

# ST GREGORY'S CATHOLIC COLLEGE



## FEEDBACK POLICY

### Key Information

<b>Title</b>	<b>Feedback Policy</b>	
Prepared By	Michael Leaman (Co-chair Teaching & Learning Working Group)	Date 29.10.21
Checked By	Jo Tidball (Director of Studies)	Date 24.11.21
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### Version History

<b>Version</b>	<b>Date</b>	<b>Amendments</b>
V01.0	29.10.21	First Issue for Review
V01.1	17.2.22	Acronym guide added

At St Gregory's we are committed to providing the highest quality of learning and teaching both in and out of lessons. We strive to give our students a depth of learning that allows them to build their learning on solid foundations.

### **Our Mission**

Every child is created in the eyes of God and each is uniquely gifted. As a Catholic school, our aim is to promote the dignity and wellbeing of every child and ensure that they flourish in the course of their journey with us in a safe, happy and enriching environment. We aim to provide our students with the personalised deep feedback which will help to develop their skills, knowledge and understanding.

### **Rationale**

All feedback should:

- Inform student progress
- Have a positive impact on student outcomes
- Be a good use of teachers' time

Any marking should **be meaningful, manageable, motivating and memorable.**

### **Principles**

- Teachers should only write in a student's book if it is going to impact on progress.
- The more immediate the feedback the greater the impact.
- All subject areas have identified their own feedback standard in terms of regularity, taking into consideration the frequency of lessons, and the nature of the subject, i.e. practical/theory based.
- Heads of Faculty, Heads of Department and the Senior Leadership Team will quality assured marking and feedback, and provide appropriate support.

### **DIRT**

- Dedicated Improvement and Reflection Time (DIRT) is used appropriately to provide meaning to feedback.
- Meaningful marking in exercise books will usually take the following format:
  - WWW (What went well) = your successes in a particular piece of work. This should be subject specific, personalised and meaningful. For example, "Excellent use of historical terms, Rosie. This is a real improvement since last assessment". General comments such as "Well done for underlining the title" should be avoided.
  - EBI (Even better if) = some feedback that will help you to improve a similar piece of work. A question here is the most effective way of encouraging an extended response. Rich questioning should extend learning. Students should be encouraged during 'DIRT time' to add a comment. Simple admin tasks like sticking in sheets should be avoided for EBI.
  - Comment/Student Response: Students should be allowed time to write a written response to feedback given answering the question or completing the task set by the teacher, demonstrating that they understand how to improve on the work or on future work.

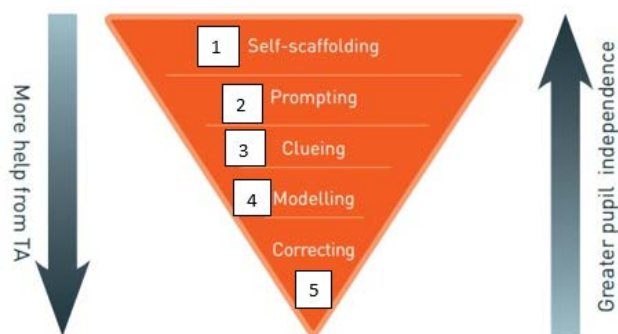
### **What is expected in books (for subjects with books)**

- There should be evidence of students responding to feedback that has been given. This is often done by providing 'DIRT time' in lessons for students to respond or setting a homework where students can reflect on their progress in more detail.

- A light touch ‘tick and flick’ may be appropriate for day-to-day work;
- Regular formative assessment with detailed comment marking that provides students with clear guidance about how to improve the quality of responses but where no formal grade or level is given – all staff should use the www/ebi format;
- Regular summative assessments at the end of modules/units which give an indication of students’ current progress or grade
- Use of resources that make explicit the next steps for learning such as progress ladders, student friendly mark schemes and assessment criteria;
- Students’ involvement in the marking process through peer and self-assessment and reflective comments about progress and attainment.

### Learning Support Assistant Support:

- Some students may require additional, adaptive support and feedback in lessons, e.g. from a Learning Support Assistant.
- At Saint Gregory’s we have adopted the principles of the ‘Scaffolding Framework for Teacher-TA Pupil Interactions’ from the Education Endowment Foundation.
- In order to support teachers with their assessment of student progress in individual activities and over time, Learning Support Assistants will draw a triangle in the student’s book with the relevant number from the scaffolding framework, as appropriate to the task / learning activity.



### Marking for Literacy Codes

- The following codes are used across all subjects for providing additional feedback regarding literacy.
- The aim of this school-wide approach is to ensure high quality written communication within every subject area.
- The symbols opposite should be annotated, where relevant, on students’ written work to show students where they need to improve.
- Teachers will be wary of writing too many literacy codes on a single piece of written work, to avoid demotivating students.

Sp	Check your spelling, correct it and write correct spelling three times.
Gr	Inaccurate grammar. Check word order, verb tense, subject-verb agreement.
P	Punctuation error. Make a correction. (commas, full stops, semi-colons, colons, question marks, exclamation marks).
//	Use a new paragraph here.
?	Not clear. Rewrite this short section again to improve your expression.
^	A word is missing here. Reread and add the correct word.
✓✓	Exceptionally good point or use of language.
Voc	Use more specific or sophisticated vocabulary.
D	You need to add more detail.

## Individual Policies

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## Type and frequency of feedback in Art and Photography

Key Stage 3	Key Stage 4	Key Stage 5
<p>Recap activity to start lessons for recall of previous learning (DIRT); instigating a deeper knowledge and understanding; introducing a development of the project.</p> <p>Verbal feedback is given in each lesson where needed.</p> <p>Written feedback is given through task-specific feedback slips (www/ebi) to develop their work and/or via Google Classroom at relevant intervals. At least three times a year.</p> <p>Students are graded termly based on the work produced during that time period (the grade is written in to the progress tracker in sketchbooks and students write a summative assessment with a www/ebi).</p> <p>Self-assessments/evaluations are used through the curriculum.</p> <p>Student work will be marked in line with the school's grading policy for key stage 3.</p>	<p>Recap previous learning; instigating a deeper knowledge and understanding; introducing a development of the project.</p> <p>Verbal feedback is given regularly as a whole group and to individuals where needed.</p> <p>Written feedback is given through task specific feedback slips and in line with AOs (www/ebi) and/or via Google Classroom at least six times a year.</p> <p>In Fine Art Year 11 students have progression checks each term which can also tie in with mock exams results.</p> <p>In Photography written feedback is usually provided digitally, online (on Google Classroom). This tends to happen at regular intervals, depending on tasks. This is usually in the form of a www/ebi, as per school policy. Full written feedback is given at the end of a project and a grade awarded in line with and informed by the AOs.</p> <p>Opportunities for self-assessments/evaluations are used through the curriculum and relevant sentence starter sheets help guide students in this.</p> <p>Summative assessments are completed at the end of a project and at key assessment points throughout the year.</p> <p>Student work will be marked in line with the school's literacy policy as well as Art and Design AOs (In</p>	<p>Starter recap of previous lessons for recall of previous learning; instigating a deeper knowledge and understanding; introducing a development of the project when required.</p> <p>Fortnightly tasks are set and in Fine Art work is marked on a termly basis with detailed written feedback against specific AOs.</p> <p>In Photography feedback is usually provided digitally, online (either in a spreadsheet, tracker or on Google Classroom or equivalent). This happens at regular intervals, depending on tasks. This is usually in the form of a www/ebi, as per school policy.</p> <p>Opportunities for peer and self-assessments/evaluations are used through the curriculum and relevant written notes guidance is given to students to aid them in self-assessment.</p> <p>Forecast grades are given linked to student abilities and expected performance</p> <p>Current attainment grades are given based on previous assessments and their performance currently.</p> <p>One to one feedback is given verbally regularly to each student during lesson times.</p> <p>Feedback is given regarding progression linked to AOs through task specific feedback slips in Art. Feedback is given relating to AO task sheets and the progression towards their forecast grade. Student work will be marked in line with the school's Literacy Policy as well as Art and Design AOs.</p>

