SUTTON VALENCE SCHOOL
SINCE 1576

Feedback Policy

(Senior School)

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1. Aims

This policy aims to ensure that, following assessment, pupils 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 pupils' 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 pupils see the value of the feedback we provide.

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 pupils. 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, pupils 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 pupils' 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 pupils' responses, it should be made clear that verbal feedback has been given. Marking should show that pupils 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. Pupils 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 pupils to know what the next steps are and how to achieve them. Marking must come in the form of a dialogue where pupils 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 pupils time in lessons to respond to marking. Pupils 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 pupils, 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 – requires improvement) scales used during monitoring.

2.5 Quality of written communication

We expect all our pupils 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 pupils 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 pupils' OneNotes through regular work scrutiny using the school peer work scrutiny timetable. Work scrutiny 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 scrutineer 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 (Teaching and Learning) 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 (Teaching and Learning)

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’

Appendix 1 – Art Department Feedback Policy

The nature of the subject means that departmental feedback to pupils is constant and continuous and delivered in a number of forms. Oral feedback in class forms a major part of the pupils 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 pupils. This is done in the following ways:

- Sitting with the pupil 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 detailed written feedback will be provided by the teacher every five to six 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.

Pupils 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 pupils understanding as to what level they are achieving and what the next step might be. At this level, pupils 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 pupils to continue with the development of their work without interruption.

At key stages through a project (approximately every five to six weeks) the teacher will provide detailed written feedback, specific to the strengths and developmental needs of the pupil. 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 pupils 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 pupil 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 pupil's OneNote folders in Third to Fifth Forms and the Sixth Forms (please see attached on page 2);
- Pupils 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 pupil 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 pupils' 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.

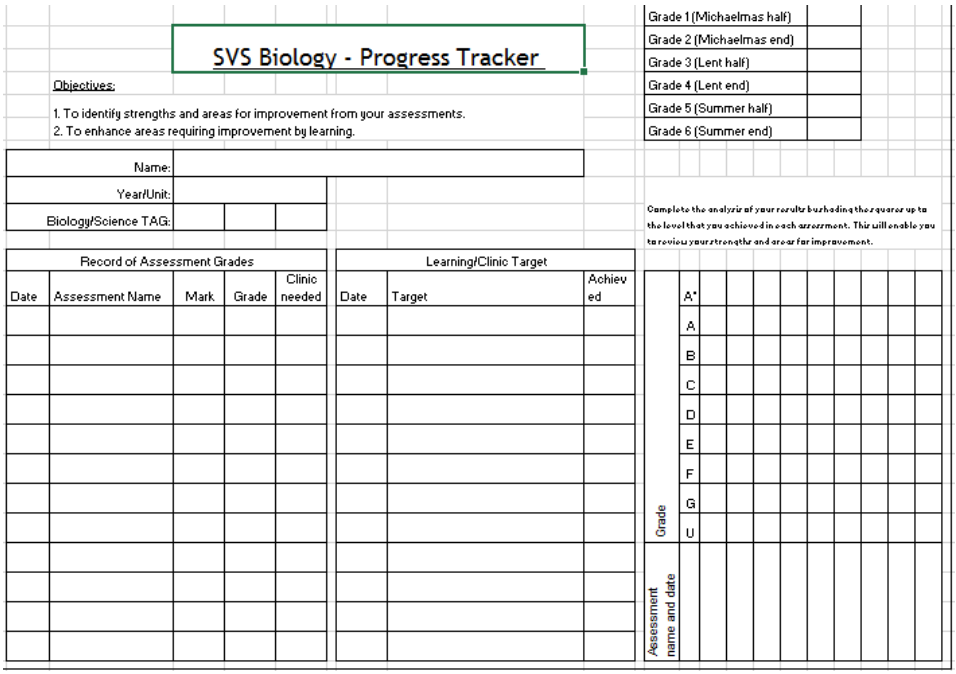
Marking Feedback

- 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 pupil 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 pupil 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 pupil 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 pupil. 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 pupil 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
MP	Number of statements made matches the number of marking points available	The number of statements made matched the number of marking points available	Match the number of statements I make with the number of marking points available
P	Good punctuation	Used the correct punctuation	Use the correct punctuation

Pr	Presentation	I made the presentation of my work neater	Improve the presentation of my work
R	References provided	I provided references / sources to support my work	Provide references to support my work
RTQ	Read and interpreted the question correctly and my response does answer the question.	I did not misinterpret the question as my response does not answer the question	Read the question carefully so that my response is relevant and answers the question
S	Spelling of biological terms is good	I correctly spelt all biological terms	Improve the spelling of biological terms
T	No errors in the table of results (bordered/units/column headings)	Made no mistakes in the table of results	Improve how I construct a table of results
U	Units are included in my answer when referring to data	I included the correct units in my answer when referring to data	Include the correct units in my answer when referring to data
W	Working out of mathematical calculations is clearly evident	Showed clearly my working out of mathematical calculations	Show clearly my working out of mathematical calculations



SVS Biology - Progress Tracker

Objectives:

1. To identify strengths and areas for improvement from your assessments.
2. To enhance areas requiring improvement by learning.

