**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. Teacher feedback will be written in green pen; student (peer or self-assessment, or where MAD time has taken place) feedback will be in red pen;

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

4.6. 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**

**SP Correct the spelling error**

**U Underline headings with a ruler**

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.

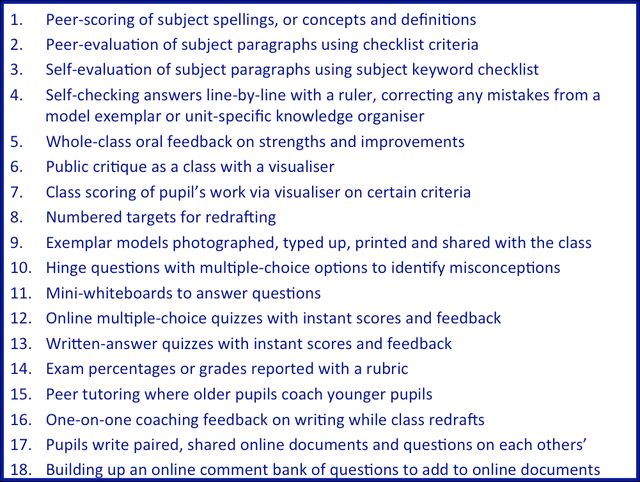
# Monitoring and Evaluation

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 is provided in class sketchbooks using a code system. Each student has a copy of the Sketchbook Improvement Codes in their sketchbook which explains what the codes mean. When teachers mark students’ work, they will use these codes as shorthand to explain how to improve the work. Students are required to check their Sketchbook **Improvement Codes** when they receive feedback, identify what the teacher has asked them to improve, and **then write out the advice in longhand in the appropriate space in their sketchbook**. This proves that students have actually read the feedback and helps them to think about what the feedback means. **Written feedback will be given once every 4 weeks.**  **On-going verbal feedback** is given during class and students are also encouraged to use **Teams** and **school email** to communicate with their class teacher if they need any support. | Written feedback is provided on a feedback form in the back of the sketchbook. Students are required to **read this feedback**, **sign** and **date** the form to acknowledge that they have read and understood it and then **act on the advice in order to make progress**. If students are unsure about the feedback, they are encouraged to ask for further explanation and support.  This written feedback will be provided **once every 3 weeks**. The feedback forms will be attached in the book, **one over the other**, in a way that allows students/parents/guardians to flick through all the feedback forms and therefore see all the feedback a student has been given over the course of a project.  **On-going verbal feedback** is given during class and students are also encouraged to use **Teams and school email** to communicate with their class teacher if they need any support. |

# Type and frequency of feedback by Key Stage: Computer Science

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| **Key Stage 4** |
| * Regularly – minimum **once every 2 weeks**, largely maintenance marking since the detailed assessment of achievement is by coursework evidence and examinations. * Using **WWW** and **EBI** * Evidence of higher order concepts/activities and **WAGOLLs**to show rigour and progress * Marking of **coursework** will conform to BTEC moderation and standardisation practices * Assignments will be summative marked within **2 weeks of a unit completion** * Doddle and revision homework will be set, topic specific to work pupils are covering in class, every 2 lessons * Peer and self-assessment noted * Mock exams will be used to assess each of the 3 strands/areas on Component 3. * Each lesson on Component 3 should include at least 2 practice questions taken from the exam board sample questions to check understanding. * Underachieving pupils to be added to the HoD’s Intervention log for further action. |

# Type and frequency of feedback by Key Stage: Enterprise

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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 revision guide – **words with an asterisk** 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 5 finance areas on Component 2 Marketing & Finance. 9. Each lesson on Finance should include at least 2 practice questions taken from the exam board sample questions to check understanding. 10. Work will be uploaded and assessment placed on the Teams |

