacher or peer assessment) and scores to be tracked on KS4 Comp Sc Tracker

Methods of marking:

- Feedback to be used in lessons **for instant feedback** on practical work (esp. programming). It is not feasible for this to be logged. This may include **verbal feedback, peer assessment, class grading of a piece of work via LAN school**.
- Programming task booklets are used which are signed and dated by staff when a working program has been seen.
- **Written formative feedback** to be used for class notes. SPAG (5 errors if possible), praise and extension questions which encourage higher level thinking to be asked.
- **Feedback writers** to be used as evidence for **summative assessment**. Feedback writer to be printed on yellow in line with school policy to include:
  - Target grade
  - Knowledge/Skills demonstrated
  - Next Steps

- Literacy Comments
- Extension Question

Please note that feedback writers are electronic and have been populated with standard comment banks to ensure consistency in the quality of feedback given. All templates can be found in W:\Technology and Computing\Computing\Key Stage 4 and only require to be populated with pupil data (which can be copied from either SIMS or the KS4 tracker.)

DIRT:

- Homework questions and end of unit assessments are to be corrected in green pen in line with mark schemes provided by the teacher
- At the end of each sub topic, feedback and DIRT opportunities are to be provided. At this stage, pupils are to respond to any feedback and answer any extensions questions given. This must be completed in green pen and dated by the students.
- Progress trackers (issued at the start of the year) must be completed with assessment data during this lesson.

Pupils are to be encouraged to reflect upon their progress to target and progression from previous units.

NEA:

- Due to Computer Science having a 20 hour practically assessed NEA element, school marking policy cannot apply. Staff to adhere to exam board regulations and quality assurance when it comes to both formative, summative and documentation of feedback and moderation.

<u>Technology (Key Stage 3):</u>

Resources needed for marking can be found in:
W:\Technology and Computing\General\Feedback Writers

Frequency of marking:

- Verbal feedback regarding practical skills to be given **each lesson**
- Interim feedback to be provided to the pupils at least once **every 6 lessons or at the end of each stage of the technology cycle (Design, Make, Evaluate, Knowledge)**
- Summative Assessment to be given at the **end of each technology cycle** (usually 10 weeks)

Methods of marking:

- Feedback to be used in lessons **for instant feedback** on practical work. It is not feasible for this to be logged. This may include **verbal feedback, peer assessment, class grading of a piece of work via LAN school or visualizer.**

- **Written formative feedback** to be used in Technology booklets. SPAG (5 errors if possible), praise and extension questions which encourage higher level thinking to be asked. Please note that the extension questions must be useful and allow for the pupil to show progression rather simply demonstrate more of the same skill.
- **Feedback writers** to be used as evidence for **summative assessment**. Feedback writer to be printed on yellow in line with school policy to include:
    - Target grade
    - Level Awarded
    - Effort Grade
    - Skills demonstrated (shown in a progression grid)
    - WWW/Next Steps
    - Pupil Response
    - Extension Question
    - Literacy

  The feedback writer template can be found in W:\Technology and Computing\General\Feedback Writers. Please do not amend the layout of the template to ensure consistency throughout all subjects. Teaching staff should populate the level descriptors to suit their topic and flight path to Yr 11. Whilst handwritten comments can be entered, staff may wish to populate the WWW/Next Steps with standard electronic comments which can simply be highlighted in order to manage workload. This is crucial given that all KS3 classes will complete a rotation at the same time. ***Staff must ensure that the feedback writers are saved into the Department area and not their own user area. These must be accessible should you be absent from school so that supply staff/CL are able to access them.***

DIRT:

- At the end of each rotation, feedback and DIRT opportunities MUST be provided in the final lessons. Folders must not be passed onto the next teacher to pick up DIRT.
- At this stage, pupils are to respond to any feedback and answer any extensions questions given. This must be completed in green pen and dated by the students.
- Progress trackers (issued to pupils at the start of the year) must be completed with feedback data during the lesson.
- Pupils are to be encouraged to reflect upon their progress to target and progression from previous units.

Tracking of pupil data:

- At the end of each rotation staff are to populate the SIMS mark sheets with pupil Level, AOB and ATL. This will be used to inform any data trawl.

Technology (Key Stage 4):

Resources needed for marking can be found in:
W:\Technology and Computing

Frequency of marking:

- At the end of each sub topic class notes are to be submitted for marking
- Homework tasks to be set in accordance with the homework timetable. Homework to marked each week (either teacher or peer assessment).

