

Whole School Feedback Policy



SUTTON VALENCE SCHOOL

1. Aims

This policy aims to ensure that, following assessment, students act on feedback given and make progress over time. It is written to guarantee that teachers use assessment to inform future planning and teaching. Assessment data should be recorded and made available to those who need it including heads of department, the pastoral team, the senior management and the students' parents as necessary. It should be remembered that marking is the only feedback parents see. This policy has been written to support all teachers to produce high quality and effective marking which means that students see the value of the feedback we provide.

Following the Covid-19 lockdown, when all lessons were taught via Zoom and using Microsoft Teams, the School expedited its Digital Strategy to use OneNote as repository for all schoolwork which includes students' work, electronic textbooks, teaching resources and on-line mark books. All teaching staff have been provided with a digital ink enabled device.

Each department has produced their own appendix to this policy. Teaching staff will follow these appendices as the abiding principles of their marking with some adaptation to accommodate the use of OneNote and digital ink.

2. Rationale

2.1 Principles

Sutton Valence School's feedback policy aims to promote consistent and high standards of feedback from teachers to students. This policy sets down the general principles which departments must use to draw up their own specific policies to suit their curriculum needs. There must be a commonality of approach to ensure that in all departments, across all ability ranges, students are given the same opportunities to maximise their learning and achievement.

2.2 Types of assessment

Assessment during the teaching of a topic should be formative 'assessment for learning'. This feedback should be supportive and informative and aimed at improving performance. At the end of a topic, summative 'assessment of learning' should be used to make judgements about the students' learning based on external criteria such as examination board specifications but should set clear targets for future achievement. Marking should include immediate feedback and/or peer and self-assessment. Through students' responses, it should be made clear that verbal feedback has been given. Marking should show that students have progressed over time.

2.3 Giving feedback

Effective feedback takes place when the learner has a sound grasp of the standards being aimed for during lessons; can compare their performance with the standards required; and can engage in appropriate action to close any gaps that might exist. Students should always be clear about the criteria used when assessing their work. Target setting related to work completed is essential and should offer opportunity for extension where necessary. Feedback should enable students to know what the next steps are and how to achieve them. Marking must come in the form of a dialogue where students are given the opportunity to respond to

and act on feedback given. Focus must be made on what is going well and what specifically needs improvement and how. Teachers must give students time in lessons to respond to marking. Students must then complete a subject target sheet which shows the next stage of their learning. This must be regularly updated through discussion with the subject teacher. For some students, recorded feedback in OneNote is more appropriate than written feedback.

If work is ticked, the value of ticking should be clear. Marking should be timely and regular. Grading, when appropriate, for the First to Fifth Forms should be on the whole School attainment (9-1) and for Sixth Form grades A* to U with effort (excellent - unacceptable) scales used during monitoring.

2.5 Quality of written communication

We expect all our students to produce legible work that is neatly presented, correctly spelled and grammatically sound. Department policies (see appendices) will highlight departmental approaches to the marking of spelling, grammar and punctuation.

2.6 Record keeping

Every mark book should contain notes on students on the Learning Support Register; TAGs and records of each piece of work assessed and test and examination scores. It is expected that a record of these grades be kept in a teacher's mark book whether that be in paper form or on a spreadsheet. It should be easily understandable by others and be able to be used for reports and conversations with parents. Departments should hold mark books which contain details related to tests, examinations and, where relevant, coursework. These should be kept in the department folder on Teams.

2.7 Quality assurance

Heads of department should monitor the consistency of work set, quality of marking and the quality of students' folders or exercise books through regular work scrutiny using the school peer work scrutiny timetable. Work scrutinies should take place in departments according to the calendared work scrutiny timetable. Work scrutiny should be completed by all members of the department a pair or an individual of scrutineers in a department will randomly scrutinise a selection of books or folders and complete the whole schoolwork scrutiny form offering feedback to colleagues. In turn this work will be scrutinised by the Deputy Head (Academic) and heads of department. Where a concern with marking is found, training and support will be given by the head of department and the Deputy Head (Academic).

3 Appendices

Each department has provided an appendix to this marking policy, which describes the standard expected in each department. All teachers should follow these marking guidelines.

Further Reading

- *Formative Assessment in the Secondary Classroom* Shirley Clarke Hodder Murray, 2011

- *Assessment for Learning: Putting It Into Practice* Black, Harrison, Lee, Marshall and Wiliam, OUP 2006
- <http://headguruteacher.com> 'Marking in Perspective: Selective, Formative, Effective, Reflective'
- OFSTED Case Study Making Marking Matter
- <http://www.huntingenglish.com> 'Make Your Marking Policy a Feedback Policy'
- <http://teachertoolkit.me> '12 Ways to Embrace Marking and Feedback by @teachertoolkit'

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Appendix 1 – Art Department Feedback Policy

The nature of the subject means that departmental feedback to students is constant and continuous and delivered in a number of forms. Oral feedback in class forms a major part of the students learning as it is both immediate and targeted to the specific individual needs. It is therefore the most common form of critique. However, sketchbooks or development sheets act as a perfect vehicle for a teacher to deliver some structured written feedback to the students. This is done in the following ways:

- Sitting with the student and writing down advice and comments during or following a verbal feedback session to back up what has been said;
- Comments and/or marks written in books following preps;
- Comments and/or marks written in books following specific targets met in projects.

First, Second and Third Forms:

In the First, Second and Third Forms written feedback will be provided by the teacher every two to three weeks. This feedback will make explicit what progress has been made, and what measures should be taken to ensure further progress is made. A grade may also be awarded.

Students will also regularly be encouraged to evaluate their own progress, and that of their peers. This feedback will often be in written form, and will help to develop subject-specific language, as well as an understanding of subject-related success criteria.

Fourth, Fifth and Sixth Forms:

At GCSE and A Level teachers will continue to use oral feedback as the main method of guiding students understanding as to what level they are achieving and what the next step might be. At this level, students begin to take greater responsibility for their personal projects the feedback is very much tailored to the individual and their specific project and potential outcomes. Setting of group preps and ‘block’ marking is less common at this level. Instead, a continuous assessment of the work being produced both during lessons and outside the classroom is preferred as it allows students to continue with the development of their work without interruption.

At key stages through a project (approximately every two to three weeks) the teacher will provide detailed written feedback, specific to the strengths and developmental needs of the student. This will generally be in the sketchbook, but occasionally it may be on the work itself. However, it is done in a way that does not detract from the images and layout of the work. Explicit reference will be made by the teacher to exam board criteria. The four assessment objectives at GCSE and A Level are explained below:

- AO1 (25%) – Develop ideas / investigate / research / analyse / show understanding
- AO2 (25%) – Explore and refine ideas / experiment with materials, processes and techniques
- AO3 (25%) – Record ideas, thoughts and observations / link these to your intentions
- AO4 (25%) – Present a personal response, clearly linked to research and development

Digital Feedback:

It is increasingly common for students at all stages to submit work digitally for teacher feedback. This can be done through email, through the Microsoft Teams chat function, or through OneNote. This is often a faster and more efficient way of establishing a formative dialogue between student and teacher. Work submitted digitally will typically receive feedback within a couple of days, if not within a few hours.

Appendix 2 - Biology Department Feedback Policy

Progress Tracking

- A departmental progress tracker is placed in the student's OneNote folders in Third to Fifth Forms and the Sixth Forms (please see attached on page 2);
- Students should fill in their TAG at the top of the tracker at the start of the academic year so they can refer back to this at any point and consistently assess their own learning;
- The tracker must be filled out by the student after each end of topic assessment (approximately every Half Term);
- This should include the name and date of assessment, mark, and grade;
- The bar chart should also be coloured in as a visual indicator to the students' progress and an indicator to which topics they need to revisit;
- There is also a table to record any Biology clinics following an assessment result that is below TAG, or if extra support is recommended.

Marking Feedback

- Assessed work or work set as prep should be marked with appropriate feedback as soon as possible;
- Booklet work should be marked on a regular basis. This should be no longer than every two to three weeks;
- Marking of assessed work or prep is to follow a WWW, EBI, INT system (each teacher in the department has been provided with a stamp detailing this);
- WWW stands for '*what went well*' and is where the teacher should detail the areas of the work in which the student achieved particularly highly or hit a large number of marking points;
- EBI stands for '*even better if*' and is where the teacher should detail the areas of the work in which the student needs to improve, or lost a large number of marking points, and moreover, give specific targets on how they can improve it;
- INT stands for '*I need to*' and is where the student must respond to the advice given in the EBI and consequently make improvements to their work. This progress should be visible and checked by the teacher the next time they take in the books/folders;
- In conjunction with the WWW, EBI, INT system, we have developed a number of marking codes that teachers may use to indicate specific targets and praise points when giving feedback (please see attached on page 3). These marking codes are very specific to the subject of Biology and the skills which are developed within this;
- All feedback must be differentiated and appropriate for the individual student. While it must be accessible, it should aim to challenge and stretch them;
- Teachers should ensure that presentation and organisation of work is always to a high standard (Pr code);
- Teachers should also aim to promote good spelling, punctuation and grammar within student work (SP, P codes);
- Praise and Blue points should be awarded for excellent work;
- Academic concerns should be given for work that is below an acceptable standard.