	Photography digital feedback will highlight any glaring grammatical errors and students are encouraged to spell-check their work.)	
<b>Quality Assurance</b>		
<p><b>KS3: Head of Department</b> Ensure consistency in the delivery of schemes of work through:</p> <ul style="list-style-type: none"> <li>• Week by week PowerPoints.</li> <li>• Detailed schemes and deadlines.</li> <li>• Resources/ exemplars</li> <li>• Management of materials relating to the schemes.</li> <li>• Examples of good practice.</li> <li>• Development of G&amp;T PP is ongoing and features in differentiation of tasks, materials, teacher feedback and attention.</li> <li>• Termly 'progress checks' of class books and outcomes.</li> <li>• Review and refine schemes of work to ensure a broad curriculum that covers main artistic practices.</li> <li>• Enabling career opportunities in the creative sector.</li> </ul>	<p><b>KS4: Head of Department</b> Ensure consistency in the delivery of schemes of work through:</p> <ul style="list-style-type: none"> <li>• Week by week PowerPoints.</li> <li>• Detailed schemes and deadlines.</li> <li>• Resources – Art and Photography student packs.</li> <li>• Management of materials relating to the schemes.</li> <li>• Examples of good practice at GCSE and A Level.</li> <li>• Development through the curriculum and targeted support for G&amp;T, PP and under achieving students.</li> <li>• Links with outside providers and external opportunities such as Art trips to galleries.</li> <li>• Termly 'progress checks' of class books and outcomes.</li> <li>• Review and refine schemes of work to ensure a broad curriculum that covers main artistic practices.</li> </ul>	<p><b>KS5: Head of Department</b> Ensure consistency in the delivery of schemes of work through:</p> <ul style="list-style-type: none"> <li>• Y12 Summer Project</li> <li>• PowerPoints relating to each experimental area in project 1 (Fine Art and Photography A Level)</li> <li>• Detailed schemes and deadlines. - Resources</li> <li>• Art student packs.</li> <li>• Management of materials relating to the schemes.</li> <li>• Examples of good practice at A Level.</li> <li>• Development through the curriculum and targeted support for G&amp;T, PP and under achieving students.</li> <li>• Promotion of independent learning, research and exploration – e.g. Gallery and Museum visits.</li> <li>• Links with outside providers and external opportunities such as visiting artists, post-16 tutors for a local college and Museum and Gallery visits.</li> <li>• Progress checks, task sheets and deadlines are made clear for students and staff.</li> <li>• End of year exhibition (as well as mini online exhibitions during lockdown).</li> <li>• Weekly conversations for learning with each student to encourage, inspire and ensure the development of their work.</li> </ul>

## Type and frequency of feedback in Computer Science

Key Stage 3	Key Stage 4	Key Stage 5
<p>KS3 will be split up into six strands. Work will be carried out throughout KS3.</p> <p>Every lesson starts with an engagement activity where students respond to a question based on recall of previous learning – <b>Instant feedback is given (Verbal)</b></p> <p>Summative feedback given with areas for improvement at the end of each strand of work – <b>Recorded digitally on the departmental Tracker.</b></p> <p>Meaningful Extended Learning will be set within each strand so that development of skills can be assessed appropriately – <b>Using a range of teacher, peer and self-assessment (Verbal and Written)</b></p> <p>Every student is given a Personal Learning Checklist (PLC) that the students independently use to track their understanding – <b>Teacher feedback is given and signed off when work is complete (Verbal and Written)</b></p>	<p>Every lesson starts with an engagement activity where students respond to questions based on recall of previous learning – <b>Instant feedback is given (Verbal)</b></p> <p>Students are required to make notes in exercise books and carry out activities within each unit of work – <b>Verbal Feedback is given on their activities and books are scrutinised on a three weekly basis.</b></p> <p>There are end of unit tests – <b>Marks and grades are given based on official OCR grade boundaries – Summative Assessment</b></p> <p>NEA coursework is done over a 20 hour period – <b>This is marked and graded but this grade does not count towards the overall grade for the subject.</b></p> <p><b>NOTE: Every student is given a Personal Learning Checklist (PLC), that the students independently use to track their understanding</b></p> <p><b>We encourage regular:</b></p> <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Peer assessment</li> </ul>	<p>Students have an empty workbook for each topic where they have a structured learning record (SLR). These are matched to the theory content of the specification and any clarification documents. Key questions challenge students and help them to see the bigger picture - <b>Using a range of teacher, peer and self-assessment (Verbal and Written)</b></p> <p>Every lesson will start with an engagement activity where students respond to questions based on recall of previous learning – <b>Instant feedback is given (Verbal)</b></p> <p>There will be end of unit tests – <b>Marks and grades will be given based on official AQA grade boundaries – Summative Assessment (Recorded digitally on the departmental Tracker)</b></p> <p><b>NOTE: Every student will be given a Student Revision Checklist (SRC), which the students will independently use to track their understanding.</b></p> <p><b>We encourage regular:</b></p> <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Peer assessment</li> </ul>
Quality Assurance		
<p>Department progress checks conducted at the end of each strand on pieces of work across KS3 groups. This will generally be done at the end of term, based on new skills and software being delivered during a series of lessons.</p> <p>A Departmental Tracker is used to track students' progress.</p>	<p>Range of students work will be internally moderated by the department after the completion of each end of unit test.</p> <p>Moderation of NEA coursework to be conducted on a Learning Object basis – <b>completed by department.</b></p> <p>A Departmental Tracker is used to track students' progress</p>	<p>Range of students work will be internally moderated by the department after the completion of each end of unit test.</p> <p>Moderation of NEA coursework to be conducted on a Learning Object basis – <b>completed by department.</b></p> <p>A Departmental Tracker is used to track students' progress</p>

## Type and frequency of feedback in English

In English we adopt a systematic approach to assessment, marking and feedback:

- Our aim is to make student progress and development of skills highly visible to the student
- Our aim is to help the students understand how they can achieve the best results in each unit of study
- Our target setting and feedback should challenge all students to improve and progress
- Our target setting is clear and identifies the next steps in students' learning
- Our DIRT work allows students time to develop their next steps

Our exercise books:

Class books – KS3 **Orange**, KS4 **Red for Literature**, **Green for Language**

- Day-to-day work
- Notes copied from the board, planning, spelling tests, model paragraphs, mind-maps...
- Regularly taken home for homework and for parents to check
- 'Cold' and 'Hot' task for each topic, and differentiated DIRT work between the 'Cold' and 'Hot' task
- Contains a 'Progress Tracker' enabling student to track own progress
- KS4 mock exams will be on paper and kept in a folder (these will be released to students, for revision, before their exams)
- KS5 students will have a folder (or folders) for their notes and classwork. This should be clearly divided into topics. An overview, with assessment objectives, will be given to students at the start of the course. KS5 students will complete assessments on paper which will be kept in a folder in school OR use an assessment book.