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

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| **Key Stage 3 and 4** |
| In addition to complying with whole school policies the aim of the technology department marking and feedback is to:  **Data entry:**   * At the end of each KS3 rotation class teachers are expected to enter data on technology marksheets. These marksheets will be stored centrally (currently on Technology teams) so that data for each class will accrue throughout the year(s). This allows a pattern of behavior for students to be noticed for intervention / praise and allows a more comprehensive reporting to parents as the year progresses. data will still be entered, but not all columns will be appropriate or able to be filled in. * Class teachers are expected to enter data for whole school assessments in line with deadlines issued during the year. * GCSE marks and tracking data are to be collated and stored by the relevant teaching staff. The period of assessment will vary according to the work being carried out. During GCSE coursework this should be no greater than monthly. * GCSE NEA coursework tracking should allow teacher, student and HOD to be regularly informed of progress. It is expected that this interval will be no longer than monthly during coursework ‘season’ * GCSE exam entries will be entered in accordance with exam board deadlines and procedures.   **Feedback to students:**   * At KS3 before the end of each **10 week rotation students** will receive written feedback. Students should have the opportunity to respond to this as part of the student voice procedure. * KS3 homeworks will be **set every two lessons**. This should consist of 30 – 60 minutes of student work. Feedback on this homework should be provided within two homework rotations. * When a piece of work forms part of a major assessment, this should be made clear to the students beforehand. Staff are not expected to give detailed feedback on all work completed remotely. Instead staff should aim to provide sufficient feedback to facilitate student progress and incorporate sufficient assessment to inform them of this progress. At KS3 this would typically be some feedback on student work at least **every 4 lessons.** * Throughout KS3 work students will receive verbal and / or written feedback. It would be normal practice for this to be every lesson but should be no more that every two lessons. * It should be normal practice to include peer assessments in each KS3 unit of work. * Evaluations of (practical) work completed will be undertaken by students in each unit of work. * Feedback to GCSE students completing coursework has to be in-line with exam board guidelines for NEA coursework. See relevant documentation for up to date guidance. **Frequency of feedback needs to be such that the student needs to always be in a position to know how best to proceed with their coursework in all lessons**. |

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| **Key Stage 4** |
| * Regularly – **minimum once every 2 weeks**, largely maintenance marking since the detailed assessment of achievement is by coursework evidence and examinations. * Using **WWW** and **EBI** * Evidence of higher order concepts/activities and **WAGOLLs** to show rigour and progress * Marking of coursework will conform to BTEC moderation and standardisation practices * Assignments will be summative marked **within 2 weeks of a unit completion** * **Doddle and revision** homework will be set, topic specific to work pupils are covering in class, **every 2 lessons** * Peer and self-assessment noted * Mock exams will be used to assess each of the 3 strands/areas on Component 3. * Each lesson on Component 3 should include at least 2 practice questions taken from the exam board sample questions to check understanding. * Underachieving pupils to be added to the HoD’s Intervention log for further action. |