Biology department marking codes

	WWW	EBI	INT
	What went well	Even better if	I need to
A	Good labelling/annotations of diagrams	Diagrams were labelled/annotated	Label/annotate diagrams
CS	Correct sequence of statements/events	I sequenced statements/events in an appropriate order	Sequence statement/events in a appropriate order
Des	Description of results/observations	I described accurately the results /observations	Describe better the results/observations
Det	Detailed and expanded answers. Use of the word 'and'	I went into more detail and expanded my answer, connecting statements with the word 'and'	Add more detail and expand on my answers /statements
Dia	A relevant diagram included and referred to in written work	An appropriate diagram was included and used to support written work	Source an appropriate diagram and make a reference to it in my written work
DP	Correct number of digits after a decimal point	I used the correct number of digits after a decimal point	Use the correct number of digits after a decimal point
DQ	Data quote (comparing at least two numbers)	I included a data quote in my answer/description	Include a data quote in my answer/description
e.g.	Relevant example provided	I provided a relevant example	Provide a relevant example
Ex	An explanation provided	I gave an explanation	Provide an explanation
F	Function or purpose or role of something is stated	I stated the function/purpose/role	State the function/purpose/role
G	Graph is well constructed	I achieved all criteria for constructing a graph	Meet all criteria when constructing a graph
K	Relevant key words used	I used relevant key words	Use relevant key words
L	Linkage of concepts (synoptic)/or key words	I made the link between certain concepts/key word	Identify the link between certain concepts/key words
M	Mathematically no mistakes	I made no mathematical errors	Avoid making mathematical errors/learn how to carry out specific mathematical tasks

Appendix 3 - Business and Economics Department Feedback Policy

These guidelines constitute the minimum expected standard and assessment may go beyond these.

With the use of OneNote and one to one devices students' ways of working have changed and assessment should take account of this.

Feedback of work to students should cover the following areas:

1. Class based tasks – there should be some form of Assessment for Learning opportunity linked to every assessment objective taught. This should be directly linked to the specification and the corresponding number (e.g., 1.1.2 Market research).
2. For Business A Level regular assignments set on ERevision to reinforce learning of knowledge and self-assessed exam questions with mark scheme. This will provide opportunities for students to reinforce their learning during private study and receive instant feedback which can be tracked by staff.
3. Regular essays (for A Level but not C-Tech) – Students across L6 and U6 should be submitting regular essays linked to the curriculum to hone their essay writing technique and also their awareness of the business and economic landscape. These should be comment marked rather than always given a score for the following reasons:
 - a. to encourage students to focus on the comments rather than the score
 - b. to avoid demoralising students (especially at the start of the L6) where their attainment grades do not match the effort that they have put in
 - c. because the essays are generally taken from current news stories in the FT, with questions written by other Business or Economics teachers and there is not a full mark scheme. However, reference to Knowledge, Application, Analysis and Evaluation are useful guidelines and it would be okay to suggest which marking tier a paper might sit in.

The comments should identify good knowledge, application, analysis and evaluation as well as identifying any areas for improvement. SPAG comments should be limited in number and focused on key subject specific terms where there are multiple issues. It is acceptable to use a comment bank to support the marking of these essays as long as it provides targeted and relevant feedback to the students.

4. Regular calculation questions to reinforce students ability to complete calculation questions accurately and to reinforce their understanding of how to complete the key calculation and numeracy based tasks relevant to Economics or Business Studies. These will be interspersed between the essay preps to ensure that students are practising all of the skills required for their final examination papers.
5. Student OneNotes – these should be checked for completion and content at least once per term to ensure that students have the correct notes and content in their OneNote. This can be achieved with an online “sticker” to show that the member of staff has accessed the OneNote page and that the content is accurate. SPAG errors or other

comments can also be highlighted by stickers. Student work for assessment should be kept in a separate page from the students notes.

6. Formal in-class assessment – at least once per half term students should sit a class-based assessment which covers content from both recent weeks and also earlier aspects of the course. This should be sat using the method of working that students will use in exams – i.e., those who will handwrite their exams should also handwrite these papers. The marked papers can then be scanned in or photographed by the students and added to the student OneNotes.

After these assessments students should create an action plan or target as to the areas where they will look to improve prior to their next assessment and the way that they will achieve this which will be recorded in their progress tracker page in their OneNote.

Success within the paper should be recorded by question so that topics/questions where students have done less well can be identified and reasons ascertained – i.e., was it a particularly difficult/unusual case study, did students not have the necessary knowledge, or were students unable to apply their knowledge appropriately.

Students need to be praised and it is important that the department recognised students' achievements and efforts both through informal and verbal feedback but also through more formal methods such as use of ISAMS.

Appendix 4 – Chemistry Department Feedback Policy

Feedback should be given to students regularly. This may be verbal or written feedback. Examples of feedback include discussing and making corrections to work; using and discussing model mark schemes for exam style questions; comments on student work; verbal feedback on questions or tasks set in lessons or for prep. Feedback for homework should be given within a reasonable time after setting, preferably in time to be returned for the next lesson.

Where tasks/questions have been marked and a numerical value has been given the marks for cross year group work e.g., end of topic tests should be recorded within the departmental mark book which will be a spreadsheet in the Chemistry shared area. It is expected that teachers also record marks of less significant pieces of work in their own mark books (hard copies or electronic).

Feedback should be obvious to students. Where verbal feedback has been given to a class this should be recorded by students as corrections to incorrect questions annotated in their work.

Marking should be explained to students so that they understand the marks/score/grade they have received. This may simply be by making use of mark schemes e.g., past paper question answers or exemplar answers provided by a textbook or teacher. Where appropriate success criteria should be given to students e.g., the Badger produced tasks make good use of criteria in the task brief provided to students or the ChemSketch Poster work. It is appropriate to tick student work as there is often a right or wrong response to questions. A score e.g., a mark out of ten, is also acceptable where the type of assessment warrants it. Quick test of learning preps, questions from the textbook or end of topic tests and past paper questions are all examples of where giving a score would be appropriate.

The use of online tests and quizzes from assessment websites such as Educake and Kerboodle where marking of work is done by the computer is acceptable and can be used regularly for formative purposes. The results of such tests can be useful tools for formative feedback and students should be encouraged to use these sites and tests constructively. Transcription of marks into mark books is encouraged although there is an online record. Online monitoring together with analysis tools give useful feedback to the teacher and student; regular cross year group assessment is particularly useful.

Formative comments could be given where work is skills based e.g., a practical write-up, a graph or research work; this should happen regularly with an aim to do it every few weeks but it will be dependent on the nature of the work carried out by students. The use of ticks to show that work has been seen by a teacher is acceptable. Time should be given within lessons for students to respond to marking. This may be making corrections when prep is returned or the opportunity to ask questions based on feedback given by the teacher. Students should know what they need to do to improve and are responsible for taking an active role in their learning. Feedback is a two-way process that involves student discussion and not merely a recording of marks in a mark book.

Appendix 5 – Design and Technology Department Feedback Policy

In Design and Technology, we wish to develop the ability of students to consider and overcome problems by thought, application of academic knowledge, communication and physical skills. Whilst the DT department policies must be followed, the marking guidance within the SVS assessment and feedback policy must also be obeyed.

Assessment of student work is an on-going process, and an average attainment result will be achieved by no less than four separate marked areas within each project. Discussions with students on an individual, critique basis will occur throughout the projects and opportunities for both peer and self-assessment are planned for in the delivery of each subject area. Assessment data will be kept electronically for each class and individual student to indicate at which point they are within the course. The department sets regular deadlines for the completion of projects; students unable to meet deadlines are to be identified immediately and given targeted support. This can be delivered in the terms of clinics, communicating with the student and providing written advice, in which the student can act on. Notifying the department HOD and the student's tutor is good practice.

Each mark book stored within the secure department tracker spreadsheet should contain notes on students regarding sanction and awards given, TAGs and records of each piece of work assessed, and test and examination scores. It should be easily understandable by others and be able to be used for reports and conversations with parents.

All assessment in school is formative and therefore part of the whole learning process. Assessment should arise out of the day-to-day work going on in the classroom and workshop. Teachers are expected to plan for regular opportunities to assess development in student attainment and for students to be a part of this analysis. Recognition for outstanding effort/achievement will be awarded to students who excel in each area of the curriculum. Congratulations can be mentioned in a relevant assembly or awarded personally by the Head of Department, and of course by the classroom teacher through the blue-point systems.

The DT progression framework provides the department with a standardised assessment criteria for when marking student work that is not marked against the GCSE or A-Level exam board assessment criteria. The five criteria, however, do link to the AQA specification content, and aim to develop and award students when assessing these particular skills.