KS3	KS4	KS5
<ul style="list-style-type: none"> <li>• Two key assessments, one towards the start of term (Cold Task) and one towards the end of the term (Hot Task), are deep marked with individual targets for improvement provided (a clear WWW and EBI). Teachers only write comments in books that will lead to progress. Coded marking can be used. For Speaking and Listening units, a top sheet with a WWW and EBI and level will be provided.</li> <li>• Assessment objectives for the unit (reading, writing or speaking listening) will be clearly shared with students (these are visible on cover sheets at the start of the unit).</li> <li>• A Cold Task will usually be a shorter piece of writing. This will be given a teacher WWW and EBI (codes may be used as well as typed feedback grids).</li> <li>• Students will complete DIRT work reflecting and working on their EBI target/s. This will be completed in purple pen and will be completed after their Cold</li> </ul>	<ul style="list-style-type: none"> <li>• Two key assessments, one towards the start of term (Cold Task) and one towards the end of the term (Hot Task), are deep marked with individual targets for improvement provided (a clear WWW and EBI). Teachers only write things in books that will lead to progress. Coded marking can be used.</li> <li>• Assessment objectives for the unit (reading, writing or speaking listening) will be clearly shared with students (these are visible on cover sheets at the start of the unit).</li> <li>• A Cold Task will usually be a shorter piece of writing. This will be given a teacher WWW and EBI (codes may be used as well as typed feedback grids).</li> <li>• Students will complete DIRT work reflecting and working on their EBI target/s. This will be completed in purple pen and will be completed after their Cold Task. This lesson (or part of a lesson) aims to make students aware of their skill deficits and how they can improve them to show progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Two key assessments per topic, one towards the start of term and one towards the end of the term, are deep marked with individual targets for improvement provided (a clear WWW and EBI). Coded marking or copies of the appropriate mark scheme can be used. KS5 classes have two teachers. If different topics are being covered, it could be possible for 2-4 marked pieces per term.</li> <li>• Assessment objectives for the exams will be shared with students and kept in their subject folders.</li> <li>• A first task on a new topic will usually be a shorter piece of writing. This will be given a teacher WWW and EBI (codes may be used as well as typed feedback grids). This may be completed as a homework task and will not be graded.</li> <li>• Students will complete DIRT work reflecting and working on their EBI target/s. This will be</li> </ul>



<p>Task. This lesson (or part of a lesson) aims to make students aware of their skill deficits and how they can improve them to show progress.</p> <ul style="list-style-type: none"> <li>• A Hot Task will usually be a longer piece of writing. Students will be reminded of their Cold task EBI target; they will be expected to show progress towards this target in their Hot Task writing. This piece of work will be given a WWW (linking to their previous Cold Task EBI) and a further EBI. This piece of work will be levelled.</li> <li>• Literacy marking will be visible in class books. This will mainly use the literacy marking codes to highlight errors to students. Key spellings and key errors will be highlighted to students to correct.</li> <li>• Students will also use peer and self-feedback at different points in the unit, where appropriate. This should be in purple pen and may be in the form of a scaffolded grid.</li> <li>• Progress Trackers will be at the front of class books. This will keep track of their levels achieved and the progress they have made.</li> <li>• Differentiated verbal questioning is central to every lesson and, over the course of a unit, involves all the students in the class.</li> <li>• Opportunities are found for teachers to sit with students one to one to discuss specific pieces of work and targets for improvement. For example, when the class is working in silence on individual writing tasks; whenever DVD clips are being shown, etc.</li> <li>• Teachers regularly circulate and check progress, offering feedback (this could be via comments in class books or verbally). <ul style="list-style-type: none"> <li>• Spelling tests will be completed during the term (this is likely to be self or peer marked in purple pen).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A Hot Task will usually be a longer piece of writing. Students will be reminded of their Cold task EBI target; they will be expected to show progress towards this target in their Hot Task writing. This piece of work will be given a WWW (linking to their previous Cold Task EBI) and a further EBI. This piece of work will be graded holistically or with use of grade boundaries.</li> <li>• MOCKS: some units on the LTP have full paper mock exams. This may replace, and become, the Hot Task for the term (other assessments may be adjusted on the LTP to focus on the depth of mock marking).</li> <li>• Moderation: throughout the year (mainly around mock completion), exam questions will be moderated as a faculty.</li> <li>• Literacy marking will be visible in class books. This will mainly use the literacy marking codes to highlight errors to students. Key spellings and key errors will be highlighted to students to correct.</li> <li>• Students will also use peer and self-feedback at different points in the unit, where appropriate. This should be in purple pen and may be in the form of a scaffolded grid.</li> <li>• Progress Trackers will be at the front of the class books. This will keep track of their grades achieved and the progress they have made.</li> <li>• Differentiated verbal questioning is central to every lesson and, over the course of a unit, involves all the students in the class.</li> <li>• Opportunities are found for teachers to sit with students one to one to discuss specific pieces of work and targets for improvement. For example, when the class is working in silence on individual writing tasks; whenever DVD clips are being shown, etc.</li> <li>• Teachers regularly circulate and check progress, offering feedback (this could be via comments in class books or verbally).</li> </ul>	<p>completed in purple pen. This aims to make students aware of their skill deficits and how they can improve them to show progress.</p> <ul style="list-style-type: none"> <li>• An end of topic task will usually be a longer piece of writing. Students will be reminded of their target; they will be expected to show progress towards this target in their writing. This piece of work will be given a WWW (linking to their previous EBI) and a further EBI. This piece of work will be graded holistically or with use of grade boundaries.</li> <li>• MOCKS: some units on the LTP have full paper mock exams. This may replace the end of topic task for the term (other assessments may be adjusted on the LTP to focus on the depth of mock marking).</li> <li>• Moderation: throughout the year (mainly around mock completion), exam questions will be moderated as a faculty (or at least between teachers sharing a class).</li> <li>• Students will also use peer and self-feedback at different points in the unit, where appropriate. This should be in purple pen and may be in the form of a scaffolded grid.</li> <li>• Differentiated verbal questioning is central to every lesson and, over the course of a unit, involves all the students in the class.</li> <li>• Opportunities are found for teachers to sit with students one to one to discuss specific pieces of work and targets for improvement. For example, when the class is working in silence on individual writing tasks; whenever DVD clips are being shown, etc.</li> <li>• Teachers regularly circulate and check progress, offering feedback (this could be via comments in class books or verbally).</li> </ul>
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## Type and frequency of feedback in the Extended Project Qualification

Key Stage 3	Key Stage 4	Key Stage 5
Not Taught.	Not Taught.	<p>Continual verbal feedback for students from both supervisor and coordinator throughout lessons and meetings.</p> <p>Co-ordinators and mentors are available via email throughout the project.</p> <p>Written feedback embedded in the production log. Continuous dialogue through ProjectQ platform.</p> <p>Drafts of final product given verbal feedback and limited written feedback.</p>
<b>Quality Assurance</b>		
		If supervisors marking, moderation will be undertaken by SIB and LST as coordinators.