Name:

Year/Unit:

Biology/Science TAG:

Grade 1 (Michaelmas half)	
Grade 2 (Michaelmas end)	
Grade 3 (Lent half)	
Grade 4 (Lent end)	
Grade 5 (Summer half)	
Grade 6 (Summer end)	

Complete the analysis of your results by shading the squares up to the level that you achieved in each assessment. This will enable you to review your strengths and areas for improvement.

Record of Assessment Grades				
Date	Assessment Name	Mark	Grade	Clinic needed

Learning/Clinic Target		
Date	Target	Achieved

Grade											
	A*										
	A										
	B										
	C										
	D										
	E										
	F										
	G										
	U										
Assessment name and date											

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 pupils' ways of working have changed and assessment should take account of this.

Feedback of work to pupils 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 pupils to reinforce their learning during private study and receive instant feedback which can be tracked by staff.

3. Regular essays (for A Level) – Pupils 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 pupils to focus on the comments rather than the score
    b. to avoid demoralising pupils (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 sometimes 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 pupils.

4. Regular calculation questions to reinforce pupils 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 pupils are practising all of the skills required for their final examination papers.

5. Pupil OneNotes – these should be checked for completion and content at least once per term to ensure that pupils 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. Pupil work for assessment should be kept in a separate page from the pupils notes.

6. Formal in-class assessment – at least once per half term pupils 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 pupils 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 pupils and added to the pupil OneNotes.

After these assessments pupils 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 pupils have done less well can be identified and reasons ascertained – i.e., was it a particularly difficult/unusual case study, did pupils not have the necessary knowledge, or were pupils unable to apply their knowledge appropriately.

Pupils need to be praised and it is important that the department recognised pupils' 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 pupils 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 pupil 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 pupils. Where verbal feedback has been given to a class this should be recorded by pupils as corrections to incorrect questions annotated in their work.

Marking should be explained to pupils 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 pupils e.g., in the use of project or poster work. It is appropriate to tick pupil 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 pupils 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 pupil; 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 pupils. The use of ticks to show that work has been seen by a teacher is acceptable. Time should be given within lessons for pupils 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.

Pupils 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 pupil 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 pupils to consider and overcome problems by thought, application of academic knowledge, communication, and physical skills.
Assessment of pupil work is an on-going process, and an average attainment result will be achieved through teacher assessment of key topic areas within each project. Discussions with pupils on an individual, critique basis, will occur throughout the projects, and opportunities for both peer and self-assessment are planned for. Assessment data will be kept electronically for each class and individual pupils, for tracking and monitoring purposes. The department sets regular deadlines for the completion of projects; pupils unable to meet deadlines are to be identified and given targeted support. This can be delivered in the terms of clinics, communicating with the pupil, and providing written advice, in which the pupil can act. Notifying the department HOD, the pupil's parent(s), and the pupil's tutor is good practice, if the need is required.

Each mark book stored within the electronic department tracker spreadsheet should contain notes on pupils, regarding TAGs, records of each piece of work assessed, and examination attainments. This data will be used to inform academic reports and conversations with pupils and parents.

All assessments in school are formative and therefore part of the whole learning process. Assessment should arise from the day-to-day work going on in the classroom and workshop, and prep assignments. Teachers are expected to plan for regular opportunities to assess development in pupil attainment and for pupils to be a part of this analysis. Recognition for outstanding effort/achievement will be awarded to pupils who excel in each area of the curriculum. Congratulations can be mentioned in a relevant assembly or awarded by the Head of Department, as well as being recognised by the classroom teacher, by issuing awards through the blue-point system.

In Key Stage 3, feedback is provided by the teacher every three weeks, ensuring pupils understand the aspects to their work which they are getting right and those aspects which they can improve. Where applicable, a grade may also be awarded in respect of effort and/or attainment, which should be duplicated into the department tracking spreadsheet. Pupils 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 are used, both written and oral feedback is provided to best guide pupils progression and understanding. This feedback is provided every 2-3 weeks.

Formal feedback is added to the pupil's notebooks and can be provided as written comments, audio clips and/or pre-determined criteria checklists to assess work, where a 'tick' signifies the presence or absence of an element.

