**WALTON-LE-DALE HIGH SCHOOL**

**FEEDBACK POLICY**

*With thanks to Huntington School, York*

**What is feedback?**

*Feedback can take different forms: peer, self, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.*

# Aims of Feedback

1.1. To help students make progress;

1.2. To provide strategies for students to improve;

1.3. To give students dedicated time to reflect upon their learning and put in effort to make improvements;

1.4. To inform our planning and structure the next phase of learning;

1.5. To facilitate effective and realistic target setting for student and/or the teacher;

1.6. To encourage a dialogue to develop between student and teacher;

1.7. To encourage students to have a sense of pride in their work;

1.8. To encourage students to aim for perfect presentation;

1.9. To correct mistakes, with a focus on Literacy skills.

# Principles

2.1. Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;

2.2. A dialogue, both verbal and written, should be created between teacher and student. When marked books are returned to students it is essential to allow time for students to read the comments and engage with the feedback;

2.3. Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;

2.4. Peer and self feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.

# Type and frequency of verbal feedback

3.1. This is the most frequent form of feedback;

3.2. It has immediacy and relevance as it leads to direct student action;

3.3. Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned.

# Type and frequency of written feedback

4.1. There are two types of written feedback: detailed and maintenance;

4.2. The frequency of each type of written feedback will vary between departments and key stages; agreed minimums should be clear in the marking policies of each departmental area (see appendices for further information);

4.3. Some departments that are more practical may well not have detailed written feedback;

4.4. Detailed feedback will clearly identify the strengths and areas for improvement that students will then act upon

4.5. Maintenance marking may identify specific issues such as key words, literacy and presentation issues; students should act upon these.

# Type and frequency of peer feedback

5.1 This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher;

5.2 Written peer feedback should be clearly identified as such and it should include the name of the student giving the feedback;

5.3 Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

# Type and frequency of self feedback

6.1 Akin to peer feedback, students need an explicit and clear structure to identify their learning needs;

6.2 Teachers should share success and/or assessment criteria where appropriate.

# Literacy and numeracy feedback

7.1. If the literacy standards of our students are going to improve we must all give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback;

7.2. ***Work should be marked for literacy using the following symbols***:

**C Add the missing or amend the misplaced capital letter**

**P Add the missing or amend the misplaced punctuation mark**

**NP New paragraph needed**

**WW The wrong work has been used and needs to be amended (e.g. ‘there’ instead of ‘their’)**

**SP Correct the spelling error**

**EXP Make this sentence clearer**

**WO Put the words in the correct order**

7.3 We all have a duty to be vigilant about standards of our students’ numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

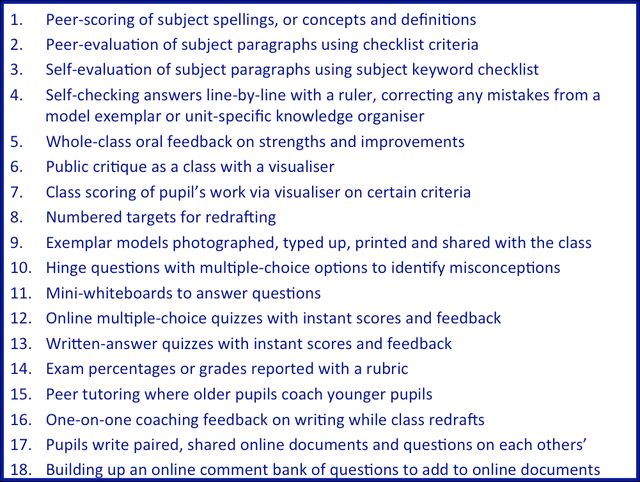
# Monitoring and Evaluation

8.1. Subject Leaders must ensure their departmental feedback policy supports the school policy. This policy should clearly identify the type and frequency of feedback in subjects;

8.2. Subject Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny etc.

**Appendix 1:**

Summary of some possible alternative methods of feedback (with thanks to Michaela Free School in London)



# Appendix 2: Departmental Feedback Policies

# Type and frequency of feedback by Key Stage: Art

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| **Key Stage 3** | **Key Stage 4** |
| Written feedback once every 4 weeks  On-going verbal feedback | Written feedback once every 3 weeks  On-going verbal feedback |

# Type and frequency of feedback by Key Stage: Business Studies

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| **Key Stage 4** |
| The department acknowledges the need for regular, accurate marking of students’ work. This enables us to:   * assess how well an individual student and the group as a whole have understood concepts and skills to inform planning, * feed back to students about the progress they are making, * correct any errors, * check work is set out, meeting school wide expectations * evaluate our teaching.  1. Assessment is: Regularly – minimum once every 2 weeks, largely maintenance marking since the detailed assessment of achievement is by coursework evidence and examinations. 2. Using WWW and EBI 3. Use of vocabulary books – words with an asteriskvidence of higher order concepts/activities to show rigour and progress 4. Marking of coursework will conform to BTEC moderation and standardisation practices 5. Assignments will be summative marked within 2 weeks of a unit completion 6. Doddle homework will be set, topic specific to work pupils are covering in class, every 3 lessons 7. Peer and self-assessment noted 8. Mock exams will be used to assess each of the 5 finance areas on Unit 2 Business Finance. 9. Each lesson on Finance should include at least 2 practice questions taken from the examboard sample questions to check understanding. 10. Work will be uploaded and assessment placed on the VLE |