DT Progression Framework				
	Technical Competence & Practical Expertise	Knowledge & Understanding	Critique, Evaluate and Testing	Literacy & Communication
A* (9)	Work independently throughout practical tasks and make appropriate judgements and decisions.	Is able to apply learnt knowledge to a range of situations independently. Has taken into consideration Social, Moral, Cultural and Environmental concerns from the outset of the design process to produce a well considered, sustainable outcome.	Justified all modifications made to their work, together with suggestions for how the product would need to be altered for commercial production. Compared and contrasted another product using the technical specification. Demonstrate the ability to evaluate practical and theory work and is able to draw detailed conclusions.	Use a range of communication techniques and media, including ICT and CAD, that are carried out with precision and accuracy to convey detailed and comprehensive communication so that a third party could make the artefact. Can present coursework that is clearly set out, communicated in a logical order, and presented to a high standard.
A (8-7)	Ideas demonstrate detailed understanding of materials, processes and techniques supported by research information. Can research, plan, create, test, reflect and refine products to suit different needs and requirements. Composite and smart materials are know and understood. A wide range of skills are required, demonstrating precision and accuracy in their use. Can demonstrate a wide range of skills with competence and careful attention to health and safety in all aspects of working. Able to conduct ones own fault finding and problem solving, resulting in a refined solution.	Apply and demonstrate knowledge and understanding of wide ranging materials to all aspects of work. Understand the need to develop and improve an idea whilst justifying all decisions made. Understanding of social, moral, environmental and sustainable aspects and has related these issues to the choice of materials and the impact of the product at the end of its life cycle. Demonstrate and apply knowledge of the selection of processes and material appropriate to the design.	Evaluated designs throughout the development process and sought third party opinions. Evaluative comments include realistic issues of sustainability relating to design and resources. Make use of analysis methodology to evaluate practical work. Has utilised testing and critique throughout the process to inform their own developments. Ideas address all of the specification criteria.	Can use a word processing program accurately and effectively to produce written coursework, and know how to save and manipulate documents and folders to efficiently store and access coursework. Able to verbally and visually present/pitch their design concepts to third party and respond to questions and feedback. Present a balanced argument, drawing on quotations from leading professionals. Can write a time plan for a planned production that is logically timed, gives clear instructions and applies knowledge of the working properties of materials, processes, H&S and quality assurance. Able to effectively communicate all design decisions both in annotation and verbally.
B (6)	Produce a high-quality product that matches all aspects of the final design proposal and is fit for purpose. Display a justified understanding of the use of manufacturing processes. Can demonstrate an understanding of the science and working properties of the materials and processes involved.	Specification points are realistic, technical and measurable and developed from research in consultation with client/user-group. Can describe the impact on the environment of using the materials identified. Demonstrate and apply knowledge and understanding of maths and science to practical work. Understand how specific machinery operates and relate this to varying DT technical keywords.	Able to interpret evaluative findings and act on them.	To present a balanced argument. Can understand, interpret and answer written test and examination questions appropriately, with the technical language required. Able to effectively communicate through justified annotation with some design decisions.

C (5-4)	A high quality finish is applied across all elements of the product outcome. Can present a functioning product to a high standard of finish. Able to produce prototypes with limited intervention from teacher. Visual and technical details of the final design are met. High level of safety awareness, for self and others, when using specific tools and equipment. Can competently and safely use different tools for specific purposes. Able to recognise a wide range of tools and equipment. Able to make a simple plan for manufacture.	Evidence justifying the choice of materials, consideration of alternatives and justifications for selection. Apply knowledge and understanding of factors influencing choice of material appropriate to the selection of purpose. Understand the importance of iterative designing. Evidence to support that the potential client has been consulted throughout the design process. Display a detailed understanding of the working properties of materials. Understand and appreciate the factors that influence the appropriate selection of materials.	Has used quantifiable data to test the success of their product/design. Understand and use different methods of analysis. Has thought innovatively how to present their evaluative results.	Ability to consult with peers and use this to inform decisions of own work. Can work in a team and communicate effectively and appropriately. To be able to argue a viewpoint in written and oral communication. Can understand and interpret labelling information and symbols, including Quality Assurance labelling. Accurate use of some technical language.
D (3)	Can create a product(s) which fit the purpose it was designed for. The finished product resembles details of the design proposal. Use of tools and equipment with precision and accuracy. Can competently produce a finished result that meets the requirements of a specification criteria, showing understanding of the working properties of different materials.	Research is selective and focuses on the needs identified in the analysis. Know and understand where the origins of materials are sourced from.	Able to analyse the most appropriate way of evaluating given the situation and further apply this practice.	Use spelling, punctuation and grammar correctly. Know, understand and use Design Technology terminology correctly and appropriately.
E (2)	Can creatively respond to a design brief by using your own ideas. Accuracy is evident in many aspects. Select tools and equipment for specific uses independently. Can use modelling skills to create basic products using hand tools. Accurately measure. At least one demanding process has been demonstrated. Be able to safely handle and use basic equipment and tools. A good workshop safety awareness.	Understand what you were asked to write about. Identify relevant areas of research to aid you to design an appropriate product. Understand and follow the safety rules in the workshop. Analysis is detailed with design needs explained fully. Understand and apply in practice the principles of workshop safety. Understand how systems can be broken down into input, process, output.	Are able to evaluate what the product(s) are made from and how much they cost. Know the effectiveness of evaluation and demonstrates an element of this in their own practice. Be able to evaluate and write a review of a product. Evaluate using a range of methods. Able to conduct a range of tests, to check the performance and/or quality of their work with justifications.	Can follow instructions. Understanding of the key terms and are able to use them within their own working. Can follow instructions independently. Write neatly and clearly in proper sentences. Can write a review using full sentences and technological descriptors.

In Key Stage 3, written feedback will be provided by the teacher every two to three weeks. The format of what went well (WWW), and even better if (EBI) will be followed, ensuring students understand the aspects to their work which they are getting right and those which they can improve. A grade may also be awarded in respect of effort and/or attainment, which should be duplicated into the department tracking spreadsheet.

Students will be encouraged to evaluate their own progress, and that of their peers. Group discussions are also encouraged, which are facilitated by the teacher.

The AQA specification is followed for GCSE and A Level, and whilst the exam board assessment criteria is used, both written and oral feedback is provided to best guide students progression and understanding.

All formal feedback is added to the student's notebooks and can be provided as written comments as well as audio clips. The feedback provided to the students is more individualised at this level, reflecting on the bespoke projects the students are taking at this stage of their schooling. A continuous assessment of the work being produced during lessons and during prep is essential, and any student falling significantly behind with work must be flagged to the HOD, tutor and parents, and interventions and support provided.

When assessing the GCSE and A-level work of the students, reference will be made by the teacher to the exam board criteria.

These assessment objectives are:

- Identifying, investigating and outlining design possibilities;
- Producing a design brief and specification;
- Designing and making prototypes that are fit for purpose, generating, developing and realising design ideas;
- Analysing and evaluating.

Appendix 6 - Drama Department Feedback Policy

Lower School

Focus is on the practical and assessment is largely formative, throughout the sessions, including elements of peer and self-assessment. At the end of each topic students will take part in a recorded performance and will refer back to the assessment criteria in order to give themselves a summative mark and the teacher will use the assessment criteria to grade the student. These marks will be recorded in reports and department excel sheet.

Establish how you are going to show that verbal feedback etc has been given...?

Lesson observations and will incorporate video evidence into lessons as the department develops.

How are you going to make students understand how....?

Students will be shown the success criteria within lessons before the Unit of work and these will be referred to within lessons. They are also given visual prompts through use of whiteboard. They will also be used by the students as part of self & peer assessment.

How are you going to make students aware of success criteria?

Displayed in lessons - Whiteboards, in online folders and used at the end of some lessons to evaluate progress.

What use of TAGS are you going to make in marking?

All summative marks will be a grade and an effort number, which they can then compare with their TAG.

Decide whether a tick has a value in your subject....?

When assessing written work, a tick will be used to highlight a good point made and will be reiterated in written comment at the end.

When are you going to put grades on your work?

Self-assessment will occur most lessons where they can give themselves a grade, and formative assessment during rehearsal where verbal feedback will be given "you are working at about a 6 grade to get an 7 you must....." A summative grade will be recorded in data sheets at the end of each topic.

How are you going to integrate literacy and numeracy into marking?

Focus on spelling of key Drama vocabulary such as audience, theatre etc. Time keeping will form a numerical element to the lessons.

IGCSE Marking Policy

Students will focus on the elements of the Cambridge IGCSE syllabus from the latter stages of Third Form. This will allow students to be comfortable with Drama vocabulary as well as the shorter GCSE questions on the final paper. Student will be guided through the practical elements of the qualification, whilst maintaining the analytical approach to their work necessary for the written examination. This means that when the time comes to approach the examination, the students will have experience and a written backlog of work from which to revise and base their practice on.

Establish how you are going to show that verbal feedback etc has been given...?