When assessing the pupil's GCSE and A-level work, 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

Aims

The Drama Department aims to provide feedback that is constructive, timely, and actionable, enabling pupils to improve performance and written work. Feedback should:

- Highlight strengths and areas for development.
- Be linked to published assessment objectives and success criteria.
- Encourage pupil reflection and response.

Lower School

Nature of Feedback

- Feedback is primarily verbal during practical lessons as pupils rehearse and perform.
- Teachers consider:
    - Quality of rehearsal and preparation (focus, commitment, time management).
    - Performance skills demonstrated (voice, movement, characterisation).
    - Ability to give constructive feedback to peers.

Self and Peer Assessment

- At the end of each lesson, pupils grade themselves and others using the framework displayed on the board.
- This promotes reflection and understanding of success criteria.

Written Work

- Written tasks (e.g., evaluations, reflections) are marked in Microsoft OneNote.
- Grades awarded on the 1–9 GCSE scale.
- Comments include WWW (What Went Well) and EBI (Even Better If).
- Pupils must respond to feedback in OneNote to show progress.

	3rd Form			2nd Form			1st Form		
	7	**6**	**5**	**7**	**6**	**5**	**7**	**6**	**4-5**
Characterisation and role	Pupil demonstrates a range of convincing and differentiated characters Pupils demonstrate complete commitment and imagination when creating a role.	Pupil demonstrates a reasonable range of convincing characters, showing elements of clear differentiation between them. Pupil demonstrates commitment and imagination when creating a role	Pupil demonstrates a limited range of convincing characters, with various similarities between them. Pupil creates characters with some imagination	Pupil makes detailed and believable character decisions. Pupil is able to respond with imagination and insight as a result of direction	Pupil makes creative and relevant character decisions. Pupil is able to respond with clarity as a result of direction.	Pupil begins to make creative choices in developing a character. Pupil is also able to refine some of their character choices as a result of direction.	Pupil can make basic decisions when creating a character that demonstrates a clear and **sustained** commitment to the role	Pupil can make basic decisions when creating a character that demonstrate **clear** commitment to the role	Pupil can make basic decisions when creating a character that demonstrates **some** commitment to the role.
Physicality	Pupil can sustain appropriate movement that is relevant to in the style, historical period and character within the chosen text/topic.	Pupil regularly uses appropriate movement which is relevant to in the style, historical period and character within the chosen text/topic.	Pupil is beginning to make appropriate choices about movement which is relevant to in the style, historical period and character within the chosen text/topic.	Pupil regularly demonstrates a creative range of physical skills including dynamics, control and fluidity	Pupil demonstrates a creative range of physical skills including dynamics, control and fluidity	Pupil often demonstrates a range of physical skills including dynamics, control and fluidity	Pupil frequently demonstrates basic physical skills including some of the following keywords: stillness, gesture, body language and facial expression.	Pupil often demonstrates basic physical skills including some of the following keywords: stillness, gesture, body language and facial expression.	Pupil demonstrates basic physical skills including some of the following keywords: stillness, gesture, body language and facial expression.
Collaboration and group work	Pupil is able to work with sustained focus and commitment with all those involved in the development of drama work.	Pupil accepts and embraces all working conditions and is making suggestions about how this may benefit the work.	Pupil can work in any group size and be open to the ideas and direction of those outside of the group.	Pupil can work in any group size and be open to the ideas of all within the group. Contributes ideas and helps shape the ideas of others.	Pupil can take part in whole class activities with a sense of ensemble, remaining sensitive to group dynamics.	Pupil can work productively in a variety of settings from pairs to large group work.	Pupil can listen to the ideas of others and act upon them. They are willing to give and take direction.	Pupil can listen to the ideas of others and make comments upon those ideas. They are open to the ideas of others.	Pupil can listen to the ideas of others and share some of their own ideas.
Evaluation	Pupil can confidently describe the level of effectiveness of key performance skills and techniques demonstrated in a performance.	Pupil is able to make decisions about which skill or technique should be used in performance and make assumptions about outcomes.	Pupil is able to identify which skill or technique might be suited to a particular performance.	Pupil is beginning to comment upon the effectiveness of performance and can offer an explanation as to why.	Pupil can make detailed comments on specific skills and techniques used in a performance.	Pupil can make basic comments on specific skills and techniques used in a performance.	WWW/EBI is embedded as a technique of evaluation.	Pupil can make more detailed reflections upon their own practical work and that of others using WWW/EBI.	Pupil can make basic reflections on their own practical work and that of others.

GCSE Drama

Specification

- The department follows WJEC/EDUQAS GCSE Drama.
- Feedback references published assessment objectives and mark schemes.

Practical Work

- Verbal feedback during rehearsals linked to success criteria.
- Peer feedback encouraged and recorded where possible (e.g., OneNote or feedback sheets).
- Pupils are expected to act on feedback in subsequent rehearsals.