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

# Type and frequency of feedback by Key Stage: Expressive Arts (including Drama and Music)

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| **Key Stage 3 and 4** |
| In Drama and music lessons at Key Stage 3, quality feedback is key to developing students and their successes within the subject. A large part of the **feedback is in verbal form**; something that is very effective and students respond well to this form of instant feedback. Students know what success in drama looks like in order to be able to develop and achieve the highest possible level. Each lesson at KS3 is practical and the department feedback and marking policy reflects this. At Key Stage 4, the core assessment methods are similar in all practical lessons, but also add to these for the theory aspect of the Technical Award course.  **Group/Written Feedback**   * **Group feedback** – Instant form of written feedback method used in KS3 and KS4 lessons. In class time, feedback is given to individuals and groups written in note form with the use of Idoceo. Students are able to read the feedback notes and act up on this to develop their work in class time. This is often used to feedback assessment grades and teacher comments. Department **iPad** and **Idoeco** used to photograph evidence of this. This is primarily used for feeding back in the lesson prior to an assessment as it gives students both group and individuals areas to focus on before assessment and which areas they have been successful in. **Group feedback would happen twice over the course of one unit.** * Progress booklets at KS3 to track skills developed over time. These are not given a ‘level’ but a date and signature to mark when they have met that particular target or skill. Students get assessment levels based on their practical work and these get recorded in teacher planner/Idoceo. * Highlighting key elements of practical work in written form (such as monologues, scripted writing) is designed to help the students understand where the key climax points are, areas of development within their practical performances, and how to use **‘mark the moment’** within their practical work, **all through written feedback**. Yellow highlighter is not used in this exercise as this is reserved for the written feedback of practical work, mainly assessed pieces. This is exclusive to KS4. * Progress is recorded through booklets where it is noted that a skill has been achieved by date. Teacher comments given in response to students practical assessment work following the completion of a unit or a final assessment and this is done verbally. Interim assessments or skills lessons use verbal or group feedback. This is done in booklets for KS3 and in folders, at KS4. * Grid marking for KS4 written and practical work (new spec, Y10) is used to give feedback as a quick turnaround by **highlighting the area of the mark scheme that students work has fallen in**. This is then developed with actions to improve and climb higher up the progress ladder. This is intermittent as students have periods where they are studying and exploring practically. Feedback in this case is verbal and immediate.   **Students Acting on Feedback**   * Skills development lessons these lessons are planned allocated time for students to respond to feedback and make adjustment and improvements to their practical work. * This generally happens prior to an assessment or when a new skill has been taught. This is a practical version of a re-draft of written work, which is how it is delivered as a concept to the students. * Acting on feedback and the giving of feedback is a largely visual process in a three step method: Creating, performing and evaluating. This is due to the nature of the practical lessons and the way in which feedback is given, and therefore responded to, in a practical sense. This is the case for both teacher, peer and self-assessed feedback and subsequently acting on it. * Department iPad is used to film/photograph students work using Idoceo in order to have a more in-depth discussion of work completed. This is also done to model work and share good practise amongst students so that they can act up on their feedback. Students are then able to share and act on feedback using the pictures and recordings. * **KS4 highlighting work** – written aspects of practical devised works, such as character profiles or monologues, are highlighted by class teacher to show areas for development as it is taken from page to stage. * At KS4, students highlight any drama terms in their written work in order to show their understanding of key skills and improve on previous work based on teacher feedback, both verbal and written. * A3 guidance sheets with level descriptors and assessment specific checklists are used in lessons prior to the assessed points in the units.   **Verbal Feedback**   * Instant verbal feedback is given regularly in lessons, either after demonstrations of class work or during the devising process. This can be individual or group based depending on the lesson/skills taught or explored/assessment criteria. This feedback is then used to shape and develop work. * Students are given verbal feedback every lesson. This can be at the end of a performed piece or during the creating process, depending on the nature of the lesson and skills taught or developed. This feedback may be to individuals or as part of the group collaborations. * One main assessment per project, which typically lasts one half term. Students are given quality teacher driven **verbal feedback** and is not peer assessed. The evidence for this is **recorded in KS3 assessment booklets** for students to respond to their practical assessed work. **At KS4 this is recorded in their folder as evidence and verbal feedback** based on Technical award assessment criteria. * **Verbal evaluations to self or peer assess students work happen every lesson at both key stages**. This is a natural part of the process of making, developing and evaluating practical work. Students are able to comment on areas of strength and for improvement, plus an inclusion of drama terms to support this verbal feedback. |