# Type and frequency of feedback by Key Stage: Design Technology (including Materials Technology and Food Technology)

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| **Key Stage 3** | **Key Stage 4** |
| In addition to upholding the whole school marking policy (copy can be viewed in SO – Sci and Tech – Tech – Mr Hull – Tech Dept Handbook) Technology marking should:   * Make extensive use of immediate verbal feedback during practical lessons particularly. This should often be in a thought stimulating way rather than providing all the answers. * At KS3 books / folders should be marked with WWW and EBI comments and given back to students **before** they move on to the next area of Technology allowing students to:   + **respond** with a comment of their own and;   + take any suggested targets forward with them to act on it in their next area of technology. * Use should be made of the **progress ladder** when reporting to parents and students. This is currently under construction and will be reviewed in future handbooks. * Maintenance (flick n tick) marking (if ‘written/paper’ work completed) needs to be completed at least every three weeks or four hours lessons time whichever is sooner. * If most lessons are practical, then some means of recording evidence of work produced, feedback given is needed. This will be reviewed at least once a year in a work scrutiny for each year group. * Photographic evidence is useful for recording practical work, though it is realised this is not always possible in all lessons, particularly food. | In addition to upholding the whole school marking policy (copy can be viewed in SO – Sci and Tech – Tech – Mr Hull – Tech Dept Handbook) Technology marking should:   * Make extensive use of immediate verbal feedback during practical lessons particularly. This should often be in a thought stimulating way rather than providing all the answers. * Use should be made of either the **progress ladder,**  levels 1 – 9 or pass merit distinction at levels 1 and 2 as appropriate when reporting to parents and students. This is currently a new area and may need to be reviewed in future handbooks. * Maintenance (flick n tick) marking (if ‘written/paper’ work completed) needs to be completed at least every three weeks or three hours work whichever is sooner. * KS4 marking needs to track GCSE coursework in particular so all concerned know what work has been completed, to what standard, and most importantly what needs to be done next. An excel spreadsheet / tick list is a good way of recording and sharing this information. * KS4 controlled assessment feedback needs to be in line with exam board requirements and in many instances this means that only generic feedback is given to the class and not individual coaching on improving pieces of work. * If most lessons are practical, then some means of recording evidence of work produced, feedback given is needed. This will be reviewed at least once a year in a work scrutiny for each year group. * Photographic evidence is useful for recording practical work, though it is realised this is not always possible or useful in all lessons, particularly food. |

# Type and frequency of feedback by Key Stage: Drama (including Performance and Dance)

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| **Key Stage 3** | **Key Stage 4** |
| **Drama**  Verbal feedback throughout the process of developing their performance skills.  Homework is related to performance pieces and sometimes this learning lines, bringing in props, costumes, or creating ideas sheets at the start of the piece and evaluation sheet at the end. | **Drama**  Students are expected to attend additional sessions to complete performance topics, Lunchtimes, after school and weekends.  Students are expected to learn lines, as scripted performance is a criteria of the course.  Students are expected to attend at least two live theatre performances, criteria for the course.  Students are given written homework based on the set play and evaluating a live performance.  This written element will be developed after Christmas as all the practical work will be complete.  Marking is in accordance with AQA.  **Technical Performance:**  Verbal and written feedback with every project.  Log book will be closely monitored on a two basis as three members of staff share this group.  Rehearsal times and written pieces to be set for homework.  **Drama**:  Students are expected to attend additional sessions to complete performance topics, Lunchtimes, after school and weekends.  Students are expected to learn lines, as scripted performance is a criteria of the course.  Students are expected to attend at least two live theatre performances, criteria for the course.  Students are given written homework based on the set play and evaluating a live performance.  This written element will be developed after Christmas as all the practical work will be complete.  Marking is in accordance with AQA.  **Dance**  Students practical work is recorded and sent for moderation. Homework is attending extra rehearsal sessions and written tasks around the written paper. |