Written Work

- Marked in OneNote using examiner-style comments and band descriptors.
- Grades reflect current performance against GCSE standards.
- Feedback includes:
    - Explicit reference to AO1–AO4.
    - WWW and EBI comments.
- Pupils must respond to feedback and show improvements in subsequent work.

A Level Drama & Theatre (Edexcel)

Specification

- The department follows Edexcel A Level Drama and Theatre.
- All assessment and feedback align with official marking criteria and assessment objectives.

Component 1: Devising

- Pupils maintain rehearsal logs and portfolios in OneNote.
- Teachers provide formative comments throughout development.
- Final portfolio submission receives detailed written feedback referencing AO1–AO4 and a band mark.

Component 2: Text in Performance

- Practical performances assessed using Edexcel criteria.
- Peer and self-evaluation integrated into lessons.
- Teacher feedback is verbal during rehearsals and recorded after performances.

Component 3: Theatre Makers in Practice (Written Exam)

- Practice essays and timed responses marked in OneNote.
- Feedback includes:
    - Band level achieved.
    - WWW and EBI comments.
    - Explicit reference to assessment objectives.
- Pupils given time to respond and improve answers.

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.

Pupils 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. Pupils 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	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.

		and complex ideas, as appropriate.		
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. Pupils 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	Uses a limited range of vocabulary and may make	Uses only a limited range of structures and may make

		organisation; it may be repetitive	noticeable errors	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 pupils' 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. Pupils 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 pupils how and why a piece of work is marked in one of the specific ways above, so pupils 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 pupil's individual needs. As skills are developed, pupils are encouraged to feed forward rather than back, using comments to develop their own learning. Marking should demonstrate a sense of dialogue between pupil and teacher, so that pupils 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.

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

- pupils' work is organised well so that they can find their work and resources quickly;
- pupils 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.

Pupils 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 pupils 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 pupil'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 pupil progression. As part of this deep-marking process, pupils 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 pupils' Notebooks.

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

GCSE

The policy on deep marking for GCSE pupils 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 by each of the two teachers 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 pupils at the teacher's discretion. Time is built into lessons for detailed feedback and target setting. Throughout the A-level course, pupils 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 pupils, but a representative selection should be made. Pupils 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 – Geography Department Feedback Policy

Our aim of feedback is to ensure that pupils can improve their work and make progress. Feedback will highlight what pupils have done well which will build their confidence but also show them where and how they can improve.

The Geography Department uses grades 1 – 9 for Juniors and Third form to show what Geographical Skills pupils can carry out and how they can apply their Geographical Knowledge

At Key Stage 4 we use GCSE grading 9 – 1 which aligns with GCSE grade boundaries.

At Key Stage 5 A level grades A* - E are used which align with A level grade boundaries.

When work is marked pupils will be given a WWW (what went well) comment showing what they have answered successfully and then an EBI (even better if) question which they will then answer which will develop their original response.

Junior and Third Form

For The Juniors and Third Form their end of unit assessments will be assessed and given a grade along with a WWW and an EBI task.

Class work and prep will be checked and specific comments on how the pupil can improve for next time and up to three spelling corrections (focusing on technical terms) will be provided when necessary.

The grade given correlates to the guidance below: -

Grade	Knowledge and Understanding	Enquiry Skills	Map Skills Progression	Examples of Real-World Application
1	Uses basic key terminology and has limited knowledge. Can identify.	Answers basic questions when prompted.	Can point to simple features on a map with support.	Can identify a river, mountain, beach, town, field.
2	States simple facts about places and environments.	Begins to ask simple questions about a location or idea.	Locates major features on a map with some accuracy.	Can say that the river is near the mountains because the water flows downhill.
3	Recognises physical and human Geographical features and simple patters.	Suggests basic questions about places.	Uses compass directions and scale with support.	The town is located near the coast as people need to fish to feed themselves.
4	Describes features and processes relating them to location.	Suggests relevant questions and begins to organise information.	Uses map symbols, keys and scales accurately.	The town is on flat land near a river which makes it a good location for farming.
5	Explains links between physical and human features and processes.	Selects appropriate sources and begins structures investigations with support.	Uses maps and resources effectively to support explanations.	The town grew near the river because it provided water for crops and to transport goods.