Lesson observations and will incorporate video evidence into lessons as the department grows. Students will also be able to comment on videos of themselves in performance and discuss where the verbal feedback was acted upon.

How are you going to make students understand how....?

Students will be shown the GCSE success criteria within lessons throughout the unit of work and these will be referred to within lessons. They will also be used by the students as part of self and peer assessment, whether this is individually or in groups.

How are you going to make students aware of success criteria?

Displayed in lessons - Whiteboards, in online folders and used at the end of some lessons to evaluate progress. This will also be available to view at all times in their online resource 'books.'

What use of TAGS are you going to make in marking?

All summative marks will be a grade and an effort number, which they can then compare with their TAG.

Decide whether a tick has a value in your subject....?

When assessing written work, a tick will be used to highlight a good point made and will be reiterated in written comment at the end. Highlighting will also be used in longer responses.

When are you going to put grades on your work?

Self-assessment will occur most lessons where they can give themselves a grade, and formative assessment during rehearsal where verbal feedback will be given "you are working at about a B grade to get an A you must...." A summative grade will be recorded in mark books at the end of each topic. However, we will be discussing Bands rather than grades in day to day marking. This is important as some grade boundaries could be changed by the board.

How are you going to integrate literacy and numeracy into marking?

Focus on spelling of key Drama vocabulary such as audience, theatre etc. Time keeping will form a numerical element to the lessons.

A Level Marking Policy

Students will take part in the Edexcel A Level Drama and Theatre qualification and all assessment is carried out with the marking criteria in mind.

Practical Marks

These are given in terms of staff and student feedback. In day to day lessons the criteria of what a good performance should look like will be made plain by the teacher in the aims of the lesson. Peer to peer feedback is also an important element of the process, as this evaluation will be used in the written element of Component 1.

C1: The Devising Portfolio

Students keep records of their rehearsals and developments on electrical files on OneNote.

These are monitored by staff, who add comments when appropriate, but do not give grades as such. When portfolios are completed, students submit one final draft of their work to be marked and full feedback is given. The assessment objectives of the portfolio are referred to. A numerical figure and band mark is given in conjunction with point for improvement.

C2: Text in Performance

Students perform a monologue or duologue & take part in a group piece. They perform and are graded using the marking criteria used by examiners. Students also give peer and self-evaluations in verbal form.

C3: The Examination

Students answer questions based on past papers or elements of the set texts.

This is completed either on paper or directly onto OneNote. Feedback is given in the margins and AOs are directly relevant in giving grades (Bands) and detailed feedback.

Appendix 7 - EAL Department Feedback Policy

Written Feedback

At times, lessons may focus on a particular aspect of language, such as verb agreement or a particular verb tense. Marking may focus on this particular aspect in order to facilitate progress. Lessons may also focus on specific written tasks, such as how to write an informal email, how to write a summary, how to write a review, article or report. Please note that as well as having electronic resources on One Note, it may be appropriate for complete beginners to have a paper notebook too.

Students should read the teacher's comments and they should make corrections to their work. If necessary, the task will be set and marked again if it is not satisfactory, particularly with the extended writing tasks (worth 16 marks each in the IGCSE examination).

Key Stage 3 Marking Criteria

The EAL department will focus on two key areas: vocabulary and grammar.

Vocabulary:

- Correct spelling;
- Different topics will be covered each term;
- Use of connectives to improve structure of written work;
- The ability to give and justify an opinion.

Grammar:

- The ability to form the present tense;
- The ability to form the simple past tense;
- The ability to form the future tense;
- Verb agreement (particularly third person –s).

Key Stage 4 Marking Criteria

Most written work is marked according to the CIE IGCSE in ESL criteria. Students have a copy of this in their folders and it can also be found on the G drive under EAL. It focuses on Content and Language.

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
7-8	Highly effective	7-8	Precise
5-6	Effective	5-6	Competent
4-3	Largely relevant	4-3	Satisfactory
2-1	Partly relevant	2-1	Errors intrude

Written work completed in preparation for the Cambridge English First Certificate Examination (FCE) will be marked against the Cambridge English criteria (out of 20), which is as follows:

	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4				
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2				
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.			

Sixth Form Marking Criteria

All extended written work is marked according to the IELTS criteria. Students have a copy of this in their folders and it can also be found on the G drive under EAL.

	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	Fully satisfies all the requirements of the task	Skilfully manages paragraphing	Uses a wide range of vocabulary	Uses a wide range of structures
8	Covers all requirements of the task sufficiently	Sequences information and ideas logically	Skilfully uses uncommon lexical items	The majority of sentences are error free
7	Covers the requirements of the task	Logically organises information and ideas	Uses a sufficient range of vocabulary	Uses a variety of complex structures
6	Addresses the requirements of the task	Arranges ideas and information coherently	Uses an adequate range of vocabulary	Uses a mix of simple and complex sentence forms
5	Generally, addresses the task; the format may be inappropriate in places	Presents information with some organisation; it may be repetitive	Uses a limited range of vocabulary and may make noticeable errors	Uses only a limited range of structures and may make frequent grammatical errors
4	Attempts to address the task but does not cover all key features	Presents information but ideas are not arranged coherently; it may be repetitive	Uses only basic information which may be used repetitively	Uses only a very limited range of structures which are often inaccurate

Appendix 8 – English Department Feedback Policy

The English Department follows a constructive and active feedback policy which is designed to move students' learning forward. Individual teaching is adapted in the light of assessment, and the Department recognises that effective feedback comes in a variety of forms.

In its assessment the department uses four different methods of marking:

- Detailed marking (deep marking) by the teacher. A mix of constructive comments and targets for development. Effort grade given, with attainment grades recorded on the work and in the department database;
- Skim reading and marking by teacher. The teacher will read the work and provide a summary comment or suggestion at the end of the piece of work. Depending on where

the work has been submitted, this may be on the page itself in One Note, or in the Feedback box in Teams. Teachers record late or missing work in their own markbooks and record this kind of work using the effort grade criteria – Ex, Gd, Ac and Be;

- Oral feedback. This is typically given in the course of a lesson or when returning the work, but not otherwise recorded;
- Self-assessment and peer-assessment. Students will read and make judgements of each other's work in the course of their learning. They will be given a marking framework or assessment criteria on which to base their judgements, and may well make comments and feedback, typically in the Collaboration Space in One Note.

Teachers will communicate to students how and why a piece of work is marked in one of the specific ways above, so students recognise the difference. They have the flexibility to adapt this system individually using templates and feedback frames available in the department Team.

The nature of the subject means that much of the feedback is given orally and targeted to the student's individual needs. As skills are developed, students are encouraged to feed forward rather than back, using comments to develop their own learning. Marking should demonstrate a sense of dialogue between student and teacher, so that students are made aware of their individual progress.

For GCSE and A Level in particular, recorded marking reflects the rhythm of the learning and assessment: some weeks may be spent working on coursework, leading to just one recorded mark at the end of the unit, though there may have been much individual oral feedback and suggestions for improvement in the course of the coursework drafting process.

Students' One Note notebooks are checked for completion and content at least once per half term to ensure that:

- students' work is organised well so that they can find their work and resources quickly;
- students have completed class work and prep;
- the teacher has a holistic understanding of each individual's progress.

During this checking, SPAG errors may be corrected, or other comments added to individual pages.

Students in each year group will sit a class based Common Assessment Task (CAT) in general once per month. This should be written using the method of working that students will use in exams – i.e., those who will handwrite their exams will also handwrite these papers. Handwritten scripts are scanned and uploaded to the student's individual notebook.

Juniors and Third Form

For the First, Second and Third Form, a minimum of **four pieces** of work should be deep marked per term, following the 9-1 GCSE grading. These marks are entered into the department databases allowing a clear recording of student progression. As part of this deep-marking process, students are given the opportunity to set targets for future work, using the standard feedback form. Literacy tests and CATs are recorded in the department database separately from these closely marked pieces of work. A mix of light marking, peer and self-

assessment accounts for the remaining marking, with feedback from the teacher seen throughout students' Notebooks.

A blue-star system operates for Juniors, with five stars equating to a blue point.

GCSE

The policy on deep marking for GCSE students is similar to Key Stage 3, with a minimum of **four pieces** per term deep marked and recorded in the department database, using 9-1 GCSE grading. Coursework marks and block assessments are recorded separately to this. Throughout the GCSE course, marking follows the exam board assessment criteria, and assessment objectives will be specifically referred to in deep-marked work. CATs are set at regular intervals (usually one per month) and marked and moderated according to published mark schemes and assessment criteria.

A Level

The nature of the A Level means that teachers should aim to deep mark most essays other than work in progress towards coursework. The marks of a minimum of **four** per term should still be entered in the department database, but there may be more. Peer assessment, oral feedback and self-assessment remain integral to success.

Essays are marked following the A*-U A-level grading, with marks recorded in the department database and communicated to the students at the teacher's discretion. Time is built into lessons for detailed feedback and target setting. Throughout the A-level course, students are guided to write their answers to meet the exam board's assessment objectives, which are closely referred to in assessment and feedback.