# Type and frequency of feedback by Key Stage: English

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| **Key Practices** The English Department will adopt the following approaches to ensure that learners are provided with timely, focused and useful feedback. After work is returned, a period of reflection is always offered so that learners have the chance to digest and respond to the targets or comments made.    ***Day-to-Day ‘Maintenance’ Marking and Feedback***   * English Teachers mark exercise books regularly, at least **once every** **3 weeks.** * Maintenance marking, involves the teacher reading students’ work at least once in a three week period. * Corrections will be limited to: * Three key spellings * Punctuation errors on one page. * This work will not contain levels or grades but may contain a WWW or EBI comment. However, this may also be peer- or self-assessed. * Exercise books should remain unmarked with no graffiti or stickers on the covers. * The Communications Marking Policy will be attached to the inside front cover and applied rigorously. * Spellings will be corrected for students to learn; evidence of learning errors should be evident through exercise books. * At times, there may be no written feedback on individual pages in exercise books and verbal feedback will have been provided.Verbal feedback – this will also be used as a method of promoting progress. Students will be asked probing questions to elicit understanding and to enhance learning. Verbal feedback will be used regularly. Students may be asked to write their verbal feedback down in red pen, or it may be evident in the work produced. * In addition, whole class feedback may be used and specific focuses of the lesson may be given a code to assist more timely feedback and therefore progress. Whole-class intervention may be used and evidenced by the students in red pen. * A teacher may decide to correct only one paragraph, where errors are extensive and amendments and student actions may centre around this. * All work must contain the date, title and should state whether the work is completed in class or at home. * Learners will be provided with MAD time at least every three weeks to allow them to respond to teacher comments, complete whole class intervention or make improvements to individual paragraphs, as directed by the class teacher. * Where comments are continually left without a student response, students will receive a break/lunch detention. * Doodling or defacing work is not acceptable. For every page that is marked inappropriately, learners should receive a break or lunch time detention.   Formal pieces of assessment are listed on the department marking schedule.  **Peer and Self- Assessment**  The English Department recognises the value of peer and self-assessment and in the instances where it is used teachers will not necessarily mark this piece of work.  **Modelling Good Work**  The English Department endeavours to use WAGOLLs (**W**hat **a** **G**ood **O**ne **L**ooks **L**ike) where possible to promote attainment and to model good practice. This may involve using examples of students’ work or of previous work collated in the Department’s standards folder. These will be used before each summative written piece. Where possible, WAGOLLs will also be used for summative reading assessments.  **Ensuring Progress is Made**   * During MAD time, students are encouraged to look back over teacher comments and to respond to the comments in a way suggested by the teacher; these responses should be appropriate and developed. Whole class teaching and interventions may be used as a tool to facilitate progress and teaching should be modified to meet the needs, strengths and weaknesses of the students in the class. * If teacher responses are ignored, the teacher will apply the necessary sanctions (detention, extra homework to respond to comments etc.) Conversely, good feedback and responses will be shared and praised in class. | |
| **Key Stage 3** Forf Formative assessments and process work may take different forms such as:   * Annotation * Diagram * Discussion * Written paragraphs.   There may be peer, self or teacher assessment. A Key Piece Tracker should be completed outlining the nature of the assessment, the band the student has achieved, the student’s progress, strengths and areas for development.  Assessments may be referred to as Key Pieces and student feedback against the progress ladder will be provided using the following terms to demonstrate the students’ relative progress to ability:   * Lower * Expected * Good * Excellent   This language mirrors that of the student’s formal report.  Students will have+  an exercise book where all of their process work, formative and summative assessment will be stored. In addition, students will have a separate book for their weekly writing challenges, which will be carried over across the years. | **Key Stage 4** Forf Formative assessments and process work may take different forms such as:   * Annotation * Diagram * Discussion * Written paragraphs.  There may be peer, self or teacher assessment. A Key Piece Tracker should be completed outlining the nature of the assessment, the band the student has achieved, the student’s progress, strengths and areas for developmentStudents may receive marks according the exam component (e.g. /30 for the ‘Great Expectations’ essay) and receive a comment about their progress relating to ability will be referenced using the following terms:  * Lower * Expected * Good * Excellent   In addition, where a full exam has been completed and legitimate grade boundaries for the paper are available, students will be provided with a GCSE grade for their work.  Learners’ work will be placed into 3 different exercise books:   * English Language * English Literature Component 1 * English Literature Component 2   This means that students’ notes and assessment can be used as revision resource when required.  In addition, students will have a separate book for their weekly writing challenges, which will be carried over across the years  **Intensive Marking Periods**  In the second half of the spring term and into the Summer Term, Year 11 will become the priority in terms of marking workload, as students need speedy feedback to ensure that they are making progress. Therefore, Years 7, 8 and 9 may carry out peer and self-assessments during this period. Year 10 will have levelled feedback on one piece of work. |

# Type and frequency of feedback by Key Stage: French

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| **Key Stage 3 & 4** |
| Marking is an integral part of assessment within the MFL Department and is key to students making outstanding progress. We aim to provide a system of marking that is consistent and continuous across both key stages.  Marking will inform departmental planning, be diagnostic and enhance students’ learning by ultimately offering guidance on how work can be improved.  We aim to mark positively to enhance self-esteem and confidence. Students will be encouraged to read through their work before presenting it to be marked, as a strategy to develop self-reflection and self-evaluation, against the shared learning outcomes and objectives.  We mark students’ work in order to:   * Value and praise students * Demonstrate appreciation of students’ efforts * Provide informative feedback to students in terms of their achievements and the next steps in their learning * Inform future planning and learning * Evaluate and assess a student’s learning * Monitor the amount of work completed by a student   As a department we aim to make marking work by:   * Marking exercise books in detail, providing a detailed piece of written feedback at least once per half term. This piece of written feedback will allow the opportunity for teacher-student dialogue and will highlight positive aspects of the work and how the piece of work can be improved upon * Encouraging dialogue between students and teachers * Maintenance marking other pieces of work every three weeks which allow teachers to highlight positive aspects of the work and also highlight any mistakes that have been made to be corrected for example spellings, syntax and presentation issues * Providing time in lessons to allow for students to review their work and respond to dialogue and correct any mistakes * Using AFL to encourage students to self and peer assess * All work should display the date and title and these should be underlined * Providing verbal feedback when necessary * Giving students the opportunity for peer and self evaluation/scoring * At the end of each module students should be assessed. Formally assessed pieces should identify one target for improvement and highlight positive aspects of the work   The following should be used in conjunction with the current whole-school marking policy:   * Write a positive comment * Significant spelling mistakes: correct and put “sp” in margin or against the word * Use progress ladders to indicate pupil progress (marking codes are printed on pupil descriptors sheets) * Use school rewards policy * Write a target: be specific   For Key stage 4 marking the progress descriptors will be used and suggested GCSE grades will be given.  The department will mark and comment in green pen and expect students to respond and peer assess in an alternative colour. |