Methods of marking:

- Feedback to be used in lessons **for instant feedback** on practical work. It is not feasible for this to be logged. This may include **verbal feedback, peer assessment, class grading of a piece of work via LAN school or visualizer.**
- **Written formative feedback** to be used for written class notes/tasks. SPAG (5 errors if possible), praise and extension questions which encourage higher level thinking to be asked.
- **Feedback writers** to be used as evidence for **summative assessment**. Feedback writer to be printed on yellow in line with school policy to include:
    - Target grade
    - Knowledge/Skills demonstrated
    - Next Steps
    - Literacy Comments
    - Extension Question

DIRT:

- Homework questions and end of unit assessments are to be corrected in green pen in line with mark schemes provided by the teacher
- At the end of each sub topic, feedback and DIRT opportunities are to be provided. At this stage, pupils are to respond to any feedback and answer any extensions questions given. This must be completed in green pen and dated by the students.
- Progress trackers (issued at the start of the year) must be completed with assessment data during this lesson.

Pupils are to be encouraged to reflect upon their progress to target and progression from previous units.

NEA:

- Due to all technology subjects having a practically assessed NEA element, school marking policy cannot apply. Staff to adhere to exam board regulations and quality assurance when it comes to both formative, summative and documentation of feedback and moderation.

Impact:

Computer Science - If the policy is met, good practice should show:

- A KS3 assessment tracker which is populated for all groups which will allow the CL to identify the performance of classes, groups of pupils, teachers etc. This will be used to inform future planning.
- Homework will be used to affirm pupil understanding of skills and knowledge acquired in class meaning that awarding of levels will be more accurate. With levels being awarded on outcome and scores, assessment will be fair and consistent across the department.
- Work scrutiny will show that all pupils have received detailed feedback from staff which will show WWW, Next Steps Literacy, Targets, Levels Awarded
- All pupils will have the opportunity to show evidence of relevant DIRT activities with EQ's being differentiated based on pupil's ability and attainment
- Approach to marking will be consistency in terms of quality and quantity
- Data will enable ***pupils*** to make informed judgements about targets v's where they are now

To be reviewed in February 2020.

Technology - If the policy is met, good practice should show:

- SIMS mark sheets for KS3 will allow for pupil data to be passed on in rotations so that staff are able to see a full overview of the year. This will assist with reporting and data trawl.
- Work scrutiny will show that all pupils have received detailed feedback from staff which will show WWW, Next Steps Literacy, Targets, Levels Awarded
- All pupils will have the opportunity to show evidence of relevant DIRT activities with EQ's being differentiated based on pupil's ability and attainment
- Approach to marking will be consistency in terms of quality and quantity
- Data will enable ***pupils*** to make informed judgements about targets v's where they are now

Humanities Marking and Feedback Policy

Intent

To provide pupils with positive effective feedback which allows pupils the structure and support to take the 'next steps' towards expressing their true ability and making relevant progress.

Implementation

History

- Pupils will receive feedback of some kind each week (verbal, peer, self or teacher)
- Class notes at KS3 and KS4 will be marked for SPaG as per the whole school policy.
- Key Questions will be provided to secure a student's knowledge and understanding. These will be added as and when the teacher feels it is appropriate to scaffold or stretch.
- Detailed pieces of writing at KS3 will be marked and fed back using the history marking codes for a 'WWW' and a 'Next Step'.
- Whole class feedback sheets will be completed for each of the three key assessments completed throughout the year. These will be prepopulated and teaching staff will highlight and comment.
- For KS3 topic questions and KS4 progress questions – marking grids will be provided and highlighted and marked by teacher, peer or self
- For KS4 GCSE exam papers – whole class feedback sheets will be prepopulated and highlighted and commentary feedback provided.
- As part of the DIRT work – pupils will receive a reflection sheet to assess their own contributions to their learning and examination result.

Sociology

- Pupils will receive feedback of some kind each week (verbal, peer, self or teacher)
- Class notes will be marked for SPaG as per the whole school policy.
- Key Questions provided to secure a student's knowledge and understanding will be added as and when the teacher feels it is appropriate.
- 12 marker questions will be marked using the AQA feedback grid to provide structure and specific knowledge to the pupils on how to improve.
- Whole class feedback sheets will be provided for 3 or 4 marker answers and exam papers, depending on which is completed in that half term.

Geography marking policy

- Pupils will receive feedback of some kind each week (verbal, peer, self or teacher)
- Class notes at KS3 and KS4 will be marked for SPaG and misconceptions as per the whole school policy.
- Feedback sheet will be used for the assessments at the end of each unit.
- Marking of Progress Questions at KS4 (yr. 9 – 11) will be completed using the GCSE acronyms as per the GCSE syllabus. Next Steps will be used – where appropriate and responded to by the pupil.

Impact

Initial testing of these policies has been positive and encourage pupils to look at their own contributions and DIRT in a more productive way.