SPaG

Spelling, punctuation and grammar mistakes should be indicated clearly on deep-marked work; it is not departmental policy to indicate every mistake, especially with weak or dyslexic students, but a representative selection should be made. Students who consistently make the same mistakes should have these pointed out. Opportunities to correct consistently weak spelling and grammar errors should be built into the learning.

Appendix 9 – Film Studies Department Feedback Policy

GCSE Film Studies

GCSE Film Studies is assessed through 70% examination (two papers) and 30% coursework.

Prep is set weekly using Assignments in Teams and returned within the week to allow students to respond to the marking. Prep could be related to coursework or exam preparation.

SPaG errors are corrected especially those related to film language. Students' classroom notes are only marked for SPaG errors.

A coursework checklist is provided to ensure students are on track with the work they need to complete.

Marking coursework

Some of the Film Studies coursework is practical work created on screenwriting software. When this work is produced it is marked weekly with specific editing and improvement tasks given, it is uploaded to a student's OneNote. Coursework essays are submitted paragraph by paragraph – either as prep or class work and each paragraph is marked at a time with improvements made before the subsequent one is completed.

Marking exam preparation

Most examination preparation comes in the form of timed tests completed in components and according to film texts. Marking includes a comment related to the mark scheme and with targets and amendments for improvement.

A Level Film Studies

Work is set using Assignments in Teams and saved in a specific folder in a students' OneNote. Marking is both summative and formative depending on the nature of the task set.

The nature of the A-level means that, in non-coursework periods, teachers should aim to deep mark most essays. Peer assessment, oral feedback and self-assessment are an important part of the department's feedback process. For those dyslexic students, who would prefer it, feedback will be recorded withing OneNote.

Essays are marked following the A*-U AS level grading for the first year of the course, with marks recorded in the department OneNote and communicated to the students at the teacher's discretion. Time is built into lessons for detailed feedback and target setting.

The two teachers will both take responsibility for the AS Level coursework (30% value) with the production section marked by one and the accompanying written section marked by the other.

Appendix 10 – Geography Department Feedback Policy

The Geography Department uses 9-1 GCSE grading for First to Fifth Forms.

Junior and Third Form

For Forms 1-3 the marking policy for week-in week-out classwork and prep are based on a mark out of nine, with specific comments on how the student can improve for next time and up to three spelling corrections (focusing on technical terms) per assignment.

The mark given correlates to the guidance below.

Mark	Notes
9	Perfect in every way: no spelling, punctuation and grammar mistakes; no single word that strays from the question; impeccable application of knowledge; wonderful well presented. No use of personal pronouns.
8	Perfect in many respects, especially the Geography content; one or two spelling, punctuation and grammar mistakes; occasional statements within the answer may be irrelevant. Upper end answers may be awarded 9½.
7	Solid A grade answer with a high level of Geography content; occasional errors and points missed; occasional sentences stray away from the answer; some answers may be incomplete.
6	Reasonable content that shows a good level of understanding but there are obvious areas to improve; content may be good but presentation lacking/spelling, punctuation and grammar errors evident.
5	Average content; obvious areas to improve; some incomplete answers; short on facts but the basic concepts are understood.
4	Barely acceptable; some questions may be missed out all together; too brief; littered with poor use of capital letters and full stops; overall impression looks rushed.
3	Inadequate in many ways and unacceptable; whole questions missed out; littered with spelling, punctuation and grammar errors; some appropriate content hinting that the work could have been easily improved with the right level of effort. A lot of confused answers suggesting understanding is only partial. Student will be asked to re-submit the work.
2	Department detention.
1	
U	

GCSE Marking

At GCSE, students are given GCSE exam-style questions and so follow the marking criteria as set out by CIE. GCSE work will be graded with a number from one to nine in brackets.

Grades from the class assessments will then be entered into the Department Tracking Document.

Grade boundaries

Grade Boundaries for class assessments			
4th Form		5th Form	
9	85	9	80
8	75	8	75
7	65	7	67
6	55	6	60
5	45	5	52
4	35	4	45
3	25	3	38
2	15	2	30
1	5	1	25

A Level Marking

Assessments are based on examination resources provided by CIE and are 25 marks in length. This allows for assessments to be completed in class. The following boundaries are used at AS Level:

	/25	%
A	21	84
B	16	64
C	13	52
D	9	36
E	7	28

For A2:

	/25	%
A*	21	84
A	17	68
B	14	56

C	12	48
D	9	36
E	7	28

For 15 mark (AS) and 20 mark (A2) questions the following grade boundaries are used:

AS	%	15 marks
A	75	12
B	65	10
C	57	8
D	50	7
E	40	5

A2	20 Marks	%
A*	17	85
A*	14	70
B	11	55
C	9	45
D	7	35
E	6	30

At all stages it is a minimum requirement that every Geography student experiences teacher assessed work at least once a fortnight which:-

- Adheres to the department guidelines;
- Awards a mark that adheres to the tables above;
- Has some feedback on how to improve;
- Has where possible some positive comment designed to inspire the individual towards maintaining high levels of effort.

Alongside grades we will also be using the following codes:

Effort			Attainment	
E	Excellent		+	Above expected progress.
G	Good		=	Expected progress.
S	Satisfactory		-	Below expected progress
P	Poor			

This system will allow us to properly award effort as well as attainment, whilst also giving students an idea of whether they are on the 'flightpath' needed to meet their expected progress.

Appendix 11 - History Department Feedback Policy

The aim of feedback in the department is to provide all of our students with effective feedback which will help them improve their learning and build their self-esteem. Our students should be fully aware of the goals for each piece of work and feedback should reference these goals rather than their performance in relation to others in the class.

1.1 Junior feedback

Formative assessment tasks for classwork and preps will not receive a grade but positive aspects and improvements will be the focus. During each half term, pupils will complete one summative assessment task which will be graded against the generic grade descriptors used across the department. There is an expectation that these pieces will be judged on the quality of historical thinking but also the quality of communication and pupils will be expected to spell check their work and show evidence that they have attempted to amend any grammatical mistakes before submission.

1.2 GCSE and A Level feedback.

All assessed pieces of work should be based on exam style questions and marked using the published mark schemes. Regular knowledge tests will be marked and given a percentage but not a grade.

2. Encouraging success

To ensure our students understand ‘quality’ teachers should gather good examples of work at particular levels. Each teacher will develop their own folder and these resources can be shared with students and within the department at the appropriate times.

3. Record Keeping

End of topic assessment marks and test scores, records of attainment and progress should be recorded in individual teachers mark books. Each member of department will have a note of any student they teach on the learning support register. Praises and failure to hand in prep or late prep should also be recorded. It is expected that any student who regularly misses deadlines will be brought to the attention of the Head of Department and school sanction policy will be applied.

Junior History Department marking grid.

Attainment Grade	Description – Historical key skills	Description- quality of written communication	Effort Grade	Description
9	Analytical and detailed explanation on all relevant points, confident in using historical vocabulary to substantiate. Makes confident links between factors. Clear evidence of planning. Clear chronological awareness and confident to historical key skills. <i>When using sources builds valid analytical inferences with consistent support and reference from the sources content. Is able in linking source to question. Provenance of the source may be taken into account.</i>	Makes significant effort to write and present work in an academic fashion. Work will make consistent use of academic language and grammatical convention throughout. Work will have been checked thoroughly and obvious mistakes rectified, where necessary re-drafting will take place. Student will demonstrate an awareness of success criteria.	Ex	Outstanding effort made to listen, research, read, communicate and participate in learning. Forms valid genuine opinion on subject content. Student continually demonstrates interest in succeeding.
8	Detailed and thorough range of explanations offered on all relevant points, Making frequent use of specific and detailed key historical vocabulary to substantiate. Makes confident use of key historical skills within explanations. Begins to make links between factors. <i>When using sources builds valid inferences and makes specific and detailed references to the sources content. Source is used to substantiate statements with frequency and confidence.</i>	Makes clear effort to write and present work in a confident academic fashion. Work will make secure use of academic language and grammatical convention. Work will have been read through and checked. Student will demonstrate some awareness of success criteria.		
7	Identifies a range of the relevant key themes and addresses the demands of the question. Will begin to apply analytical skills of cause/consequence, change/continuity, significance as necessary. Historical vocabulary will be precise and well selected. <i>Sources are discussed with confidence and accurately interpreted due to a clear understanding of the period. Sources are used to substantiate statements and quotations/observations will used with frequency.</i>	Makes effort to write to a mostly academic standard. Will use grammatical conventions throughout. Work will have been read through and checked. Slight inconsistencies may still be present.	GD	Clear effort made to engage with most aspects of lesson and work. Enthusiastic participation in discussion and work. Student mostly demonstrates an interest in succeeding.
6	Identifies some relevant key themes and addresses some of the demands of the question. Historical vocabulary will be consistently used and relevant, although explanations may be brief/implicit. <i>Sources are used with some confidence to support statements. Some, mostly accurate inferences are made and details from the sources are identified through quotations/observations.</i>	Clear and confident written communication, making use of grammatical convention. Secure in checking back through work and correcting.		
5	Makes general relevant statement and is able to identify key themes and ideas linked to the question. Relevant historical vocabulary is present, although explanation may be limited. <i>Sources are used to support overall answers, with some references made to the sources content in the form of quotations/observations.</i>	Demonstrates some confidence in written communication, making use of full sentences and paragraphing. Will also demonstrate a willingness to check back through work for mistakes.	AC	Effort made to engage in completing work to a good standard. Students can demonstrate interest and knowledge when approached.
4	A partially descriptive or narrative answer that lacks planning. Makes use of some, limited historical vocabulary, but may only be implicitly relevant.	Makes some effort to form full sentences and make use of historical key terms, although this may well be inconsistent throughout.		