# Type and frequency of feedback by Key Stage: English

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| **Key Stage 3** | **Key Stage 4** |
| **Key Practices**  The English Department will adopt the following approaches to ensure that learners are provided with timely, focused, and useful feedback whilst ensuring that English teachers’ workload is not adversely affected.  After feedback is given, a period of reflection (known as MAD time – Making A Difference) is always offered so that learners can digest and respond to the targets or comments made.  **Day-to-Day ‘Maintenance’ Feedback**  English teachers should review rough books regularly, by which is meant at least once **every 3 weeks**. Maintenance feedback involves the teacher reading a selection of students’ work from each class at least once in a three-week period.  From this selection, common errors and/or issues requiring feedback will be used to produce **whole-class feedback**, to which the **class will respond in red pen.**  **Verbal feedback** 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.  Formal pieces of assessment are listed on the department marking schedule. These pieces of work will be marked **quantitatively** and will also be given **targets for improvement**, **worded as questions where possible.**  **Formative assessments** and **process work** may take different forms, such as annotation, diagrams, and written paragraphs. These may be **peer, self** or teacher assessed.  Two formal assessments each year are to be conducted via **‘No More Marking**’; along with the **spelling age test** and **NGRT assessment**, these provide useful baseline data and inform our knowledge of pupil progress.  **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 provide feedback on this piece of work.  **Modelling Good Work**  The English Department endeavours to use **WAGOLLs** (What A Good One Looks Like) where possible to promote attainment and to model good practice. This may involve using **examples of students’ work**, **examples produced by members of the department,** or examples 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 **consider feedback**, however it has been delivered, and to respond to it in a way suggested by the teacher; these responses should be **appropriate and developed.**  If teacher **feedback is 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.  **Exercise books**  Pupils in Years **7, 8 and 9** will be provided with **2 different coloured** English books. These books will be retained **throughout the Key Stage** to allow revision materials to be gathered and progression to be evidenced. The colours are as follows:  **Pink: rough book**  **Purple: best book**  In addition to this, pupils will have a **slim reading journal**. The use of this forms part of their weekly homework.  Doodling or defacing work is not acceptable. For **every page that is marked inappropriately,** learners should receive a **break or lunch time detention.**  **Intensive Marking Periods**  In the **second half of the spring 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 7-10 will carry out peer and self-assessments during this period.** | **Key Practices**  The English Department will adopt the following approaches to ensure that learners are provided with timely, focused, and useful feedback whilst ensuring that English teachers’ workload is not adversely affected.  After feedback is given, a period of reflection (known as MAD time – Making A Difference) is always offered so that learners can digest and respond to the targets or comments made.  **Day-to-Day ‘Maintenance’ Feedback**  English teachers should review rough books regularly, by which is meant at least **once every 3 weeks**. Maintenance feedback involves the teacher reading a selection of students’ work from each class at least once in a three-week period.  From this selection, common errors and/or issues requiring feedback will be used to produce **whole-class feedback**, to which the **class will respond in red pen.**  **Verbal feedback** 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.  **Formal pieces of assessment** are listed on the department marking schedule. These pieces of work will be marked **quantitatively** and will also be given **targets for improvement**, **worded as questions where possible.**  **Formative assessments** and **process work** may take different forms, such as annotation, diagrams, and written paragraphs. These may be **peer, self or teacher assessed**.  Due to the nature of GCSE studies, teachers may opt to provide **written feedback in exercise books** for the **whole class**, **as they deem appropriate**. This is not set to any schedule but is left to the teacher’s professional discretion.  **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 provide feedback on this piece of work.  **Modelling Good Work**  The English Department endeavours to use **WAGOLLs** (What A Good One Looks Like) where possible to promote attainment and to model good practice. This may involve using **examples of students’ work**, **examples produced by members of the department,** or examples 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 **consider feedback**, however it has been delivered, and to respond to it in a way suggested by the teacher; these responses should be **appropriate and developed.**  If teacher **feedback is 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.  **Exercise books**  Pupils in **Years 10 and 11 will** be provided with **3 different coloured** English and Literature **books**. These books will be retained throughout the Key Stage to allow revision materials to be gathered and progression to be evidenced. The colours are as follows:  **Blue: English Literature Paper 1**  **Yellow: English Literature Paper 2**  **Red: English Language**  In addition to this, Year **10 have a slim reading journal**. The use of this forms part of their **weekly homework.**  **Doodling or defacing work is not acceptable**. For every page that is **marked inappropriately,** learners should receive **a break or lunch time detention.**  **Intensive Marking Periods**  In the **second half of the spring 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 7-10 will carry out peer and self-assessments during this period.** |

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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 revision guide – words with an asterisk 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 5 finance areas on Component 2 Marketing & 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 Teams |

# Type and frequency of feedback by Key Stage: Enterprise

# Type and frequency of feedback by Key Stage: French

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| **Key Stages 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** 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 * Opportunities may be provided for pupils to self-assess and peer assess * All work should display the date and title and these should be underlined * Providing verbal feedback when necessary * 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 may 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: German (Years 8 to 11)

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| **Key Stages 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** 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 * Opportunities may be provided for pupils to self-assess and peer assess * All work should display the date and title and these should be underlined * Providing verbal feedback when necessary * 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 may 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: 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 department aims to 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 cannot 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: Humanities (History, Geography, RE)

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| **Key Stage 3 and 4** |
| Aims:   * To improve standards of presentation and care with work. * To improve the quality of work and enable students to make the maximum amount of progress from their starting point. * To help to manage the demands of marking and feedback for staff.  1. **Exercise books:**  * Exercise books will be marked roughly **once a half-term by** staff and then **marked by students** using the same sheet at the end of the half-term. * The **‘book look’ sheet** was created by the department and focuses on presentation, standards and effort.  1. **Assessment books**  * **Assessment books** contain the **key pieces** of work and assessments that will be marked by staff, to **assess the progress of students.** * These will be **marked using agreed criteria** (GCSE mark scheme/progress ladders) and feedback will be given to students to help them to make further progress. Students will then complete any actions identified by their teacher.      1. **Feedback as actions (WALKTHRUs)**   A department focus is on using **feedback as actions** from WALKTHRUs. This means that we will be **using model answers** and **success criteria** prior to key pieces of work and then asking students to draft their work in the first instance. Students will then have time and support to assess and improve their work before they write it in their assessment book.  The purpose of this is to show students how to improve their work but also to motivate them. We have found that students sometimes lack motivation in completing actions/corrections after the work has been marked but there is more of a sense of purpose to improve it before they hand it in – hopefully making feedback more meaningful. |