6	Analyses patterns and processes at different scales.	Creates own route to enquiry and uses various evidence.	Uses a wide range of maps and data accurately, including thematic maps.	Flooding in this area is linked to deforestation upstream and climate change.
7	Assesses causes, consequences and solutions to global issues.	Critically assesses sources and viewpoints.	Applies advanced map skills independently (e.g., choropleth, proportional symbols).	Building a dam will reduce flooding but may harm ecosystems and displace communities.
8	Evaluates complex interactions between people, places, and environments.	Designs independent investigations with clear hypotheses.	Integrates data from multiple maps and sources, including global datasets.	Urbanisation increases flood risk because impermeable surfaces prevent water absorption.
9	Synthesises knowledge to evaluate sustainability and global interconnections.	Develops and tests hypotheses; presents substantiated, balanced judgements.	Uses GIS and advanced mapping tools; can interpret complex spatial data critically.	Climate change adaptation strategies must balance economic growth with environmental protection; evidence from IPCC reports shows...

GCSE Marking

At GCSE, pupils are given GCSE exam-style questions and so follow the marking criteria as set out by the exam board. End of unit assessments will be created using past examination questions and will be marked using exam board mark schemes. There will be regular knowledge recall tests throughout the year which will be marked and given a percentage but not a grade. All end of year examinations and mock examinations will be past examination papers and will be marked and graded using published grade boundaries from the examination board. Prep will often be an examination question relating to content covered in the lesson and this will then be marked and feedback given. When completing coursework pupils will be given feedback on sections which they can then improve ready for the final submission.

A Level Marking

Pupils will be given A level exam questions throughout the teaching of each topic to allow pupils to become familiar with the structure of questions and answers. When these are marked, they will be given a WWW comment and then an EBI question which they will then answer to develop their original response to the examination question. They will sit end of unit assessments which will be past examination questions and will be marked using CIE mark schemes. All end of unit assessments and mocks will be past examination papers and will be marked and graded using published grade boundaries from the examination board.

Appendix 1 - History Department Feedback Policy

The aim of feedback in the department is to provide all our pupils with effective feedback which will help them improve their learning and build their self-esteem. Our pupils 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. End of year examinations and mock examinations will be graded in accordance with the published grade boundaries from the examination board.

2. Encouraging success

To ensure our pupils understand 'quality' teachers should gather good examples of work for each key stage. Each teacher will develop their own folder and these resources can be shared with pupils 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. End of year and mock examination results will be collated by the Head of Department to review against TAGs. Each member of department will have notes in relation to the learning support register. It is expected that the school sanction policy will be applied to any pupil who misses deadlines. Pupils who regularly miss deadlines should be brought to the attention of the Head of Department and the tutor to discuss possible intervention.

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. When using sources builds valid analytical inferences with consistent support and	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	Ex	Outstanding effort made to listen, research, read, communicate and participate in learning. Forms valid genuine opinion on subject content. Pupil continually demonstrates

	reference from the sources content. Is able in linking source to question. Provenance of the source may be taken into account.	will take place. Pupil will demonstrate an awareness of success criteria.		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. 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.	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. Pupil 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. 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.	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. Pupil 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. Sources are used with some confidence to support statements. Some, mostly accurate inferences are made	Clear and confident written communication, making use of grammatical convention. Secure in checking back through work and correcting.		

	and details from the sources are identified through quotations/observations.			
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. Sources are used to support overall answers, with some references made to the sources content in the form of quotations/observations.	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 food standard. Pupils 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 reference to the sources- however, may be limited in scope or understanding.	Makes some effort to form full sentences and make use of historical key terms, although this may well be inconsistent throughout.		
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 11 – 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 pupils 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;
- Each project is prefaced in OneNote with a task sheet identifying all the tasks that a pupil may complete during that project. Not all pupils or classes will complete all tasks – the range is there for extension and differentiation. Teachers may annotate directly on the work and/or add a comment. Pupils will be given time to action the comments – if they do so they are encouraged to write a comment in the task sheet;
- Work completed in class and worksheets are often peer marked and feedback given by the pupils 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 pupils are informed of the marking criteria prior to the project. The feedback is very detailed against the criteria and the pupil is expected to apply the feedback, where relevant, to the next major project.

GCSE

- Pupils 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 OCR marking policy. Pupils will make their own corrections in OneNote.

CIE Cambridge Technicals L3 / AAQ

- Pupils 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 OCR exam appropriate guidelines and minor corrections made on the paper. Pupils will make their own corrections in OneNote;
- Pupils 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 pupils are progressing using trackers and pupils will self-assess against the marking criteria;
- Feedback can be given but must be recorded against each pupil.

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 12 - Learning Support Feedback Policy

The aim of providing pupils with feedback must be to improve pupil 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 pupil, a group or a class, and will provide pupils 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 pupils' work. There is no requirement for you to grade a pupil's work.

- Pupils' 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 pupils' work, teachers must consider:

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

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.

Appendix 13 – 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 pupils should be used to inform pupils of their progress and to set targets that would indicate how pupils can make and show progress in a topic.