	Makes some reference to the sources- however, may be limited in scope or understanding.			
3	Some vaguely relevant key historical detail present. Little to no accurate reference to historical sources.	Little effort made to form full sentences, make use of appropriate grammar. Work will be submitted unchecked.	UN	Work lacks necessary engagement or focus and demonstrates intermittent listening and/or interest. Attitude may affect overall class engagement.

Appendix 12 – ICT Department Feedback Policy

There is a School marking policy and the ICT department follows that policy. However, because of the nature of ICT work – project and skills-based, it is necessary to add to the School’s marking policy for the major assessments.

KS3

- Lower School students work on half termly projects. They do not have any prep set. They have OneNote pages for class exercises and the end of topic assessments;
- Work completed in class and worksheets are often peer marked and feedback given by the students to each other. Any teacher annotation may be cursory or not present;
- Long term assessments – half-termly projects are marked on multiple criteria –for example, content, formatting, audience appreciation. The students are informed of the marking criteria prior to the project. The feedback is very detailed against the criteria and the student is expected to apply the feedback, where relevant, to the next major project.

BCS IT User Qualification:

- Students will receive homework once a week when looking at the theory elements; these will be filed in their OneNote areas;
- Homework will often be revision based and followed up in class with an end of section test. Tests are marked in accordance with BCS marking policy and are often based on multiple choice auto marked questions. Students will make their own corrections in OneNote.

CIE Cambridge Technicals L3:

- Students will receive homework twice a week when looking at the theory elements; these will be filed in their OneNote areas;
- Homework will often be revision based and followed up in class with an end of section test. Tests are marked in accordance with Cambridge Technicals exam appropriate guidelines and minor corrections made on the paper. Students will make their own corrections in OneNote;
- Students may be asked to extend on a point or asked to re-write if an acceptable level of understanding is not demonstrated;
- In the coursework, teachers will keep track of how students are progressing using trackers and students will self-assess against the marking criteria;
- Feedback can be given but must be recorded against each student.

Differentiation in feedback

Not all students will receive the same feedback or be required to extend their work.

Differentiation in feedback will allow for a personalised approach which will allow the able to be stretched and reinforce the learning and achievements of all.

Appendix 13 - Learning Support Feedback Policy

The aim of providing students with feedback must be to improve student outcomes. In order for feedback to have an effect consider the following:

Marking is the annotating of a piece of written work, using words, symbols and grades. It is usually in a written form, either on paper or in OneNote.

Feedback may consist of a dialogue between teacher and student, a group or a class, and will provide students with information about how they performed in relation to the learning intention/objective(s), and the next steps necessary to improve the work. Can be oral or written.

Formative comments are the best way to improve students' work. There is no requirement for you to grade a student's work.

- Students' work must be worth marking – set the task right;
- Make marking criteria specific beforehand – what will you be looking at in this piece of work;
- Selectivity is important. Too often you might find a piece of work covered in red pen.... Where to start? What to focus on? It is better to highlight some key things that can be worked on and improved rather than slicing error-strewn work to pieces. e.g., features which are related to:
 - (i) the specific task (ii) subject-specific uses of language and/or (iii) literacy/numeracy
- Marking must be personal and show precisely what that individual needs to do to improve;
- Marking must be timely;
- Actions/prompts must not be onerous – reminder prompt, scaffold prompt, example prompt, remedy prompt, challenge prompt;
- The individual must be given the time, resources and support to act on advice;
- Whenever possible use WWW and EBI.

In marking students' work, teachers must consider:

- how well the student has understood the task;
- what the student knows and does not know;
- what the student needs to do next to improve;
- how the student will be informed of this;
- how they can encourage students to review their work critically and constructively.

Deciding:

- where learners are
- where they need to go
- how best to get there

Marking must create actions that have impact. The following commonly used suggestions are not acceptable in a Learning Support context.

- Try to be more careful with presentation;
 - Make sure you use detail to support your ideas;
 - Think about the further effects of eating too much sugar;
 - Use more quotes to back up your opinion;
 - Work on your spelling and punctuation.
- ✓ Remember to put the title and date on your work. Make sure these are underlined. It's great that you typed your work, let's spend 10 minutes grouping similar ideas into paragraphs.
- ✓ Great effort with your Biology prep! You are right in thinking that photosynthesis works faster as temperature increases, but can you explain why? Think about these points and add notes in green pen.

What happens to the speed of the molecules as temperature increases?

What might happen to the number of collisions as the temperature increases?

What might happen above 45⁰C? Use the word *denature*.

- ✓ Good point, you will get fat if you eat too much sugar. Use your green pen to add the following.

What does the sugar contain which makes this happen?

Add a note about tooth decay. Don't worry we'll discuss that at the start of the lesson and draw a flow chart for you to follow.

Google diabetes and write one sentence about that too.

- ✓ You're right that Ralph and Piggy were trying to convince themselves that they weren't scared. Look at p71 and see if you can find a short quote to back that point up. Read the second paragraph again. Add your quote in green pen. Don't forget the “.

- ✓ Which sentence uses the words *of* and *off* correctly? Use your green pen to correct any mistakes you find. We'll say *of* and *off* out loud before you start to make sure you know the sounds.
- a) Wayamba was tired of running and took the front shield off before diving in the creek.
 - b) Wayamba's tribe wanted no part off the fight and sent Wayamba of alone.
 - c) The weapons bounced of Wayamba's shield.

Appendix 14 – Mathematics Department Feedback Policy

Mathematics Department

"Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative"

"Make sure Feedback builds upon knowledge."

Rationale

Assessment, recording and reporting are important elements of teaching, but they need to be manageable if the information they yield is to be useful.

All marking that is returned to students should be used to inform students of their progress and to set targets that would indicate how students can make and show progress in a topic.

Marking will be monitored to ensure that all staff use opportunities to feedback to students concerning attainment, effort and organisation. This will be monitored by the HoD and through work scrutiny audits where staff are encouraged to volunteer to participate in the whole schoolwork scrutiny.

Communication between departmental staff and house staff is vital. Tutors and House Parents should be informed both when there are problems arising with a students work with suitable targets to help address the problem and also when a student is exceeding expectations.

Student views on marking and assessment in Maths will be sought and this will be acted upon where appropriate. Students' involvement in the assessment process is vital. We encourage students to discuss and demonstrate their solutions, insisting that correct, precise, orderly mathematics is used at all times, both spoken and written.

Prep and Marking

Year Group	Frequency and content of setting prep	Frequency of teacher marking	How to be assessed?
First and Second Form	<p>On average, three pieces set every two weeks</p> <p>1 will be a research/ learning piece of work/Kahoot/Flipped learning prep for an assessment.</p> <p>1 will be an exercise to consolidate class learning, it will be set using Assignments and</p>	Teachers will set on OneNote and mark in accordance with the criteria	<p>The research piece of work will be assessed with an effort grade (using the 1 – 5 scale and the departments guidelines). It is recommended that the sticker in Appendix I is used. Students can then see how this will link to their grades.</p> <p>The consolidation piece will be assessed using an effort grade and a</p>

	its grade will be recorded by the teacher.		formative comment that will provide targets for progression. Where appropriate a mark or percentage will be given.
Third Form	Once a week, topic dependent.	OneNote Preps will be formally marked at least once a fortnight, preferably once a week but due to timetabling this might not always be possible.	Students will be given both a formative comment providing targets and an effort grade. Where appropriate a mark or percentage may be given. Again, the template should be used so students are given summative and formative comments
Fourth and Fifth Form	Students will be set a minimum of three pieces every two weeks. 1 piece will be based on examination style questions that consolidate understanding of a broad range of topics. 1 piece a week will be topic related.	At least one piece a week will be formally marked. When work is not formally marked, students work will be either self or peer assessed.	For examination style questions a percentage will be given based upon mark schemes. An effort grade will also be given. On topic related prep a formative comment will be given that provides feedback on both the positives and areas for improvement will be given. Students will also receive an effort grade for this work.
Sixth Form	Each class teacher will set one piece of prep that consists of examination style questions for their module. In addition to this, students will be asked to complete textbook exercises that can be self-marked by the student.	Weekly	Students will be marked using examination guidelines and will be given a mark where appropriate. Students will be given constructive feedback on how they can improve their performance and where appropriate they will be provided with the mark scheme or written solutions. Due to the smaller groups, more verbal feedback will be provided.