## Type and Frequency of Feedback in Humanities

Key Stage 3		Key Stage 4		Key Stage 5	
<b>All books must contain...</b>	<ul style="list-style-type: none"> <li>✓ Individual target grade</li> <li>✓ Key Stage 3 Learning Journey</li> <li>✓ Progress tracking sheet</li> <li>✓ Assessment reflection sheets after each assessment</li> </ul>	<b>All books and assessment folders must contain...</b>	<ul style="list-style-type: none"> <li>✓ Individual target grades</li> <li>✓ Progress tracking sheet</li> <li>✓ Assessment reflection sheets after each assessment</li> </ul>	<b>All folders must contain...</b>	<ul style="list-style-type: none"> <li>✓ Individual ALPS target grade</li> <li>✓ Progress tracking sheet</li> <li>✓ A' Level course overview</li> <li>✓ Assessment reflection sheets after each assessment</li> </ul>
<p>Every lesson starts with a questioning activity, where students respond to questions based on recall of previous learning. Instant verbal feedback is given.</p> <p>Detailed mark schemes and feedback sheets have been created for all formal assessments in Key Stage 3, so marking and grading is delivered in the same way to all students. Students are responsible for recording their assessment grades on their progress tracker and RAG rating them against their target grade. Students complete 4-5 assessments per year.</p> <p>In addition to graded assessments, students receive a minimum of one formative teacher feedback in their books per term with <a href="#">www/ebi</a> comments.</p> <p>Peer assessment is encouraged each term. Students will use a checklist to mark each other's work, identifying key spelling and grammar errors and checking that worksheets and resources have been stuck in. Students will be given time to reflect on this feedback and make necessary changes.</p>		<p>Key Stage 4 students have assessment folders in Geography where all assessed work is stored – practice exam questions and exam papers and feedback. These folders are stored in the Geography classrooms.</p> <p>Key Stage 4 assessments in History are stored with their books in History classrooms.</p> <p>Every lesson starts with a questioning activity, where students respond to questions based on recall of previous learning. Instant verbal feedback is given.</p> <p>Students complete a number of graded assessments throughout Key Stage 4 Geography and History. Students receive a percentage and GCSE grade based on previous exam paper grade boundaries.</p> <p>Student friendly mark schemes are available for all these assessments. Teachers give whole class feedback on common misconceptions and errors, and students work on a particular weakness in their assessment based on target/s indicated.</p> <p>Students are responsible for recording their assessment grades on their progress tracker and RAG rating them against their FFT50/20 target grade.</p>		<p>Key Stage 5 students have assessment folders in History, Geography and Sociology where all assessed work is stored – essays, practice exam questions and exam papers and feedback. Each folder contains a tracker. These folders are stored in the Humanities classrooms.</p> <p>Every lesson starts with a questioning activity, where students respond to questions based on recall of previous learning. Instant verbal feedback is given.</p> <p>Students receive regular and formal feedback on assessments – essays and practice exam questions. Students complete a number of graded assessments throughout Key Stage 5 Geography, History and Sociology. Students receive a percentage and A' level grade based on previous exam paper grade boundaries.</p> <p>Mark schemes are available for all these assessments. Teachers give whole class feedback on common misconceptions and errors, and students work on a particular weakness in their assessment based on target/s indicated.</p> <p>Students are responsible for recording their assessment grades on their progress tracker and RAG rating them against their ALPS target grade.</p>	

<p>DIRT is built into lessons for student reflection.</p> <p>Marking will contribute to the development of the skills of spelling, grammar and punctuation with an emphasis on geographical and historical terminology.</p>	<p>In addition to graded assessments, students to receive a minimum of one formative teacher feedback in their books per term with www/ebi comments.</p> <p>Peer assessment is encouraged each term. Students use formative 'what went well' and 'even better if' comments. Students will be given time to reflect on this feedback and make necessary changes.</p> <p>DIRT is built into lessons for student reflection.</p> <p>Marking will contribute to the development of the skills of spelling, grammar and punctuation with an emphasis on geographical and historical terminology.</p>	<p>Some exam questions are specifically utilised as part of planned lesson activities, whilst others are attempted by the students in their own time. These are marked and graded in the same way, but with more targeted verbal feedback.</p> <p>Peer assessment and self-assessment are encouraged each term</p> <p>DIRT is built into lessons for student reflection.</p> <p>Marking will contribute to the development of the skills of spelling, grammar and punctuation with an emphasis on geographical and historical terminology.</p> <p>Students' folder checks are carried out twice a year. Feedback is given about organisation.</p>
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### Quality Assurance

<ul style="list-style-type: none"> <li>✓ Detailed mark schemes and feedback sheets have been created for all formal assessments in Key Stage 3, so marking and grading is delivered in the same way to all students.</li> <li>✓ Faculty meeting time allows for moderation of student assessments.</li> <li>✓ Learning walks and book scrutiny focus on the quality of work and marking and feedback given.</li> <li>✓ Student voice to ascertain the understanding of feedback and assessments across the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Head of Faculty ensures regular monitoring of the shared spreadsheet to ensure grades are inputted on a regular basis and to ensure an overview of progress at all times.</li> <li>✓ Learning walks focus on the quality of marking and feedback given, and the subsequent setting of targets and progress answers as a result of this.</li> <li>✓ Curriculum Leader of Humanities and Head of History share real examples of AQA and Eduqas responses with department and students.</li> <li>✓ The Geography and History departments have a bank of grade 8/9 mark and grade 4/5 responses, in order to model answers to students in lessons.</li> <li>✓ Assessments are set from past exam papers (including SAMs) used alongside the mark schemes to ensure accuracy of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Curriculum Leader of Humanities and Head of History ensure regular monitoring of the shared spreadsheet to ensure grades are inputted on a regular basis and to ensure an overview of progress at all times.</li> <li>✓ Learning walks focus on the quality of marking and feedback given, and the subsequent setting of targets and progress answers as a result of this.</li> <li>✓ Departments to continue enhancing exam responses with exemplar and model answers.</li> <li>✓ Assessments are set from past exam papers (including SAMs) used alongside the mark schemes to ensure accuracy of assessment.</li> </ul>
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## Type and Frequency of Feedback in Maths