# 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 presentations** – 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 **revision guides** and **knowledge organiser** A3 sheets 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 exam board 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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| **Years 7-10** | **Year 11** |
| 1. **Students self-assess classwork (every lesson)**  * Students should mark all classwork completed in lessons, following structured feedback from the teacher to enable them to both assess their answers for correctness, and correct any errors in the methods used. * Staff should give verbal feedback throughout the lesson when students are completing independent work to ensure that they are able to continue and address any misconceptions as they arise. * Students can often be given the final answers along with the questions to enable them to judge straight away if their answers and methods are correct, and seek help if they are not getting them correct. The benefit of most Mathematics classwork is in the methods rather than the final answers so providing the answers is not preventing the learning – though this needs to be clearly explained to students who sometimes take a while to grasp the concept. * There is little value in staff marking 30 copies of the same work, having already given verbal feedback in the lesson, and been through the solutions to questions in class – and quite often this work is therefore not the student’s own work but a combination of work from the student plus peer and teacher support. Therefore the students marking their own work leaves staff with more time to mark assessments in greater detail and complete analysis work to inform further teaching.  1. **Teachers complete maintenance marking (approximately every three weeks, pro-rata\*)**  * Staff should regularly look through student workbooks, checking the standard, quantity and completion of work. They are not judging the maths content itself (this should have been assessed by the student) but are checking for indicators such as:   + Overall presentation   + Amount of work completed   + Completion of starters   + Mathematical working shown (not just answers)   + Standard layout as per department policy (headings, titles, dates, rulers for diagrams etc)   + Completion of self-assessment for all classwork (are students marking their work) * Where any of these are below expectation this should be communicated to the student for improvement in the future. * Staff should also be highlighting SPAG issues during maintenance marking, particularly with regard to incorrect spelling of subject vocabulary and specialist terms, using the following abbreviations where appropriate:   + **C Missing capital letter (Add the missing or amend the misplaced capital letter)**   + **P Add the missing or amend the misplaced punctuation mark**   + **SP Spelling error needs correcting**   + **U Underline** * \*Where a teacher only sees a class once per week then the frequency of marking can be lowered accordingly. Typically maintenance marking should be carried out approximately every 9 lessons (year 7/9) 12 lessons (year 8/10), or once per term (whichever is most frequent). This frequency may also be affected by school events / periods of extended assessment etc. disrupting ‘normal’ mathematics teaching sessions taking place, in which case it may be longer between maintenance marking sessions if there is less content generated to check.  1. **In-Depth Marking and Feedback (approximately every three weeks, pro-rata\*)**  * Formally assessed work can be identified in workbooks by being printed on yellow paper, or with yellow summary sheets so that they can be easily identified. Staff will keep records of the overall score but with no requirement for question level data to be kept. * Unit assessments and mock papers will be kept in student assessment folders. For these assessments QLA grids should be made and the results used to inform starter activities and subsequent teaching where appropriate. * Staff should set a piece of formally assessed work approximately every three weeks (twice per half term on average) which assesses the knowledge, skills and understanding of the taught topics. This could be in a number of forms:   + A ‘yellow-sheet’ mini assessment, looking at topics recently taught, or from previous terms to assess retention, or assumed prior knowledge before a new topic.   + A unit assessment which covers an entire unit (or two) of work from the previous half term, and which is undertaken by all students in a given year group or cohort.   + A past-paper practice assessment covering many topics to assess overall mathematical ability, appropriate to the ability level of the students * In each case these assessments should be completed by the students in controlled conditions, independently of others, and then marked by the teacher in GREEN pen. * Some corrections may be made by the teacher whilst marking the work, or they may note down common misconceptions and errors which are then disseminated during feedback sessions. * Staff may speed up marking by using abbreviations in the formal marking such as:   + ATQ Answer the question (missing final answer or does not address the question being asked)   + NW No (or not enough) working shown   + IW Incorrect working   + BOD Benefit of the doubt * Staff may also use “Even Better If” (EBI) codes to indicate a common error which can then be written in full by students during feedback sessions instead of staff writing the same lengthy comment many times. * Once marked the work should be returned to the students and time given for them to look at where they have been correct or made errors, and during these ‘Make A Difference’ (MAD) sessions they may also be guided to correct their methods and answers (which should be annotated in RED pen) * \*Where a teacher only sees a class once per week then the frequency of formal assessment can be lowered accordingly. Typically there should be an assessment carried out approximately every 9 lessons, or once per term (whichever is most frequent) – and care should be taken where students are taught by more than one teacher that assessments are spaced sufficiently between the two classes. The exact timing of assessments may also be affected by reaching the end of a unit of work, whole school assessment windows, school holiday dates etc.  1. **Homework (weekly)**  * Homework should be set and marked weekly for all students in all year groups * This may be set online on HegartyMaths, in which case the marking will be automatically provided by the software, or if written homework is set it may be either marked by staff or self/peer assessed by students as long as sufficient guidance is provided by the teacher to enable this to be done accurately and in a meaningful way. * Homework should serve to consolidate learning, or to assist recall and retention of previous topics * Students should typically be given a week to complete a homework, and certainly long enough to avoid failing to complete the work due to an alternative commitment on a particular night (i.e. not set for the following day) | * In year 11 students should still self or peer assess all classwork as in Year 7-10, using RED pen for corrections and annotations * Full length practice examination papers will be completed by all students every two weeks. These should be marked to GCSE standard in GREEN pen by staff, recorded on QLA grids and graded according to the agreed grade boundaries * Students will be given back the papers and staff will allocate MAD time where students are given guidance on the errors they have made, and should annotate their papers in RED pen with corrections to methods and answers. * Mock examinations (three full papers) will take place in December and March, and these will also be marked and fed back in the same way as the practice papers. * Practice papers and mock papers will be kept in a separate assessment folder as they are too bulky for sticking into exercise books. Students are also able to take these home as part of their study and revision, but should be prepared to return them on request if needed for evidencing assessments. As individual marks for every question are recorded by teaching staff in the QLA grids the papers themselves are not required as part of the score/grade recording. * Staff will monitor the standard of work in workbooks whilst circulating during lessons, and give verbal feedback where appropriate, but given the amount of marking and analysis already being **undertaken each fortnight for past paper practice (plus additional marking for mock papers)** they are not expected to provide any written feedback in classwork (though they may choose to should they want) * Homework should still be set and marked weekly (as per other year groups). In the run up to an examination then homework may be set as general revision, allowing students to prioritise their own topics to work on and in which case formal marking is not required. However, students should be able to evidence the study they have done and staff should be able to view and check this on request. |