Marking will be monitored to ensure that all staff use opportunities to feedback to pupils 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 pupil's work with suitable targets to help address the problem and also when a pupil is exceeding expectations.

Pupil views on marking and assessment in Mathematics will be sought and this will be acted upon where appropriate. Pupils' involvement in the assessment process is vital. We encourage pupils 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 (Juniors)	Once a week, topic dependent. 1 will be a research/ learning piece of work/Kahoot/Flipped learning prep for an assessment. 1 will be an exercise to consolidate class learning, it will be set using Assignments and its grade will be recorded by the teacher.	Teachers will set on OneNote and mark in accordance with the criteria	The research piece will be assessed with an effort grade (using the 1 – 3, EX, ME and RI scale and the departments' guidelines). It is recommended that the sticker in Appendix I is used. Pupils can then see how this will link to their grades. The consolidation piece will be assessed using an effort grade and a 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	Pupils will be given both a formative comment providing targets and an effort grade. Where

		but due to timetabling this might not always be possible.	appropriate a mark or percentage may be given. Again, the template in Appendix I should be used so pupils are given summative and formative comments
Fourth and Fifth Form	Pupils 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, pupils 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. Pupils will also receive an effort grade for this work. Again, the template in Appendix I should be used so pupils are given summative and formative comments
Sixth Form	Each class teacher will set one piece of prep that consists of examination style questions for their module. In addition to this, pupils will be asked to complete textbook exercises that can be self-marked by the pupil.	Weekly	Pupils will be marked using examination guidelines and will be given a mark where appropriate. Pupils 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. Again, the template in Appendix I should be used so pupils are given summative and formative comments

Pupil Response

In order to give a full 360° experience, it is important that pupils 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 to check that pupils are responding at regular intervals.

Recording of Marks

Staff will record marks in their own personal mark books. (Ideally Excel).
These will include pupils' 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 database so that the HoD can use this data to give appropriate assessment grades for monitoring. This will be found on the Departmental Spreadsheet.

Methods of Assessment

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

Day to day

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

- Check that pupils are developing mental skills: for example, that they can recall mathematical facts, estimate, calculate mentally, and use visual imagery.
- Check that pupils 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 pupils.
- Peer- and self-assessment.
- Pupil 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 pupils demonstrate their attainment. This constitutes an 'intelligent' differentiation. Its purpose is to:

- Review pupils' progress over the previous cycle of work in relation to assessment criteria and therefore national standards.
- Identify pupils' progress against specific individual targets, so you can give pupils 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 pupils' progress and attainment against school and national targets, based on periodic assessment, and using tests from national sources. Its purpose is to:

- Assess pupils' work against national standards.
- Formally recognise achievement.
- Give supplementary information about pupils' 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 pupils' 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 pupils and parents. They will be graded on these tests alongside teacher judgement. Pupils 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.

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.

Appendix I

TEACHER

Effort		Attainment
EX (Excellent)		
ME (Meeting Expectations)		
RI (Requires Improvement)		

Teacher/Pupil Comment:

Appendix 14 – 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 pupils are given a week to complete it. Pupils 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 a bright colour so that the teacher's comments are highly visible.

Some feedback is recorded for pupils with dyslexia.

Marking coursework

Some of the media coursework is practical work created on Photoshop. Screenshots are placed on a pupil'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 at the end of a topic. Marking includes a comment related to the mark scheme and with targets and amendments for improvement.

Appendix 15 – 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;
- Pupils 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 pupil 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 pupils with specific learning needs;
- Pupils 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, pupils 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 16 - 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.

Pupils 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 pupils 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 is 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 pupils 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 pupils 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

- 15 mark questions
- 30 mark questions

Speaking

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

- Role play
- Reading aloud
- Photo cards
- General conversation

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 17 – Music Department Feedback Policy

The nature of Music means that departmental feedback to pupils is constant and continuous and delivered in a number of forms. Oral feedback in class forms a major part of the pupils 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 pupil and writing down advice and comments during or following a verbal feedback session to back up what has been said;
- Asking the pupil 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 pupil 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 pupils understanding as to what level they are achieving and what the next step might be. As at this level, the pupils 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 pupils to continue with the development of their work without interruption.

Each visiting Music staff (VMS) keeps records of a pupil'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. Pupils should understand where the marks are lost and to what they should do to improve the situation.