Key Stage 3	Key Stage 4	Key Stage 5
<p><b>Retrieval Practice:</b> Students will have at least one retrieval starter per week (eg, a question from last month, last week and yesterday, or a mixture of topics covered over the previous terms)  <a href="http://www.mathsbox.org.uk">www.mathsbox.org.uk</a> subscription provides teachers with ‘skills checks’ for all abilities and differentiated starters for specific topics.</p> <p><b>Weekly homework tasks:</b> Faculty policy is to set one or two tasks either on <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> <a href="http://www.drfrostmaths.com">www.drfrostmaths.com</a> or <a href="http://www.mathspad.co.uk">www.mathspad.co.uk</a> Students have accounts for each platform and work is set by teachers. Homework will allow students to practice, consolidate and master topics covered in lessons. All homework will provide INSTANT feedback to students and will allow students to attempt a question more than once. Videos examples and lessons are also provided by all three platforms to allow students the opportunity to go over content covered in class. Staff can monitor progress and understanding and feedback either verbally in class or electronically via all platforms.</p> <p><b>Verbal feedback in lessons:</b> Verbal feedback conducted in lessons as appropriate using varying strategies such as ‘no hands up’, mini whiteboards and questioning. Each maths classroom has been set up with a visualiser allowing student work to be shared with the class.</p> <p><b>Summative Assessments:</b> After each unit of work (two per term) students sit a short summative</p>	<p><b>Retrieval Practice:</b> Students will have at least one retrieval starter per week (eg, a question from last month, last week and yesterday, or a mixture of topics covered over the previous terms)  <a href="http://www.mathsbox.org.uk">www.mathsbox.org.uk</a> subscription provides teachers with ‘skills checks’ for all abilities and differentiated starters for specific topics.</p> <p><b>Weekly homework tasks:</b> Faculty policy is to set one or two tasks either on <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> <a href="http://www.drfrostmaths.com">www.drfrostmaths.com</a> or <a href="http://www.mathspad.co.uk">www.mathspad.co.uk</a> Students have accounts for each platform and work is set by teachers. Homework will allow students to practice, consolidate and master topics covered in lessons. All homework will provide INSTANT feedback to students and will allow students to attempt a question more than once. Videos examples and lessons are also provided by all three platforms to allow students the opportunity to go over content covered in class. Staff can monitor progress and understanding and feedback either verbally in class or electronically via all platforms.</p> <p><b>Verbal feedback in lessons:</b> Verbal feedback conducted in lessons as appropriate using varying strategies such as ‘no hands up’, mini whiteboards and questioning. Each maths classroom has been set up with a visualiser allowing student work to be shared with the class.</p> <p><b>Summative Assessments:</b> After each unit of work students sit a short summative assessment. Each student then completes a ‘feedback tracker’ which allows them to identify the next step in their learning. Homework tasks are then designed to</p>	<p><b>Retrieval Practice:</b> Students will have at least one retrieval starter per week (eg, a question from last month, last week and yesterday, or a mixture of topics covered over the previous terms)  <a href="http://www.mathsbox.org.uk">www.mathsbox.org.uk</a> subscription provides teachers with ‘skills checks’ for all abilities and differentiated starters for specific topics.</p> <p><b>Homework task:</b> Students will receive approximately one hour of homework per lesson. Homework is marked by students, but opportunities are given in lessons to deal with any issues that crop up. Students will often email teachers with specific questions and feedback is always given quickly.</p> <p><b>Intervention work:</b> if a student is identified as requiring some additional support, work is set on <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> and <a href="http://www.drfrostmaths.com">www.drfrostmaths.com</a> and monitored closely.</p> <p><b>Verbal feedback in lessons:</b> Verbal feedback conducted in lessons as appropriate using varying strategies.</p> <p><b>Summative Assessment:</b> After each unit of work students sit a summative assessment. Written feedback is given</p>

<p>assessment. Each student then completes a 'feedback tracker' which allows them to identify the next step in their learning. Homework tasks are then designed to allow students to work independently on the topics/ideas that they found most challenging.</p> <p><b>Peer and Self-assessment:</b> Students will either mark their own work or their peer's work in each lesson. Again, verbal feedback will be given instantly in the class if the teacher detects some misconception or errors</p> <p><b>Books:</b> Exercise books will be checked fortnightly by class teachers. This will be classed as 'maintenance marking', the purpose of which is to check that students are making good notes, that presentation is good and that students are marking their work correctly.</p> <p><b>Assessment files:</b> All completed assessments are collated in a file with a 'bar chart tracker' on the cover. This allows students and teachers to quickly see progress and identify weaker topics.</p>	<p>allow students to work independently on the topics/ideas that they found most challenging.</p> <p><b>Mock Exam Feedback:</b> Teachers complete a QLA of all mock papers completed and detailed feedback is given to each student with red, amber and green topics.</p> <p><b>Peer and Self-assessment:</b> Students will either mark their own work or their peer's work in each lesson. Again, verbal feedback will be given instantly in the class if the teacher detects some misconception or errors</p> <p><b>Books:</b> Exercise books will be checked fortnightly by class teachers. This will be classed as 'maintenance marking'; the purpose of which is to check that students are making good notes, that presentation is good, that students are marking their work correctly,</p> <p><b>Assessment files:</b> All completed assessments are collated in a file with a unit tracking sheet on the cover. This allows students and teachers to quickly see progress and identify strengths and weaknesses.</p>	<p>on these as and when necessary and verbal feedback is given in lessons, to either the whole group or individual.</p> <p><b>Progress sheets:</b> Students complete progress sheets as they work through each unit of work, making notes on each section to help with revision. These are checked regularly by teachers and signed off once each assessment has been completed. If intervention is required, it will be detailed on these sheets.</p> <p><b>File Checks:</b> Staff complete file checks as per sixth form policy and complete a form with relevant feedback.</p>
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<p><b>Quality Assurance</b></p>
<p>Learning walks and observations          Departmental meetings and CPD, sharing best practice          Analysis of data held on central tracking sheets          Student voice          Ensure Consistency throughout the department, through detailed schemes of work, sharing of resources</p>