# Type and frequency of feedback by Key Stage: Geography

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| **Key Stage 3** | **Key Stage 4** |
| The faculty is committed to ensuring that students have the opportunity to develop and extend their own learning through effective feedback and dialogue.  The faculty aims to be fully aware and implement and mark with agreed annotations for whole school making policies i.e. presentation of work, literacy. In accordance with whole school policy students work will be marked to:   Value and praise students work   Demonstrate appreciation of students efforts   Provide formative feedback to students in terms of achievements and the next steps in their learning. Students should receive two pieces of formative feedback per half term.   Inform future planning and learning   Monitor the amount of work completed by a student  As a faculty we aim to provide formative feedback once per half term. The key pieces of work will be identified on schemes of work and will be marked using the faculty feedback sheet. This allows   The teacher to provide constructive advice and guidance on how to improve (next steps)   The teacher to comment and offer encouragement to the student   Allows the opportunity for the student to respond and a dialogue to be formed between teacher and student  Alongside the formative feedback we will aim ‘maintenance mark’ exercise books/folders as and when it is needed (at least once per half term). Whilst completing this we will   Correct spellings   Using the whole school annotations advise students with regards to literacy   Check work has been presented in the correct format   Highlight positive aspects of a students work   Encourage dialogue between students and teacher  As a faculty we will give the students many other opportunities for assessment/feedback. These methods include   Peer evaluation/scoring   Self evaluation/scoring   Use of mini whiteboards to answer questions   Exemplar models shared with class   Peer tutoring   Quizzes  Within all subject areas   Green pen should be used by the teacher   Ren pen should be used to self assess   Purple pen should be used to peer assess  We will provide time within lessons to allow students to review their work and attempt to respond to dialogue and correct any mistakes.  Through the marking of student work we are checking student’s knowledge and understanding and this will help staff to identify students that may need intervention. | The faculty is committed to ensuring that students have the opportunity to develop and extend their own learning through effective feedback and dialogue.  The faculty aims to be fully aware and implement and mark with agreed annotations for whole school making policies i.e. presentation of work, literacy. In accordance with whole school policy students work will be marked to:   Value and praise students work   Demonstrate appreciation of students efforts   Provide formative feedback to students in terms of achievements and the next steps in their learning. Students should receive two pieces of formative feedback per half term.   Inform future planning and learning   Monitor the amount of work completed by a student  As a faculty we aim to provide formative feedback once per half term. The key pieces of work will be identified on schemes of work and will be marked using the faculty feedback sheet. This allows   The teacher to provide constructive advice and guidance on how to improve (next steps)   The teacher to comment and offer encouragement to the student   Allows the opportunity for the student to respond and a dialogue to be formed between teacher and student  Alongside the formative feedback we will aim ‘maintenance mark’ exercise books/folders as and when it is needed (at least once per half term). Whilst completing this we will   Correct spellings   Using the whole school annotations advise students with regards to literacy   Check work has been presented in the correct format   Highlight positive aspects of a students work   Encourage dialogue between students and teacher  As a faculty we will give the students many other opportunities for assessment/feedback. These methods include   Peer evaluation/scoring   Self evaluation/scoring   Use of mini whiteboards to answer questions   Exemplar models shared with class   Peer tutoring   Quizzes  Within all subject areas   Green pen should be used by the teacher   Ren pen should be used to self assess   Purple pen should be used to peer assess  We will provide time within lessons to allow students to review their work and attempt to respond to dialogue and correct any mistakes.  Through the marking of student work we are checking student’s knowledge and understanding and this will help staff to identify students that may need intervention. |