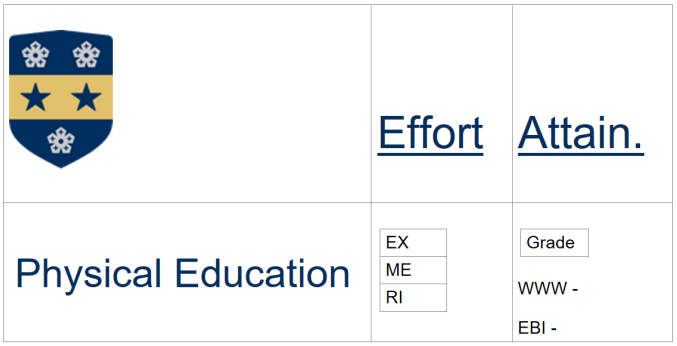
Appendix 18 – Academic PE Department Feedback Policy

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 pupils doing topic test.
   Informal checks throughout lessons;
2. Marks recorded in OneDrive on spreadsheet for tests/exams – traffic system used to highlight underperforming pupils – 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 pupil in OneDrive.

What will marking look like?

1. Peer assessment/self-assessment – pupils write comments on work;
2. At beginning of year – grade boundaries given on sheet with current TAG boxes – pupils put in Tests/Exams folder in ONENOTE;
3. Success criteria – pupils 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 pupil 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 pupil 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), pupil's response by comment or corrections/additions;



7. Use of marking sticker .
8. Literacy and numeracy – staff should correct spelling and numerical mistakes at least in line with the English Department's advice and SEN.

Pupil's response

1. Pupils 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. Pupils 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, pupils will complete a metacognition feedback sheet in their Tests Exams folder.
3. Pupils 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 19 - Physics Department Feedback Policy

Frequency of marking

For Third Form and GCSE, marking should be carried out on a fortnightly basis and A-Level should be weekly at a minimum. OneNotes should be checked regularly, and completion of classwork e.g. notes, should be monitored.

Form	Frequency	Example content	Assessed				
			Effort	Grade	Score	Fdbk	Self mark
Third	1 per week	Revision, learning, research or reading	✓				
		Educake/Forms quiz			✓	✓	
GCSE	1 per week	Revision, learning, research or reading	✓				
		Completing lab work				✓	
		Questions from textbook					✓
		Educake/Forms quiz			✓		
		End of topic examination questions to be used before in class assessment		✓		✓	
A Level	2 per week minimum	Use of Kerboodle worksheets and interactive assessments.			✓		
		Completing lab work				✓	
		Old specification end of chapter worksheets.					✓
		Examination practice questions		✓		✓	

Recording marks

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

Teacher feedback

Teacher feedback should be written on pupil work, on a feedback sheet or in teams on the assignment if appropriate and comments should be formative. 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.

Mark	Meaning	Pupils' response
sp	Spelling/grammar	Correct the mistake
^	Omission	Fill in what is missing
?	Not understood	Rewrite their work neatly or rephrase wording
Workings	Workings not shown	Show all workings clearly

Do not require a pupil response:

pot	Power of ten error
ecf	Error carried forward
BOD	Benefit of the doubt
NBOD	No benefit of the doubt
	Consider what the mark was awarded for

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 pupils. Pupils should complete the feedback section on the analysis sheet, identifying areas of strength (WWW) and setting targets (EBI).

Teachers should carry out checks of OneNote to ensure work is kept organised and is completed to a satisfactory standard.

Pupil feedback

Pupils should be given time to respond to teacher comments. Corrections and comments should be done in a coloured pen on the page of work or on feedback sheets provided. Pupils 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 where scanned copies of completed assessments are also kept.

Appendix 20 - 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 pupils 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 pupils 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 pupil has a laptop/word processor concession or if the use of a laptop is regarded as the pupil's normal way of working. If the pupil 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 pupil 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) pupils 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 pupils will be required to respond to these comments in OneNote.

Appendix 21 - 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 pupil should have a copy of this on One Note. The aim of this is to give a more in-depth response to pupils' work. Teachers will write a least one code at the end of pupils' work and it is the pupils' responsibility to write/type the comment attached to the code into their books. The aim of this system is to help pupils 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 pupils 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 pupils at the beginning of the year. At the end of each topic pupils will have the opportunity to collate all their comments and consider what they do well and what they need to do to improve;
- Pupils 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.

Appendix 22 - C-tech Sport department Feedback Policy

Keeping records

1. How often are we going to mark?
   Informal checks throughout lessons
   Pupils work will be marked when deadline dates are handed in
   Homework/task to be set once a week. – this is to be marked once a week when submitted. (this can be new work or corrections over previous work completed)
2. Marks recorded in OneDrive on spreadsheet for each section in each unit– traffic system used to highlight underperforming pupils – encouraged to attend lunchtime clinics (lunch or break time/free study periods).

What will marking look like?