## Type and Frequency of Feedback in Modern Foreign Languages

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> <li>• Regular verbal feedback in lessons as appropriate (questioning/mini whiteboard activities)</li> <li>• Listening/reading questions/vocab peer-marked and self-assessed</li> <li>• checklist/clear success criteria for peer/self-assessment in lessons as appropriate.</li> <li>• Peer/self-assessment is moderated by the teacher to agree/disagree with the outcomes. Students Acting on Feedback. Most teacher marking focuses on providing opportunities for students to improve their grammatical knowledge or reading, listening, speaking and writing skills. Student improvement is completed using a coloured pen. Improvement time is regularly planned into lessons by teachers when required.</li> <li>• Three times a year: winter/spring/summer - a piece of writing will receive quality teacher written feedback. It will have www/ebi and a level from our MFL chart. Students will get time to correct French, German, Spanish spellings/redraft or annotate their work</li> <li>• End of unit tests, formative assessment (three in a year) will also receive quality teacher written feedback including WWW and EBI. Students will be asked to redraft or annotate their work</li> <li>• Students' work is marked using a MFL levels (1-9) which appear on the back of MFL exercise books</li> </ul>	<ul style="list-style-type: none"> <li>• Regular verbal feedback in lessons as appropriate</li> <li>• Vocab test every week if possible, marked by teachers/peer assessed</li> <li>• Written work as and when appropriate, marked by teachers WWW/EBI</li> <li>• Homework set in workbooks and self-assessed in class</li> <li>• Mock examinations, questions and tasks will be used where appropriate and marked to the exam board criteria. (at least once in Year 10 and 11)</li> <li>• Written comments are not given for class notes, unless SPAG/presentation errors are being addressed.</li> <li>• Exercise books will be checked by class teachers once per term (six times in the year) for maintenance marking. This will check for expected lesson notes, presentation and written homework</li> </ul>	<ul style="list-style-type: none"> <li>• Vocab tests completed regularly, peer or self-assessed</li> <li>• End of module assessments (practising paper 1 skills) completed per half term, teacher marked with WWW and EBI.</li> <li>• Use of assessment folders, kept in school, for tracking.</li> <li>• Students self-review end of module assessments and complete WWW and EBI sheets, kept in their usual folder.</li> <li>• Listening and reading tasks peer/self-marked</li> <li>• Students writing for comprehension and grammar practice marked by teacher</li> <li>• Follow up tasks as required to clarify understanding of grammar points or cultural context</li> <li>• Speaking work given immediate verbal feedback from teacher or conversation assistant</li> <li>• Speaking assessments marked using speaking feedback sheet highlighting WWW+ EBI.</li> <li>• Essays as appropriate marked with essay feedback sheet highlighting WWW+ EBI.</li> </ul>

<ul style="list-style-type: none"> <li>• Exercise books will be checked once a term (six times in the year minimum) for SPAG /presentation</li> <li>• Vocab tests once a month (if possible) marked by the teacher ( WWW/EBI) or peer assessed</li> </ul>		
<b>Quality Assurance</b>		
<p>Learning Walks and observations  Targeted student progress conversations/student voice  Teachers' marking book and table at the front of the exercise book to keep a record of the marks</p>	<p>Learning Walks and observations  Targeted student progress conversations/student voice  Results of mocks and end of unit tests  Table at the front of exercise books to keep a record of vocab and grades from mocks/end of units</p>	<p>Learning Walks and observations  Targeted student progress conversations /student voice  A record of vocab test scores and grades from assessments/mocks kept in students day to day folder</p>



## Type and frequency of feedback in Performing Arts

Key Stage 3	Key Stage 4	Key Stage 5
<p>Verbal feedback – targeted and criteria referenced is a vital and ongoing part of all Performing Arts lessons. Questioning and supporting/extending students is a major strength of the faculty and can be seen in all Performing Arts lessons.</p> <p><b>To achieve consistency across the faculty and in line with Key Stage 4 and 5 assessment criteria we assess in three common areas. Assessment criteria to be displayed prominently in teaching spaces and embedded in all schemes of learning/PowerPoints and online platforms to ensure students are confident in the subject specific terminology of the subject and can use it through oral and written work :</b></p> <p><b>REHEARSING (Drama) COMPOSING (Music) CHOREOGRAPHING (Dance)</b> - In rehearsing students will be assessed on the skills of collaboration, independent working, interpretation of stimulus, commitment and focus, contribution of ideas and responding to the ideas of others</p> <p><b>PERFORMING</b> - In performance students will be assessed on the elements of ‘The subject toolkit’ in line with Key Stage Four assessment Criteria (Music Edexcel, Dance AQA, Drama Eduqas) broadly around <b>communication of intent, technical skills, and artistic expression</b></p> <p><b>EVALUATING (Drama) APPRAISING (Music) APPRECIATING (Dance)</b> - Students will be assessed on their reflections on the process of rehearsal/choreography/ composing and performance/professional works. They will identify the practical decisions they made, justify their choices, and evaluate the effectiveness of the final outcome. This will lead them to set personal targets for their next practical piece.</p>	<p>Verbal feedback – targeted and criteria referenced is a vital and ongoing part of all Performing Arts lessons. Questioning and supporting/extending students is a major strength of the faculty and can be seen in all Performing Arts lessons</p> <p><b>Practical Work:</b> Feedback is continual and formative – through data drops throughout the year and regular ongoing assessment of tasks. Mid-point assessments are formalised with written feedback given to students as to how to develop the work towards the final performance.</p> <p><b>NEA written work</b> drafting of written work with full written feedback and targets set against specific criteria, clear internal deadlines set for submission of NEA work in line with exam board requirements.</p> <p><b>Examination written preparation-</b> Past papers, exemplar material and mock assessments – Whole class target setting and mini tutorials with each student.</p> <p>Platforms used:            Google Classroom – to publish criteria, feedback marks and target set            Pupil Progress – for staff use, tracking and monitoring. Assessments printed as a report and kept in centralised faculty area.  <a href="https://www.pupilprogress.com/">https://www.pupilprogress.com/</a> Feedback for parents/carers</p>	<p>Verbal feedback – targeted and criteria referenced is a vital and ongoing part of all Performing Arts lessons. Questioning and supporting/extending students is a major strength of the faculty and can be seen in all Performing Arts lessons</p> <p><b>Practical Work:</b> Feedback is continual and formative – through data drops throughout the year and regular ongoing assessment of tasks. Mid-point assessments are formalised with written feedback given to students as to how to develop the work towards the final performance.</p> <p><b>NEA written work</b> drafting of written work with full written feedback and targets set against specific criteria, clear internal deadlines set for submission of NEA work in line with exam board requirements. Full tutorial programme arranged at end of each unit to track and discuss progress. Other students engage in independent study whilst these take place.</p> <p><b>Examination written preparation</b> - Past papers, mark schemes, exemplar material and mock assessments – Whole class target setting and mini tutorials with each student.</p> <p>Platforms used:            Google Classroom – to publish criteria, feedback marks and target set            Pupil Progress – for staff use, tracking and monitoring. Assessments printed as a report and kept in centralised faculty area.</p>

<p><b>Format and frequency of assessment</b> – Students will be assessed through formative assessment each lesson through verbal and peer feedback which will lead to <b>three formal assessments</b> across the year on each of the three areas.</p> <p>One of these assessments will include a written evaluation of work completed.</p> <p>Each assessment will be on a different area within the subject ensuring assessment across the range of skills within the Schemes of Learning.</p> <p><b>FEEDBACK</b></p> <p>Alongside continual feedback and target setting as part of good teaching practice, faculty uses two platforms:          Google Classroom – to publish criteria, feedback marks and target set          Pupil Progress – for staff use, tracking and monitoring.          Assessments printed as a report and kept in centralised faculty area. <a href="https://www.pupilprogress.com/">https://www.pupilprogress.com/</a> Feedback for parents/carers</p>		<p><a href="https://www.pupilprogress.com/">https://www.pupilprogress.com/</a> Feedback for parents/carers</p>
<p><b>Quality Assurance</b></p>		
<ul style="list-style-type: none"> <li>• A great deal of emphasis is placed on collaborative teaching within the faculty, the sharing of good practice through meetings and observing each other’s work.</li> <li>• Policies are drawn up together to ensure consistency.</li> <li>• Regular checks with line manager.</li> <li>• Year 9 cross curricular project in Terms 5 and 6 allow for quality assurance work as we assess together across the three subject areas.</li> <li>• Learning Walks/work scrutiny within subjects in line with whole school</li> <li>• Moderation within subjects, across other schools and through examination board exemplar/CPD</li> </ul>		