# Type and frequency of feedback by Key Stage: Health and Social Care

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| **Key Stage 4** |
| The faculty is committed to ensuring that students have the opportunity to develop and extend their own learning through effective feedback and dialogue.  The faculty aims to be fully aware and implement and mark with agreed annotations for whole school making policies i.e. presentation of work, literacy. In accordance with whole school policy students work will be marked to:   Value and praise students work   Demonstrate appreciation of students efforts   Provide formative feedback to students in terms of achievements and the next steps in their learning.   Inform future planning and learning   Monitor the amount of work completed by a student  Formative feedback will be in accordance with the BTEC assessment calendar and deadlines for coursework. In line with Pearson (exam board) policy students can not receive feedback on how to improve their work. Students will only receive summative feedback on work submitted within the time constraints.  Coursework portfolios will be marked using the Pearson (exam board) feedback sheet. This allows   The teacher to provide constructive advice and guidance on how to improve on their next task   The teacher to comment and offer encouragement to the student   Allows the opportunity for the student to respond and a dialogue to be formed between teacher and student  Alongside the formative feedback we will aim ‘maintenance mark’ exercise books/folders as and when it is needed (at least once per half term). Whilst completing this we will   Correct spellings   Using the whole school annotations advise students with regards to literacy   Check work has been presented in the correct format   Highlight positive aspects of a students work   Encourage dialogue between students and teacher  As a faculty we will give the students many other opportunities for assessment/feedback. These methods include   Peer evaluation/scoring   Self evaluation/scoring   Use of mini whiteboards to answer questions   Exemplar models shared with class   Peer tutoring   Quizzes  Within all subject areas   Green pen should be used by the teacher   Ren pen should be used to self assess   Purple pen should be used to peer assess  We will provide time within lessons to allow students to review their work and attempt to respond to dialogue and correct any mistakes.  Through the marking of student work we are checking student’s knowledge and understanding and this will help staff to identify students that may need intervention. |

# Type and frequency of feedback by Key Stage: History

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| **Key Stage 3** | **Key Stage 4** |
| The faculty is committed to ensuring that students have the opportunity to develop and extend their own learning through effective feedback and dialogue.  The faculty aims to be fully aware and implement and mark with agreed annotations for whole school making policies i.e. presentation of work, literacy. In accordance with whole school policy students work will be marked to:   Value and praise students work   Demonstrate appreciation of students efforts   Provide informative feedback to students in terms of achievements and the next steps in their learning. Students should receive one piece of formative feedback per half term.   Inform future planning and learning   Monitor the amount of work completed by a student  As a faculty we aim to provide formative feedback once per half term. The key pieces of work will be identified on schemes of work and will be marked using the faculty feedback sheet. This allows   The teacher to provide constructive advice and guidance on how to improve (next steps)   The teacher to comment and offer encouragement to the student   Allows the opportunity for the student to respond and a dialogue to be formed between teacher and student  Alongside the formative feedback we will aim ‘maintenance mark’ exercise books/folders as and when it is needed (at least once per half term). Whilst completing this we will   Correct spellings   Using the whole school annotations advise students with regards to literacy   Check work has been presented in the correct format   Highlight positive aspects of a students work   Encourage dialogue between students and teacher  As a faculty we will give the students many other opportunities for assessment/feedback. These methods include   Peer evaluation/scoring   Self evaluation/scoring   Use of mini whiteboards to answer questions   Exemplar models shared with class   Peer tutoring   Quizzes  Within all subject areas   Green pen should be used by the teacher   Ren pen should be used to self assess   Purple pen should be used to peer assess  We will provide time within lessons to allow students to review their work and attempt to respond to dialogue and correct any mistakes.  Through the marking of student work we are checking student’s knowledge and understanding and this will help staff to identify students that may need intervention. | The faculty is committed to ensuring that students have the opportunity to develop and extend their own learning through effective feedback and dialogue.  The faculty aims to be fully aware and implement and mark with agreed annotations for whole school making policies i.e. presentation of work, literacy. In accordance with whole school policy students work will be marked to:   Value and praise students work   Demonstrate appreciation of students efforts   Provide informative feedback to students in terms of achievements and the next steps in their learning. Students should receive one piece of formative feedback per half term.   Inform future planning and learning   Monitor the amount of work completed by a student  As a faculty we aim to provide formative feedback once per half term. The Key pieces of work will be identified on schemes of work and will be marked using the faculty feedback sheet. This allows   The teacher to provide constructive advice and guidance on how to improve (next steps)   The teacher to comment and offer encouragement to the student   Allows the opportunity for the student to respond and a dialogue to be formed between teacher and student  Alongside the formative feedback we will aim ‘maintenance mark’ exercise books/folders as and when it is needed (at least once per half term). Whilst completing this we will   Correct spellings   Using the whole school annotations advise students with regards to literacy   Check work has been presented in the correct format   Highlight positive aspects of a students work   Encourage dialogue between students and teacher  As a faculty we will give the students many other opportunities for assessment/feedback. These methods include   Peer evaluation/scoring   Self evaluation/scoring   Use of mini whiteboards to answer questions   Exemplar models shared with class   Peer tutoring   Quizzes  Within all subject areas   Green pen should be used by the teacher   Ren pen should be used to self assess   Purple pen should be used to peer assess  We will provide time within lessons to allow students to review their work and attempt to respond to dialogue and correct any mistakes.  Through the marking of student work we are checking student’s knowledge and understanding and this will help staff to identify students that may need intervention. |