1. Peer assessment/self-assessment – pupils write comments on work; work criteria will be shown to them for this to be completed.
2. At beginning of year – Units and baselines are given to pupils, course is explained. TAG boxes are filled out with target grade from discussion with teacher and pupils
3. Success criteria – Pupil will be given blue points for good work. And informed from grades they have passed that section and to what grade through writing P- passed M – Merit, D - Distinction
4. Progress is shown on One drive spreadsheet - red – highlights pupil underperforming and clinic needed to catch up, Green indicates above tag, orange indicates achieving tag
5. In graded work, number of unit block met will be written on their work meaning that have passed that section or met with the criteria of the section
6. Comments at bottom of each work, or respond to the email of work –
    1. Effort grade given UN, BE, AC, GD, EX.
    2. WWW (what went well)
    3. EBI (even better if), pupil's response by corrections/additions to their work
    4. Comments on the missing work in red test for areas they need to complete to ensure they understand what they need to do next.
7. Literacy and numeracy – staff should correct spelling and numerical mistakes at least in line with the English Department's advice and SEN. If there is a lot of mistakes comment should be made to pupil in EBI to go through and check.

Pupil's response

1. Pupils 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. Pupils 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 22 - Junior Science Feedback Policy

Frequency of marking

Junior science teaching involves all three disciplines commonly taught by a single teacher, occasionally split between two teachers.

The following frequency table should be followed for both 1st and 2nd form (Junior Science):

General Marking		Key Marked Work Examples
Prep	Set approximately once a fortnight and marked with a clear task/question requiring a response.	Consolidation worksheets, Onenote prep sheets
Self-Feedback	Pupils should be provided the opportunity to complete self-feedback once a week	Practise questions on each topic, small quiz, plenary etc
Forms Quiz	Can be completed in or out of lesson, with marking automatically generated and then checked by subject teacher. At least one set per half term.	Recall Quiz, some EOT Tests
Key Skills	Any key skills tested such as practical completion and analysis should be marked with major errors highlighted for improvement.	1st and 2nd form undertake a skills-based workshop in the first term- this is paired with a marking rubric

Key Skills Rubric

In order to introduce pupils to the scientific method in terms of undertaking experiments and the following methodologies or evaluations, pupils in both 1st and 2nd form complete a series of lessons on key scientific skills such as graphical drawing, taking measurements and report writing. This culminates in the production of a Junior Science Practical Report that is then assessed according to the rubric below.

Category/Score	Score 1	Score 2	Score 3	Score 4
Practical Report Plan	**Very limited or missing**: Little or no effort to identify variables or hypothesis	**Incomplete or vague**: Some elements were incorrect or vaue	**Mostly clear**: Hypothesis and variables were mostly clear but minor error made (e.g. hypothesis unclear)	**Detailed, clear, and complete**: Clear and correct with viable hypothesis
Graph	**Incorrect or missing**: No graph provided or graph is highly inaccurate or incorrect	**Several errors**: Incorrect graph type used or significant errors in labeling, units, or data points.	**Mostly accurate**: Correct graph type used, but some minor issues with labeling or plotting.	**Accurate and well-labeled**: Correct graph type used, axes labeled with correct units, and data points plotted accurately.
Discussion and Conclusion	**No conclusion or incorrect**: No valid conclusion/discussion or does not reflect results.	**Basic or unclear**: One or both are very brief or only partially reflects the results, with minimal reasoning.	**Reasonable conclusion/Discussion**: Conclusion somewhat explains the relationship based on results but lacks depth or reasoning.	**Insightful and evidence-based**: Conclusion clearly explains the relationship between height and bounce time, based on results, with reasoning. Discussion reflects results well.
Completing Practical Scientifically	**Unscientific**: Failed to follow procedures or complete the practical activity correctly, unsafe or careless handling.	**Several issues**: Struggled to follow procedures or made frequent errors in handling materials or taking measurements.	**Mostly scientific**: Followed procedures with minor errors, some inaccuracy in measurements or handling of materials.	**Highly scientific**: Followed procedures carefully, took accurate measurements, worked safely and efficiently throughout the experiment.

Recording marks

Marks should be recorded in the centralised mark book in the Junior Science shared area for whole year group assessments, the first term skills-based workshop and the 1st form project. It is also advised that teachers keep a separate record of marks in Excel.

Teacher feedback

Teacher feedback should be written on pupil work, on a feedback sheet or in teams on the assignment if appropriate and comments should be formative. 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:

Mark	Meaning	Pupils' response
sp	Spelling	Correct the mistake
g	Grammar	Correct the mistake
Task	Pupil task	Complete the task/questions set
&	Next level	Respond to question or research
^	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

Pupil feedback

On completion of an assessment pupils should complete feedback on end of topic tests, identifying areas of strength (WWW) and setting targets (EBI).

Pupils should be given time to respond to teacher comments for general preps. Corrections and comments should be done in a coloured pen on the page of work or on feedback sheets provided.