## Type and Frequency of Feedback in PE

Key Stage 3	Key Stage 4	Key Stage 5
<p><b>Core PE</b></p> <p><b>Retrieval Practice:</b> Every lesson starts with a starter/retrieval activity where students respond to questions based on recall of previous learning. (Cold questions if at the start of a new activity). Instant feedback is given.</p> <p><b>Verbal feedback in lessons:</b> This is given throughout every lesson by the teacher in their 'normal' interactions with the students. It takes the form of instruction, encouragement, re-emphasising key points of a technique, identifying compliance with or contravention of rules and to consolidate skills or develop them to a higher level.</p> <p><b>Visual feedback in lessons:</b> This is provided by demonstration, used in all practical settings, to model key points of correct technique, to highlight technical errors in performance and to model how to adapt such errors into the correct movement patterns.</p> <p><b>Peer and Self-assessment:</b> Opportunities for peer and self-feedback through task design.</p> <p>9-1 in PE should be the main starting point for all feedback.</p>	<p><b>CORE PE</b></p> <p><b>Retrieval Practice:</b> Every lesson starts with a starter/retrieval activity where students respond to questions based on recall of previous learning. (Cold questions if at the start of a new activity). Instant feedback is given.</p> <p><b>Verbal feedback in lessons:</b> This is given throughout every lesson by the teacher in their 'normal' interactions with the students. It takes the form of instruction, encouragement, re-emphasising key points of a technique, identifying compliance with or contravention of rules and to consolidate skills or develop them to a higher level.</p> <p><b>Visual feedback in lessons:</b> This is provided by demonstration, used in all practical settings, to model key points of correct technique, to highlight technical errors in performance and to model how to adapt such errors into the correct movement patterns.</p> <p><b>Peer and Self-assessment:</b> Opportunities for peer and self-feedback through task design.</p> <p><b>GCSE PE</b></p> <p><b>Retrieval Practice:</b> Every lesson starts with a starter/retrieval activity where students respond to questions based on recall of previous learning. (Cold questions if at the start of a new activity). Instant feedback is given.</p> <p><b>Weekly homework tasks:</b> Students will be given homework tasks <b>each</b> week. These will take the form of directed revision</p>	<p><b>A-Level</b></p> <p><b>Retrieval Practice:</b> Every lesson starts with a starter/retrieval activity where students respond to questions based on recall of previous learning. (Cold questions if at the start of a new activity). Instant feedback is given.</p> <p><b>Homework task:</b> Students will receive approximately one hour of homework per lesson. Homework is in the form of an exam style question or task. Written feedback is given but the majority is verbal at the start of the next lesson, opportunities are given in lessons to deal with any issues that crop up. Students will often email teachers with specific questions and feedback is always given quickly.</p> <p><b>Intervention work:</b> if a student is identified as requiring some additional support, work is set on <a href="http://www.theeverlearner.com">www.theeverlearner.com</a> and monitored closely.</p> <p><b>Verbal feedback in lessons:</b> Verbal feedback conducted in lessons given through questioning methods and extended one-to one conversations.</p> <p><b>Summative Assessment:</b> After each unit of work students sit a summative assessment. Written feedback is given on these as and when</p>

<p>Alongside continual feedback and target setting as part of good teaching practice, faculty uses two platforms:</p> <p>Google Classroom – to publish criteria, feedback marks and target set.</p> <p>Pupil Progress – for staff use, tracking and monitoring.  <a href="https://www.pupilprogress.com/">https://www.pupilprogress.com/</a> Feedback for parents/carers</p>	<p>from the GCSE specification, TEL assignments and then practice exam questions. Staff will mark the exam questions, assign a mark for that exam question, then give feedback. Staff can go through the correct answers, as well as answering any questions students have. Staff can then alter any future planning based on their marking.</p> <p><b>Verbal feedback in lessons:</b> This is given throughout every lesson by the teacher in their ‘normal’ interactions with the students. It takes the form of instruction, encouragement, re-emphasising key points of a topic, using varying strategies such as ‘no hands up’, mini whiteboards and questioning.</p> <p><b>Summative Assessments:</b> After each unit of work students sit a short summative assessment. Each student then completes a ‘feedback tracker’ which allows them to identify the next step in their learning.</p> <p><b>Mock Exam Feedback:</b> Teachers complete a QLA of all mock papers completed and detailed feedback is given to each student with red, amber, and green topics.</p> <p><b>Peer and Self-assessment:</b> Students will either mark their own work or their peer’s work in each lesson. Again, verbal feedback will be given instantly in the class if the teacher detects some misconception or errors.</p> <p><b>Booklets and files:</b> Booklets will be checked after each unit is completed by class teachers. This will be classed as ‘maintenance marking’, the purpose of which is to check that students are making good notes, that presentation is good, that students are marking their work correctly. All completed assessments are collated in a file with a unit tracking sheet on the cover. This allows students and teachers to quickly see progress and identify strengths and weaknesses.</p>	<p>necessary and verbal feedback is given in lessons, to either the whole group or individual. Emails and contact home will be given after end of unit tests informing them of specific actions they need to take.</p> <p><b>File Checks:</b> Staff complete file checks as per sixth form policy and complete a form with relevant feedback.</p> <p><b>NEA written work</b> drafting of written work with full written feedback and targets set against specific criteria, clear internal deadlines set for submission of NEA work in line with exam board requirements.</p> <p>Alongside continual feedback and target setting as part of good teaching practice, faculty uses three platforms:</p> <p>Google Classroom – to publish criteria, feedback marks and target set.</p> <p>Pupil Progress – for staff use, tracking and monitoring. <a href="https://www.pupilprogress.com/">https://www.pupilprogress.com/</a> Feedback for parents/carers</p> <p>The EverLearner gives students access to exam-board specific tutorials, thousands of self-marking questions and razor-sharp analytics to help them understand where they are excelling and where they are struggling. Teachers receive powerful insights into student understanding and can set automated assignments for</p>
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	<p><b>NEA written work</b> drafting of written work with full written feedback and targets set against specific criteria, clear internal deadlines set for submission of NEA work in line with exam board requirements.</p> <p>Alongside continual feedback and target setting as part of good teaching practice, faculty uses three platforms:</p> <p>Google Classroom – to publish criteria, feedback marks and target set.</p> <p>Pupil Progress – for staff use, tracking and monitoring.  <a href="https://www.pupilprogress.com/">https://www.pupilprogress.com/</a> Feedback for parents/carers</p> <p>The EverLearner - Gives students access to exam-board specific tutorials, thousands of self-marking questions and razor-sharp analytics to help them understand where they are excelling and where they are struggling. Teachers receive powerful insights into student understanding and can set automated assignments for individual students, classes or whole cohorts.  <a href="https://theeverlearner.com/">https://theeverlearner.com/</a></p>	<p>individual students, classes or whole cohorts.  <a href="https://theeverlearner.com/">https://theeverlearner.com/</a></p>
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**Quality Assurance**