Student Response

In order to give a full 360° experience, it is important that students respond to the feedback and marking given. Whether this is built into the lesson, or done as a prep, it helps complete the assessment and ensures progress. Teachers will need check that students are responding at regular intervals.

Success Criteria

All students will be issued with the departments marking guidelines for effort that includes presentation, literacy and level of workings.

In the First through to the Third Form, students will be given at the beginning of each term 'level' descriptors for each topic they are studying that term. These will show progress throughout the topic and allow students to assess their understanding at topic level. These are set out to allow differentiate between both sets and topics with a chance for students to extend their learning. Official homework

At IGCSE level (Fourth and Fifth Form) students are issued with the grade descriptors as currently used for the IGCSE.

Recording of Marks

Staff will record marks in their own personal mark books. (Ideally Excel). These will include students' data including any scholarships, SEN, MIDYIS and their TAG.

Marks for effort are to be recorded for each piece of prep formally marked as well as a score out of ten or percentage as appropriate. Grades that are given for monitoring periods should also be included on teacher's markbooks.

Test scores will be recorded on a central data base so that the HoD can use this data to give appropriate assessment grades for monitoring. This will be found on the iG Drive.

Methods of Assessment

There are a variety of tools to assess students in Maths that teachers should implement into their planning and teaching.

Day to day

This often an informal part of every lesson. Its purpose is to:

- Check that students are developing mental skills: for example, that they can recall mathematical facts, estimate, calculate mentally, and use visual imagery;
- Check that students have grasped the main teaching points in a particular lesson or unit of work, whether they have any misunderstandings that you need to put right, and whether they are ready to move on;
- Give you information that will help adjust day-to-day plans;
- Gather information against the defined assessment criteria to contribute towards the process of 'Building a Picture'.

Some key features of day-to-day assessment are:

- Objectives being shared with students;
- Peer- and self-assessment;
- Student engagement and immediate feedback;
- Effective use of high-quality resources.

Periodic assessment

This is the process of standing back and considering the information that has been gathered through day-to-day assessment in relation to assessment criteria. This is done in a holistic way by taking into account how independently, how consistently and in what range of contexts students demonstrate their attainment. This constitutes an 'intelligent' differentiation. Its purpose is to:

- Review students' progress over the previous cycle of work in relation to assessment criteria and therefore national standards;
- Identify students' progress against specific individual targets, so you can give students feedback and set new targets;
- Provide a broader view of progress for the teacher and the learner;
- Help improve curriculum planning;
- Provide information to feed into reporting.

Transitional assessment

This is the process of reviewing students' progress and attainment against school and national targets, based on periodic assessment, and using tests from national sources. Its purpose is to:

- Assess students' work against national standards;
- Formally recognise achievement;
- Give supplementary information about students' attainment and progress to be reported to parents/carers and, if appropriate the next teacher/school;
- Help set targets for mathematics for future years;
- Audit students' performance against assessment criteria. The weaknesses highlighted should be flagged up in the Scheme of Work for the next year.

Assessment Tests

Juniors (First and Second Form) will take formal assessments tests, at regular intervals, which will cover work covered throughout that period. It is designed to monitor progress and help staff give an accurate reporting grade to students and parents. They will be graded on these tests alongside teacher judgement. Students will be given feedback on their performance from the assessment test.

Third Form will be given topic tests at the beginning and end of each new topic in the Michaelmas Term. They will then sit a formal summative assessment test that covers all the Number work covered at the end of November All topic tests will use IGCSE level questions.

Fourth Form will sit topic tests. These will be at regular intervals, and they will be a summative test covering all work covered up to that period.

Fifth Form will sit both topic tests and shortened examination papers on a regular basis. These will be marked and graded according to examination board guidelines. They will be assessed with mock examinations in November and these results will form attainment grades.



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Sixth Form will take end of chapter tests that will be recorded. They will also complete past papers when appropriate and these marks will be converted using examination board conversion data.

Teacher/Student Comment:

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Appendix 15 – GCSE Media Studies Feedback Policy

GCSE Media Studies is not taught as part of the curriculum provided by the A Level Media Studies department. GCSE Media Studies is 70% examination (two papers) and 30% coursework.

Prep is set weekly on Assignments and students are given a week to complete it. Students respond to prep marking in class when it is returned. Prep could be related to coursework or exam preparation.

As most work produced is typed, it is marked in pink so that the teacher's comments are highly visible.

Some feedback is recorded for students with dyslexia.

Marking coursework

Some of the media coursework is practical work created on Photoshop. Screenshots are placed on a student's OneNote and it is marked twice a week with specific editing and improvement tasks given.

Marking exam preparation

Most examination preparation comes in the form of timed tests completed in components and according to media texts. Marking includes a comment related to the mark scheme and with targets and amendments for improvement.

Appendix 16 – A Level Media Studies Department Feedback Policy

The A Level Media Studies feedback policy follows the guidelines set out in the whole School feedback policy, with some additions set out below to meet the particular requirements of the subject.

- Feedback for written homework and assessments should take the form of two positive comments and two areas for development;
- Students must be given time in lessons to reflect upon and produce a written response to this feedback;
- All assessments will be given back with and assessed against the relevant examiner mark scheme;
- The highlighting of spelling, punctuation and grammar errors in student work is required, as a premium is placed upon good written communication in exams. However, it needs to be recognised that it might be counterproductive to highlight every single mistake made by students with specific learning needs;
- Students who have laptop exam concessions should use laptops in assessments with spell check turned off;
- Once coursework is under way, it is expected that every two weeks as a minimum, students receive verbal feedback on their coursework that is constructive and allows them to make progress;
- At the designated times on the department mark sheets, grades will be given that reflect homework and/or progress with coursework.

Appendix 17 - MFL Department Feedback Policy

Key Stage 3 Marking Criteria

Extended writing

The department focuses on two key areas when marking extended pieces of written work; content and quality and range of language. An adapted version of the GCSE foundation writing mark scheme is used.

Content

Mark	Description
9 - 10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
7 - 8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5 - 6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3 - 4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1 - 2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions

Quality and Range of Language

Mark	Description
5 - 6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to different time frames as appropriate to the task, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in more complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
3 - 4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to different time frames as appropriate to the task, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall, the response is more accurate than inaccurate, and the intended meaning is usually clear. The style and register may not always be appropriate
1 - 2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.

Students need to action comments written by a teacher in a timely fashion. This should be as soon after the comments have been read as possible. Time should be given during the

following lesson for students to read and make improvements to their work based on the improvement comments. Follow up work will be checked by the teacher to ensure that this has been done and if needs be marked again.

Listening and Reading Comprehension

Work should be given a mark out of 10 (or any numerical mark) if it is a reading/listening comprehension or grammar work.

If students mark their own work or if peer marking takes place this should be done using a different colour pen so it is easily identifiable.

Work completed in the workbooks should be marked regularly. This can be marked by the teacher, by students or through peer marking as appropriate.

Translation

Translations are divided into sections and a mark is given for each section for which the meaning is clearly conveyed. This is in line with AQA mark schemes for GCSE and A Level.

Speaking

For 1st and 2nd Form speaking tests are marked per question (either 2 or 3 marks for content) and an overall mark for language using the mark scheme below.

Mark	Description
9 - 10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future (as appropriate to the question), as well as present, events. Although there may be errors, they do not generally impede comprehension.
7 - 8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events (as appropriate to the question) may have only limited success. There may be frequent errors, which may occasionally impede communication.
5 - 6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
3 - 4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication
1 - 2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.

Key Stage 4 Marking Criteria

All work is marked using the AQA GCSE mark schemes for the following;

Writing

- 16 mark questions
- 32 mark questions

Speaking

There are separate mark schemes for the following sections of the speaking examination;

- Role play
- Photo card
- General conversation
 - Range and accuracy of language
 - Spontaneity and fluency
 - Pronunciation

Translation

Translations are marked using the mark schemes for the relevant past papers.

Listening and Reading Comprehension

These are marked using the mark schemes for the relevant past papers.

All generic mark schemes and mark schemes for past papers are available on the departmental area on One Drive. Past paper mark schemes are also available on the AQA website.

A Level Marking Criteria

All work is marked using the AQA A level mark schemes for the following;

- Paper 1 – Listening, Reading and Writing (including summary writing and translation)
- Paper 2 – Writing (one essay on a film and one on a literary text)
- Paper 3 - Speaking

All mark schemes are available on the AQA website and are saved for staff on the departmental area on One Drive.

Appendix 18 – Music Department Feedback Policy

The nature of Music means that departmental feedback to students is constant and continuous and delivered in a number of forms. Oral feedback in class forms a major part of the students learning as it is both immediate and targeted to the specific individual needs; it is therefore the most common form of feedback within the department. However, various examples of written work are given and marked and feedback is given. This is done in the following ways:

- Sitting with the student and writing down advice and comments during or following a verbal feedback session to back up what has been said;
- Asking the student to write down the verbal feedback to ensure that they understand it;
- Comments and/or marks written in One-note following specific targets met in projects.