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

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| **Key Stage 3** | **Key Stage 4** |
| Verbal feedback with each lesson of each activity, teacher to try and give each student some feedback each lesson (not always possible).  Peer feedback verbal  Homework (KS4 knowledge) via doddle. Feedback via doddle  On-going verbal feedback is given during class and students are also encouraged to use Teams and school email to communicate with their class teacher if they need any support.  Students are assessed every half term in their activities and their Personal Fitness level and verbal feedback given .  Department tracking systems used. | Verbal feedback with each lesson of each practical activity, teacher to try and give each student some feedback each lesson (not always possible).  Peer feedback verbal  Examination courses - Homework set once a week, marked and feedback given in line with school focus – this can be written, typed or via the use of teams /OneNote/assignments. Dependent on task, this might be verbal.  Homework is set on ClassCharts.  On-going verbal feedback is given during class and students are also encouraged to use Teams and school email to communicate with their class teacher if they need any support.  All staff must follow the whole school assessment deadlines set out by SLT.  Department tracking systems used.  **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.  GCSE students that require marking in activities that are not performed in school must provide the video evidence (not teacher responsibility) |

# Type and frequency of feedback by Key Stage: Science

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| **Key Stages 3 and 4** |
| **Whole Class Feedback** is used across KS3 and KS4, based on the Tom Sherrington Walk-Thru. This marking approach ensures that students can relearn the content that they did not understand, be retaught, and then are given the opportunity to practise what they have learnt.  Teachers will allow students to complete a piece of work, either an exam question or an extended writing task. This will then be self-assessed by students. Once this has been done during a lesson the teacher will then collect in all books. Once done a representative sample of books will then be looked at more deeply by the teacher.  They will look at where the student's showed strength in their understanding, misconceptions and spellings/grammar mistakes. These will then be collated in a feedback sheet. This sheet will represent the understanding of the whole group. It will contain sections informing students of their strengths, misconceptions and spelling/ grammar mistakes and then also new independent tasks that the students will attempt during the feedback lesson. In the following lesson students will be re-taught all their misconceptions to allow them to improve their understanding. Once they have been re-taught, they will then complete the independent tasks. These will then be self-assessed by the students to show if they have understood what they have then learnt. Students will also receive feedback and intervention when they have completed an assessment which will follow a similar format to the above**. Sample marking is to be completed every 7/8 lessons for KS4 and every 9 lessons for KS3. Students will also receive verbal feedback and self-feedback during the majority of lessons**. |