To be reviewed in February 2020.

Modern Foreign Languages Marking and Feedback Policy

Intent

The MFL policy on marking is closely based on the school policy.

Whenever possible, mark schemes and success criteria should be shared with students before they produce their work and at several intervals, to provide engaging targets.

Teachers mark students continuously by observing and supporting some of their work during lessons, questioning a sample of pupils and providing regular opportunities for self or peer-assessment.

Verbal feedback is an integral part of teaching and learning which, by the nature of its frequency, does not need to be recorded.

The marking and correction of work should be positive, providing students with a helpful assessment of work done and supporting them to set targets for future improvement. Students are given time and support to show that they have acted on targets set.

Implementation

Exercise books should be marked regularly (two or three times per half-term), in red ink by the teacher. Not every exercise needs to be marked by the teacher as self and peer assessments are engaging forms of learning. Most short Reading and Listening exercises done as part of general practice can be marked by pupils. A differentiated logging sheet (see below) can be used.

The "over-marking" of a piece of writing can result in a page full of red ink which is difficult for the student to decipher, and it would seem more profitable to focus on particular aspects in order to draw attention to these and not to over-face the students. As such, about 5 SPAG errors, plus key words is more manageable. Students must be made aware that not all mistakes are highlighted. There will be cases where a teacher finds it more appropriate to mark every mistake eg: a GCSE model response (if not overwhelming for either the teacher or the student) and they are free to do so. Similarly, teachers will not be expected to spot every mistake and are encouraged not to worry about quotas when a pupil's accuracy is excellent.

Whenever possible, a marking grid should be used. Ideally, it should be photocopied on yellow paper to be easily identified by students (examples below).

Stamps and stickers are entirely optional.

Students act on targets set / correct their own mistakes during D.I.R.T. time, which is provided is sufficient amount and with a range of support (eg: vocabulary sheets, model responses, peer…).

Examples

WWW:			Next Steps:	
I know likes and dislikes.	3		Justify opinions.	
I can produce 4-5 sentences.	3		Use connectives.	
I use conjunctions, intensifiers or modifiers.	3		Add more details (5Ws).	
I can express simple justified opinions.	4		Revise the spelling of key words.	
I write several small paragraphs.	4		Check for missing words.	
I know 2 tenses.	5		Revise the present/future tense.	
Literacy: - - - - - Redraft area marked R:				

LSMCHS Let your light shine

Class feedback sheet:

WWW: **1: Good degree of accuracy.**	**Common Literacy errors:**
Next Steps:	**Visualiser:**

Note: The latest example will be populated as we mark and would benefit from students preparing the following box in their books.

WWW:	**Next Steps:**

Impact:
To be reviewed in February 2020.

Physical Education Marking and Feedback Policy

Intent
We believe marking and feedback should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives. The goal of feedback is to enable pupils to become reflective learners, providing insight that helps them to close the gap between current and desired performance.

How a pupil's work is received and marked and the nature of the feedback given will have a direct bearing on learning attitudes and achievement.

Implementation

Marking Policy and Guidelines

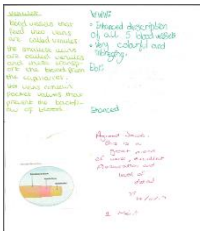
- Frequency of **marking** to be every 6 theory lessons.

- **Marking** for SPAG to be 5 literacy errors in each piece of work, plus key words. Including notes.

- DIRT must be completed from whole class **feedback** sheets only, with sufficient designated time to ensure it is carried out and completed effectively.

- All methods of marking include:

Type of marking	Example of use	How to complete	Frequency
Acknowledgment and checking	Teacher to initial and date when marked in red pen	It means work has been checked for completion and correctness. (Simple checking and where necessary correcting mistakes). Teachers will acknowledge such work variously through the use of ticks, simple marks (10/10) or corrections and/or brief attainment based comments.	Every time marking takes place.

Additional questions		Comments phrased as questions/prompts to stimulate each individual student to take the next steps in the learning process. - Red pen to be used - Yellow box to highlight is optional	Once every half term
Quality marking by the students		Opportunities should be built into the scheme of work to allow for peer and self-assessment. This should be as above but done by students with support from clear criteria from the teacher. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there. **This should be done in GREEN pen**.	At least once per half term.