First and Second Forms

In the First and Second forms the work will be assessed by the teacher and a short comment about the work and advice about future progress will be written near to the work on One-note or Teams. A grade may also be given. Grades should be logged in the teacher's mark book. After every lesson, the student gives written feedback in his own Team or One-note.

Fourth – Sixth Forms

In the GCSE and A Level groups the teachers will continue to use oral feedback as the main method of guiding students understanding as to what level they are achieving and what the next step might be. As at this level, the students begin to take greater responsibility for their personal projects the feedback is very much tailored to the individual and their specific instrument and composition. Setting of group preps and 'block' marking is less common at this level. Instead, a continuous assessment of the work being produced both during lessons and outside the classroom is preferred as it allows students to continue with the development of their work without interruption.

Each visiting Music staff (VMS) keeps records of a student's progress and writes a comment on their lesson every week. At the end of every term these reports are checked by the Director of Music. VMS do give oral feedback to the Director most weeks if there are problems.

Grades are given covering the four main areas of the music examination

- Section 1 = Analysing and History;
- Section 2 = Free Composition;
- Section 3 = Composition to a Brief given in September of the examination year;
- Section 4 = Performing.

Marking and grades are done using exemplar material from the examination board and mark schemes given out. Students should understand where the marks are lost and to what they should do to improve the situation.


Appendix 19 – Academic PE Department Feedback Policy

Keeping records

1. How often are we going to mark?
Homework will be marked at least once a week when written required.
Classwork – online OneNote folder check every half term/when students doing topic test.
Informal checks throughout lessons;
2. Marks recorded in OneDrive on spreadsheet for tests/exams – traffic system used to highlight underperforming students – encouraged to attend lunchtime clinics (break time/free study periods).
3. Practical marks – GCSE at the end of each block, marks /25 will be recorded in OneDrive on the practical spreadsheet. A level will be recorded once video evidence has been submitted by student in OneDrive.

What will marking look like?

1. Peer assessment/self-assessment – students write comments on work;
2. At beginning of year – grade boundaries given on sheet with current TAG boxes – students put in Tests/Exams folder in ONENOTE;
3. Success criteria – students given mark schemes/ exam board mark schemes;
4. Prep and topic tests will include a formative comment and examination grade equivalent;
 - a. Progress is shown on One drive spreadsheet - red – highlights student underperforming and clinic attendance needed;
5. In graded work, a tick = one mark if not banded mark scheme question e.g., the extended questions (GCSE 6 and 9 markers, A level 8 and 15 markers). If extended question then teacher will use Assessment Objectives AO1, AO2, AO3 when student has achieved that in question. In non-graded work, a tick = completed work;
6. Comments at bottom – WWW (what went well), EBI (even better if), student's response by comment or corrections/additions;
7. Use of marking sticker



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AC		
BE		EBI -
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4. Literacy and numeracy – staff should correct spelling and numerical mistakes at least in line with the English Department's advice and SEN.

Student's response

1. Students will be given time at the beginning of the lesson to write a comment/written response by the teacher's comment when work is given back;
2. Students will have Folder Sheet in their Tests Exams folder in OneNote to complete so after each test/exam they will add grade etc and whether clinic/extra help needed. For mocks/end of year exams, students will complete a metacognition feedback sheet in their Tests Exams folder.
3. Students will be given time during the lesson or for prep to complete/improve where required and then this will be noted when folders are checked.

Appendix 20 - Physics Department Feedback Policy

Frequency of marking

Marking should be carried out on a fortnightly basis and classwork should be checked.

Form	Frequency	Example content	Assessed		
			Effort	Grade	Fdbk
Third	1 per week	<ul style="list-style-type: none"> Revision, learning, research or reading Questions 	P P	P	P
GCSE	1 per week	<ul style="list-style-type: none"> Revision, learning, research or reading Completing lab work Questions from textbook Educake End of topic examination questions to be used before in class assessment 	P P P	P P P	P P P
A Level	2 per week minimum	<ul style="list-style-type: none"> Use of Kerboodle worksheets and interactive assessments. Completing lab work Old specification end of chapter worksheets. Examination practice questions 	P P	P P P	P P P

Teachers should try to use a range of tasks for prep and record using assignments in Teams.

Recording marks

Marks should be recorded in the centralised mark book in the Physics shared area for whole year group assessments and preps. It is also advised that teachers keep a separate record of marks. For the Combined and Single Science, marks should be recorded in the Science area.

Teacher feedback

Teacher feedback should be written on student work, on a feedback sheet or in the teacher dialogue section in OneNote. Comments should be formative and general marking, where appropriate, should include:

- checking and correcting answers;
- checking spelling of key words;
- ensuring full sentences are used;
- ensuring that workings are shown.

Teacher should use the marking comment codes a copy of which is in the information page within the content library in OneNote.

On completion of an assessment the results analysis tool is to be used. Where possible example answers and/or mark schemes should be given to students.

Teachers should carry out checks of OneNote to ensure work is kept organised and the presentation is of a sufficient standard.

Mark	Meaning	Students' response
sp	Spelling	Correct the mistake
g	Grammar	Correct the mistake
T	Task	Complete the task/questions set
&	Next level	Respond to question or research
T	Omission	Fill in what is missing
	Marking point	Consider what the mark was awarded for
?	Not understood	Rewrite their work neatly or rephrase wording
W	Workings	Show all workings

Do not require a student response:

pot	Power of ten error
ecf	Error carried forward
BOD	Benefit of the doubt
NBOD	No benefit of the doubt

Student feedback

Students should be given time to respond to teacher comments. Corrections and comments should be done in a coloured pen on the page of work, on feedback sheets provided or in the teacher dialogue section. Students should use tracking sheets to monitor progress and keep a record of their TAG, assessment marks and grades which should be kept in the assessment and feedback section.

Appendix 21 - Psychology Department Feedback Policy

1. Work will be given an effort or an attainment grade, whichever is most appropriate.

When specific grade boundaries are not available, the following mark bands will apply:

- a. A* = 90%
- b. A = 80%
- c. B = 70%
- d. C = 60%
- e. D = 50%
- f. E = 40%

Effort will be graded 1-5 and these grades are intended to reflect the School descriptors used for reporting purposes.

2. Monitoring tests or examination papers (end of year, interim assessments, or mock) will be returned to students with feedback. This will be in the form of annotation on the paper itself. Where it is deemed appropriate or necessary, a statement of teacher feedback will be provided at the end of the piece of work, or on the front sheet.
3. Examination papers will require students to reflect on their work and suggest points for development. These reflections will be placed in a folder in One Note entitled: Exam Review.
4. Assessments will be completed on paper unless the student has a laptop/word processor concession or if the use of a laptop is regarded as the student's normal way of working. If the student word processes their work, then the work will be printed out and a feedback sheet attached.
5. Where appropriate, work will be annotated using the same annotation marks as required by external AQA examiners and/or using the Assessment Objectives (AO1, AO2, AO3) indicating where the student has met the objective.
6. Where no grade (effort or attainment) is given and feedback is in the form of written commentary (annotation or concluding comment) students will be required to respond to that commentary, as directed, in written form. If the work is completed in OneNote, or as an Assignment in Teams, and marked in OneNote then the students will be required to respond to these comments in OneNote.

Appendix 22 - Religious Studies Department Feedback Policy

The Religious Studies department adheres to the School marking policy. We have developed a strengths and improvements comment bank to work in conjunction with our end of topic assessments. This will be used for Key Stages 3 and 4. Every student should have a copy of this on One Note. The aim of this is to give a more in-depth response to students' work. Teachers will write a least one code at the end of students' work and it is the students' responsibility to write/type the comment attached to the code into their books. The aim of this system is to help students gain a better insight into things that they do well and to consider areas that can be improved upon.

Keeping records

- At Key Stage 3 and 4 work should be marked on a fortnightly basis but it is recognised that this will not always be the case as we only teach classes once a week (1 lesson for Key Stage 3 and 4);
- Key Stage 5 will have all assessed work marked within a week of submitting it. Each assessed piece of work should have a departmental sheet attached to it. The expectation is that students are set at least three assessed pieces of work every half term (one from each paper);
- Grades will be recorded in mark books or on a spreadsheet. Mark books should also contain TAGs and SEN details.

What will marking look like?

- Peer assessment and self-assessment are tools used in lessons and are not expected to be a part of the teacher's mark book. This is also true with verbal feedback. Grades are only included in assessed work;
- The Religious Studies marking system is explained to all students at the beginning of the year. At the end of each topic students will have the opportunity to collate all their comments and consider what they do well and what they need to do to improve;
- Students will see from their assessment sheet what their TAG is and what they are currently achieving;
- Literacy and numeracy are included in the strengths and improvements comment bank.