# Type and frequency of feedback by Key Stage: Information Technology and Computing

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| **Key Stage 3** | **Key Stage 4** |
| The department acknowledges the need for regular, accurate marking of students’ work. This enables us to:   * assess how well an individual student and the group as a whole have understood concepts and skills to inform planning, * feed back to students about the progress they are making, * correct any errors, * check work is set out, meeting school wide expectations * evaluate our teaching.   Assessment is:   1. Regularly – minimum once every 2 weeks 2. Using WWW and EBI 3. Use of vocabulary books – words with an asterisk 4. Evidence of higher order concepts/activities to show rigour and progress 5. Marking of work will conform to department standardisation practices 6. Assignments will be summative marked within 2 weeks of a topic completion 7. Doddle homework will be set, topic specific to work pupils are covering in class, every 2 lessons 8. Peer and self-assessment noted 9. Work will be uploaded and assessment place on the VLE | The department acknowledges the need for regular, accurate marking of students’ work. This enables us to:   * assess how well an individual student and the group as a whole have understood concepts and skills to inform planning, * feed back to students about the progress they are making, * correct any errors, * check work is set out, meeting school wide expectations * evaluate our teaching.   Assessment is:  Regularly – minimum once every 3 lessons, largely maintenance marking since the detailed assessment of achievement is by coursework evidence and examinations.   1. Using WWW and EBI 2. Use of vocabulary books – words with an asterisk 3. Evidence of higher order concepts/activities to show rigour and progress 4. Marking of coursework will conform to BTEC moderation and standardisation practices 5. Assignments will be summative marked within 2 weeks of a unit completion 6. Doddle homework will be set, topic specific to work pupils are covering in class, every 3 lessons 7. Peer and self-assessment noted 8. Mock exams will be used to assess each of the areas on Unit 2 Externally Assessed exam 9. Each lesson on Externally Assessed exam should include at least 2 practice questions taken from the examboard sample questions to check understanding. 10. Work will be uploaded and assessment against examiners criteria placed on the VLE |

# Type and frequency of feedback by Key Stage: Mathematics

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| **Key Stage 3** | **Key Stage 4** |
| The department acknowledges the need for regular, accurate marking of students’ work. This enables us to:   * assess how well an individual student and the group as a whole have understood concepts and skills to inform planning, * feed back to students about the progress they are making, * correct any errors, * check work is set out, meeting school wide expectations * evaluate our teaching.   Much classwork can be marked by students themselves. This can be done by swapping books or students marking their own work, at the discretion of the teacher. Students should self-reflect on their own work by scoring effort and understanding out of 10 most lessons. When students have marked each other’s work they should aim to support each other by writing constructive comments or improvements, the teacher will then be expected to look over/acknowledge this next time the books are collected in.  Books should be looked at least **once every 3 weeks** and this should be a maintenance mark including a signature. Comments (positive if possible) should also be used where necessary however feedback does not need to be in depth but should give students opportunities to correct misconceptions or misunderstandings to learn and move on from the set task. **Any subject specific spellings should be checked, correct annotations used and corrected.**  Any marking the teacher completes should be in **Green pen**. Students will be given MAD time (replacing the usual mastery time at the beginning of the lesson) once books are marked to give students a chance to feed back in **Red pen** and complete set questions from teachers marking/teachers board. It will be expected that each student completes this and the teacher will review this when books are next marked.  Homework should be marked at least **once per week** by the teacher or Mathswatch. This task will be a standard task depending on the class (years 7 and 8 completing a module of worksheets each half term). The teacher’s marking should look for corrections and if an error is made consistently by many members of the class, the teacher should go through the question in class (through MAD time) and get the students to copy the correction. | The department acknowledges the need for regular, accurate marking of students’ work. This enables us to:   * assess how well an individual student and the group as a whole have understood concepts and skills to inform planning, * feed back to students about the progress they are making, * correct any errors, * check work is set out, meeting school wide expectations * evaluate our teaching.   Much classwork can be marked by students themselves. This can be done by swapping books or students marking their own work, at the discretion of the teacher. Students should self-reflect on their own work by scoring effort and understanding out of 10 most lessons. When students have marked each other’s work they should aim to support each other by writing constructive comments or improvements, the teacher will then be expected to look over/acknowledge this next time the books are collected in.  Books should be looked at least **once every 3 weeks** and this should be a maintenance mark including a signature. Comments (positive if possible) should also be used where necessary however feedback does not need to be in depth but should give students opportunities to correct misconceptions or misunderstandings to learn and move on from the set task. **Any subject specific spellings should be checked, correct annotations used and corrected.**  Any marking the teacher completes should be in **Green pen**. Students will be given MAD time (replacing the usual mastery time at the beginning of the lesson) once books are marked to give students a chance to feed back in **Red pen** and complete set questions from teachers marking/teachers board. It will be expected that each student completes this and the teacher will review this when books are next marked.  Homework should be marked at least **once per week** by the teacher or Mathswatch. This task will be a standard task depending on the class (years 9, 10 and 11 completing a Mathswatch worksheet from a video designated by their teacher). The teacher’s marking should look for corrections and if an error is made consistently by many members of the class, the teacher should go through the question in class (through MAD time) and get the students to copy the correction. |