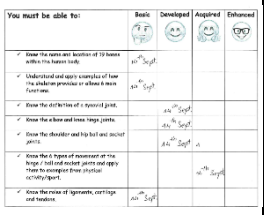
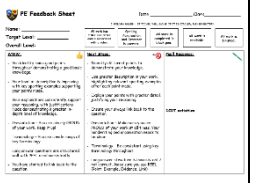
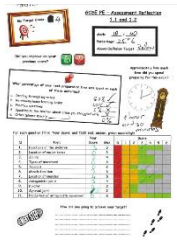
Impact:

To give all members of the department clear guidance with regard to effective marking, enabling teachers to build pupils' self-esteem, confidence and pride in their own work and learning. To regularly assess pupil understanding and knowledge through written work. Pupils to reflect on previous learning via teacher and peer marking both verbally and written along with manual and visual guidance.

To be reviewed in February 2020.

Feedback Policy and Guidelines

- Pupils to complete assessment tracking sheet in front of folder after each summative assessment.
- Assessment reflection sheets to be completed at the end of each summative assessment.
- Individual topic reflection sheets to be completed throughout the topic and re-assessed at least once.
- Whole class feedback to take place once every half term with DIRT questions to promote deeper thinking. To be printed on yellow paper and placed in folder.
- Verbal feedback to be used appropriately as and when necessary. Stamp optional to indicate use.

Type of feedback	Example of use	How to complete	Frequency
Individual topic reflection sheet		Pupils to read objectives and decide how confident they are. Pupils to write the date in box relating to their confidence (basic, developed, acquired, enhanced) Pupils to re-assess themselves as the course progresses. If there confidence has increased they should write the new date this happens.	Throughout each topic. Re-assessed at least once.
Whole class Feedback	WWW/Next Steps 	<u>WWW/Next Steps</u> This is detailed feedback which relates to how well students have met the learning objectives in classwork and homework. It gives them the next step in improving their work. "WWW"- highlight positive comment(s) which relates to the learning objectives /success criteria "Next Steps" – highlight area(s) where the success criteria was not met / or a suggestion on how to improve next time. **Pupils then complete a response and DIRT task based on feedback given.**	Once every half term
Assessment reflection sheet		Pupils to complete at the same time as DIRT marking summative assessments. Pupils complete: - The mark they achieved - Whether or not they have improved since their last summative assessment - How much revision they have done - Tick of the mark achieved in each question - Determine how they are going to improve	After each summative assessment
Assessment tracker		Pupils to fill in tracker sheet at the front of folders with result achieved, date of assessment, and a comment on their perceived progress.	After each summative assessment
Verbal feedback		There should be opportunities for effective verbal feedback. Frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning	Use as appropriate to

		intention/success criteria. This may be identified on work using the stamp (not required).	support other forms of feedback

Impact:

To give all members of the department clear guidance with regard to effective feedback, enabling teachers to build pupils' self-esteem, confidence and pride in their own work and learning. To regularly assess pupil understanding and knowledge through written work. Pupils to reflect on previous learning via teacher and peer feedback both verbally and written along with manual and visual guidance.

To be reviewed in February 2020.

PSHCEE Marking and Feedback Policy

Intent:

To give informative feedback to pupils which is meaningful; allowing them to reflect on their personal ideas and decision making processes in line with positive personal development. Thus ensuring students grow to become safe, effective contributors to society. Their 'Next Steps' will serve to challenge their ideas, facilitate them in making better decisions whilst also ensuring their literacy, spelling, punctuation and grammar is practiced and refined.

Implementation:

Frequency of marking to be every 3 lessons in line with the whole school policy.

Marking for SPAG to be 5 literacy errors in each piece of work, plus key words.

Department specific whole class **feedback** sheets are glued in and will be used at least once per topic. All feedback sheets will be printed on yellow paper so they can be easily identified in pupils' books.

In addition to the feedback sheets, we will use flash marking codes which are glued on to the back of each pupil's exercise book for reference. These will be used every topic for all written work. For example, in a 6 lesson rotation, you will see flash marking codes on each piece of work and a yellow assessment **feedback** sheet. You will also see a yellow progress quiz at the start and end of each topic.

DIRT will be completed in exercise books following the glued in **feedback** sheets.

Homework is not expected in PSHCEE.

We also complete live marking during lessons which will be undertaken using the flash codes. Pupils will respond to flash codes written in red pen, in green. Pupil Premium and SEND will be the main target during these sessions.

Verbal feedback is essential in PSHCEE lessons and will form the majority of feedback received by pupils.

Peer, self-assessment and feedback will be undertaken in green pen following the issue of specific success criteria.

Impact:

Pupils will respond to feedback through set DIRT time/tasks through the use of the whole class feedback sheets.

Pupils will have an increasing ability to reflect on and evaluate their own ideas, opinions and decisions, making them more effective citizens.

Pupils will make measured personal development progress as a result of a combination of written, verbal and peer feedback, alongside personal reflections.

To be reviewed in February 2020.