# Type and frequency of feedback by Key Stage: Music

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| **Key Stage 3** | **Key Stage 4** |
| As a department, we recognise that most of the work that students produce is practical, and we are committed to improving the practical musical skills of all students. Consequently, ongoing observational feedback is essential.  After every musical module is complete, students will either perform to the class and be marked by staff to be seen to be either making EXPECTED progress, making BETTER than expected progress or making LESS than expected progress.  Alternately, students may self or peer assess.  In Yrs 7 & 8 written work will be marked as maintenance marking, with evaluations and reflections having more detailed marking, and Yr 10, (given the new spec requires this) writing a summary of specific musical issues, which will also have detailed marking eg “ Why is Zadok the Priest a good piece of music for a coronation”?  Because Yr 9 follow the “Musical Futures” Programme of work, all their work is practical, and therefore self, peer and teacher feedback will be ongoing and verbal.  At the end of each module of work however, the students will write an evaluation and the teacher will have a written dialogue with the student about their performance. | As a department, we recognise that most of the work that students produce is practical, and we are committed to improving the practical musical skills of all students. Consequently, ongoing observational feedback is essential.  After every musical module is complete, students will either perform to the class and be marked by staff to be seen to be either making EXPECTED progress, making BETTER than expected progress or making LESS than expected progress.  Alternately, students may self or peer assess.  In Yrs 10 and 11, written work will be marked as maintenance marking, with evaluations and reflections having more detailed marking, and Yr 10, (given the new spec requires this) writing a summary of specific musical issues, which will also have detailed marking eg “ Why is Zadok the Priest a good piece of music for a coronation”?  Verbal or written feedback will be given at KS 4 mock exams too.  3 spelling errors will be identified in each piece of written work which needs it. |

# Type and frequency of feedback by Key Stage: Opening Minds

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| **Key Stage 3** |
| The role of assessment and marking in Opening Minds is very important in helping the students to be aware of where their strengths lie and also their areas for development. It also plays a key role in helping students to understand how to further develop their O.M skills. The students play a key role in their own learning and the assessment of their skills with self and peer assessments playing a key role.  There are five different strands to the competences – Citizenship, Learning, Information, People and Situations.  Schemes of learning and therefore the assessment plan are carefully thought out and planned in order to incorporate the five skill strands as equally as possible.  Each theme is planned to last 6/7 weeks (a half term).  For every theme there will be:   * **1 summative/formal assessment** (2 competences will be assessed, covering 2 skill strands). All students will complete the same assessment and standardisation of marking will take place during meeting time. This will be teacher assessed. Highlighted task feedback sheets will be used.   M.A.D (making a difference time) will be given when work is returned so that students can put their feedback into action.   * **1 peer/self assessment** (using verbal feedback) assessments. These will assess competences from the remaining 3 skill strands. Each class teacher will decide upon these, working in collaboration with their partner teacher (although suggestions for assessment opportunities are made in the SOWs). M.A.D time will be given if appropriate. If verbal feedback is given tweet stickers will be stuck into exercise books where students will summarise main points from the teacher’s feedback. Highlighted task feedback sheets will be used for self or peer assessments. * **Maintenance marking** will take place once per theme – Teachers will complete a whole class feedback sheet which students will then stick into their books. Students will be asked correct spellings (3 times over) and make improvements to their work during M.A.D time. * **Homework tasks/projects** will be stuck into exercise books (where possible) along with a learning tweet sticker and a peer comment (W.W.W and E.B.I). Teachers will add a comment when maintenance marking is completed. Where a homework project is part of the formal assessment for a theme a highlighted sheet will be completed instead.   **Green pen** – teacher feedback/marking.  **Purple pen** – peer feedback.  **Red pen** – students improvements/corrections/additions to their work after feedback. |

# Type and frequency of feedback by Key Stage: Physical Education (including Sport)

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|  | **Key Stage 3 & 4** |
| . | All staff have to follow the whole school assessment deadlines set out by SLT.  Department tracking systems must be used for Key 3&4 stages. They can be found on in Onedrive. Any problems should be discussed with the head of department at the earliest time possible.  Marking work is to be done in red (and dated), students can then make corrections in green (and Dated). Marking should take place on a regular basis.  Mock exam papers should be used a minimum of twice before the end of year revision process. Exam papers should be marked and given back as soon as possible (no longer than 2 weeks). Analysis needs to be done on the papers and feedback to students. The department has spreadsheets for this in either onedrive or classwork. |

# Type and frequency of feedback by Key Stage: Science

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| **Key Stage 3** | **Key Stage 4** |
| 1. Teachers marking in green pen. Students responses/ marking in books in pencil. 2. Regularly – minimum once every 3 weeks, largely maintenance marking since the detailed assessment of achievement is by tests and examinations. Tick and flick in books is acceptable. 3. Using WWW and EBI 4. Use of vocabulary books – words with an asterisk 5. Evidence of higher order concepts/activites to show rigour and progress 6. Peer and self assessment noted (suggest PA and SA) 7. Where verbal feedback evidence is not essential as this takes time which could be given to other students. This could be optional if staff prefer. One to one coaching/advising students on their work. 8. Students to be given model answers to test and exam questions to support them and compare with their own responses. 9. Whole class oral feedback is given on strengths and improvement suggestions on peers work/answers. 10. Ways of identifying misconceptions by correcting incorrect answers and explain reasons for them. 11. The key means of assessment in Science is the use of testing. At both key stages testing occurs every 4 to 6 weeks. These assessments are used to produce levels and grades and tests are systematically “walked through” afterwards to ensure misconceptions are addressed and exam technique skills are developed. | 1. Teachers marking in green pen. Students responses/ marking in books in pencil. 2. Regularly – minimum once every 3 weeks, largely maintenance marking since the detailed assessment of achievement is by tests and examinations. Tick and flick in books is acceptable. 3. Using WWW and EBI 4. Use of vocabulary books – words with an asterisk 5. Evidence of higher order concepts/activites to show rigour and progress 6. At GCSE level books not used for notes as such – all students buy revision guides 7. Peer and self assessment noted (suggest PA and SA) 8. Where verbal feedback evidence is not essential as this takes time which could be given to other students. This could be optional if staff prefer. One to one coaching/advising students on their work. 9. Students to be given model answers to test and exam questions to support them and compare with their own responses. 10. Whole class oral feedback is given on strengths and improvement suggestions on peers work/answers. 11. Ways of identifying misconceptions by correcting incorrect answers and explain reasons for them. 12. The key means of assessment in Science is the use of testing. At both key stages testing occurs every 4 to 6 weeks. These assessments are used to produce levels and grades and tests are systematically “walked through” afterwards to ensure misconceptions are addressed and exam technique skills are developed. |

# Type and frequency of feedback by Key Stage: Religious Studies

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| **Key Stage 3** | **Key Stage 4** |
| The faculty is committed to ensuring that students have the opportunity to develop and extend their own learning through effective feedback and dialogue.  The faculty aims to be fully aware and implement and mark with agreed annotations for whole school making policies i.e. presentation of work, literacy. In accordance with whole school policy students work will be marked to:   Value and praise students work   Demonstrate appreciation of students efforts   Provide informative feedback to students in terms of achievements and the next steps in their learning. Students should receive one piece of informative feedback each term.   Inform future planning and learning   Monitor the amount of work completed by a student  As a faculty we aim to provide formative feedback once per term. The key pieces of work will be identified on schemes of work and will be marked using the faculty feedback sheet. This allows   The teacher to provide constructive advice and guidance on how to improve (next steps)   The teacher to comment and offer encouragement to the student   Allows the opportunity for the student to respond and a dialogue to be formed between teacher and student  Alongside the formative feedback we will aim ‘maintenance mark’ exercise books/folders as and when it is needed (at least once per half term). Whilst completing this we will   Correct spellings   Using the whole school annotations advise students with regards to literacy   Check work has been presented in the correct format   Highlight positive aspects of a students work   Encourage dialogue between students and teacher  As a faculty we will give the students many other opportunities for assessment/feedback. These methods include   Peer evaluation/scoring   Self evaluation/scoring   Use of mini whiteboards to answer questions   Exemplar models shared with class   Peer tutoring   Quizzes  Within all subject areas   Green pen should be used by the teacher   Ren pen should be used to self assess   Purple pen should be used to peer assess  We will provide time within lessons to allow students to review their work and attempt to respond to dialogue and correct any mistakes.  Through the marking of student work we are checking student’s knowledge and understanding and this will help staff to identify students that may need intervention. | The faculty is committed to ensuring that students have the opportunity to develop and extend their own learning through effective feedback and dialogue.  The faculty aims to be fully aware and implement and mark with agreed annotations for whole school making policies i.e. presentation of work, literacy. In accordance with whole school policy students work will be marked to:   Value and praise students work   Demonstrate appreciation of students efforts   Provide informative feedback to students in terms of achievements and the next steps in their learning. Students should receive one piece of formative feedback per term.   Inform future planning and learning   Monitor the amount of work completed by a student  As a faculty we aim to provide formative feedback once per term. The Key pieces of work will be identified on schemes of work and will be marked using the faculty feedback sheet. This allows   The teacher to provide constructive advice and guidance on how to improve (next steps)   The teacher to comment and offer encouragement to the student   Allows the opportunity for the student to respond and a dialogue to be formed between teacher and student  Alongside the formative feedback we will aim ‘maintenance mark’ exercise books/folders as and when it is needed (at least once per half term). Whilst completing this we will   Correct spellings   Using the whole school annotations advise students with regards to literacy   Check work has been presented in the correct format   Highlight positive aspects of a students work   Encourage dialogue between students and teacher  As a faculty we will give the students many other opportunities for assessment/feedback. These methods include   Peer evaluation/scoring   Self evaluation/scoring   Use of mini whiteboards to answer questions   Exemplar models shared with class   Peer tutoring   Quizzes  Within all subject areas   Green pen should be used by the teacher   Ren pen should be used to self assess   Purple pen should be used to peer assess  We will provide time within lessons to allow students to review their work and attempt to respond to dialogue and correct any mistakes.  Through the marking of student work we are checking student’s knowledge and understanding and this will help staff to identify students that may need intervention. |