Learning walks and observations

Departmental meetings and CPD, sharing best practice

Analysis of data held on central tracking sheets <https://www.pupilprogress.com/>

Student voice

Ensure consistency throughout the department, through detailed schemes of work, sharing of resources

## Type and Frequency of Feedback in PSHE

Key Stage 3	Key Stage 4	Key Stage 5
<p>In KS3, PSHE is delivered through both the tutor programme and dedicated curriculum lessons. In PSHE curriculum lessons, students are issued with PSHE booklets, which help to map their understanding and progress in PSHE lessons. These have understanding checks at the front of the booklet which are filled in by the students at the beginning and end of each unit, allowing students to reflect on their learning.</p> <p>Teachers will do a check of the booklets, once per unit, feeding back with stamps or stickers, to acknowledge the learning students are undertaking.</p> <p>In both curriculum and tutor sessions, this is underpinned by regular and consistent verbal feedback, with all PSHE lessons based around robust discussion and quality questioning, allow students to flourish and grow in their PSHE journey.</p> <p>Using Google Forms, students fill in learning surveys, which are used by PSHE to check progress and understanding. These are filled in at the beginning and end of each unit in the curriculum lessons (three units per year).</p>	<p>In KS4, PSHE is delivered through the tutor programme, as well as enhanced experience days.</p> <p>The tutor PSHE programme is based on mutual respect, which underpins regular and consistent verbal feedback, with all PSHE sessions based around robust discussion and quality questioning, allowing students to flourish and grow in their PSHE journey.</p> <p>Students are asked to reflect on their learning through student surveys, which show their understanding of the topics explored in the unit and enable tutors and PSHE leaders to identify any gaps in knowledge and plan for progress.</p>	<p>In KS5, PSHE is delivered through the tutor programme, as well as through the sixth form enrichment programme.</p> <p>The tutor PSHE programme is based on mutual respect, which underpins regular and consistent verbal feedback, with all PSHE sessions based around robust discussion and quality questioning, allowing students to flourish and grow in their PSHE journey.</p> <p>Students are asked to reflect on their learning through student surveys, which show their understanding of the topics explored in the unit, and enable tutors and PSHE leaders to identify any gaps in knowledge and plan for progress.</p>
<b>Quality Assurance</b>		
<p>Regular learning walks in both curriculum lessons and tutor sessions, to ensure consistency and provide support where necessary. Analysis of student surveys will be collated by the PSHE Lead at the end of each unit, and used to check and plan progress. Regular meetings with PSHE teaching staff, to review and plan PSHE provision and progress.</p>	<p>Regular learning walks in tutor sessions, to ensure consistency across all tutor groups, and provide support where necessary.</p>	<p>Regular learning walks in tutor sessions, to ensure consistency across all tutor groups, and provide support where necessary.</p>

## Type and Frequency of Feedback in RE

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> <li>• One common summative assessment per term to be deep marked with individual targets. Grade given and recorded by teacher and student.</li> <li>• Students complete DIRT feedback in green pen and complete target tracker sheet.</li> <li>• Teachers may use codes which are communicated with students.</li> <li>• Homework and class tasks to be self/peer marked using relevant success criteria and targets. Green pen to self-assess and purple pen to respond to feedback.</li> <li>• Exercise books to be progress checked once per fortnight. Expectation that teacher only comments if student needs further support.</li> <li>• Teachers will use colour when marking to identify literacy errors, good points and where to develop or expand.</li> <li>• Effort, completion of work and positive attitude will be rewarded with stamps and House points.</li> <li>• In class teachers circulate effectively within lessons to offer feedback and move learning on.</li> <li>• Effective verbal questioning is central to RE lessons as a tool to check learning and give feedback. Phrases such as “Tell me more... Do you think</li> </ul>	<ul style="list-style-type: none"> <li>• One common summative assessment (a,b,c,d) per term to be deep marked with individual targets. Grade given and recorded by teacher and student. Marking codes recognise and identify Sources of Authority (SoA) Specialist Vocab (SPVO), Beliefs (Be) Influences (In) Evaluation (Ev)</li> <li>• Students complete DIRT feedback in green pen and complete target tracker sheet.</li> <li>• Teachers may use codes which are communicated with students.</li> <li>• End of year and mock exams will take place in line with the rest of the school and be graded according to previous years’ grade boundaries.</li> <li>• Teachers will mark according to mark scheme and give feedback on common errors or misconceptions. This will inform the teacher’s future foci for revision. Students to act on these and address in purple pen.</li> <li>• <i>All assessments must be collected and stored by the class teacher in school.</i></li> <li>• Model answers will be shared for students to understand the marking criteria.</li> <li>• Homework will sometimes be set using Seneca/ GCSE POD which will collect data and give instant feedback for students.</li> <li>• Other homework will be based around practice exam questions which will identify strengths and weaknesses. Students will be expected to complete DIRT feedback and improve in purple pen.</li> </ul>	<ul style="list-style-type: none"> <li>• At least one response to an AO1 or AO2 question is deep marked every three weeks per topic according to mark scheme and giving written www/ ebi feedback (PER) Students immediately act upon the targets for improvement using purple pen or complete a similar piece of work with improvements in place. (This three week rota will start three weeks into new academic year)</li> <li>• Marks are recorded by the teacher centrally and students record on their tracker sheets.</li> <li>• <i>All assessed work is kept centrally by class teacher in school</i></li> <li>• End of year and mock exams will take place in line with the rest of the school and be graded according to previous years’ grade boundaries.</li> <li>• Teachers will mark according to mark scheme and give feedback on common errors or misconceptions. This will inform the teacher’s future foci for revision. Students to act on these and address in purple pen.</li> <li>• <i>All assessments must be collected and stored by the class teacher in school.</i></li> <li>• Model answers will be shared for students to understand the marking criteria.</li> <li>• Homework will sometimes be set using Seneca/ GCSE POD which will collect data and give instant feedback for students.</li> <li>• Other homework will be based around practice exam questions which will identify strengths and weaknesses. Students will be expected to complete DIRT feedback and improve in purple pen.</li> </ul>

<p>.... Why do some people ... Do you agree that .... Why?" enable the teacher to give feedback which expands ideas.</p> <ul style="list-style-type: none"> <li>• Techniques such as 'Think, Pair, Share, Thinking Time and No Hands Up, use of whiteboards ensures all students receive opportunity for feedback.</li> <li>• Lessons generally start with a retrieval practice activity and teachers can address any misunderstanding at the start of the lesson before moving on.</li> <li>• Plenaries allow students to self-assess or peer asses including Hot Seating or snowball activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise books to be progress checked once per fortnight. Expectation that Teacher only comments if student needs further support.</li> <li>• Teachers will use colour when marking to identify literacy errors, good points and where to develop or expand.</li> <li>• Effort, completion of work and positive attitude will be rewarded with stamps and House points.</li> <li>• In class teachers circulate effectively within lessons to offer feedback and move learning on.</li> <li>• Effective verbal questioning is central to RE lessons as a tool to check learning and give feedback. Phrases such as "Tell me more... Do you think .... Why do some people ... Do you agree that .... Why?" enable the teacher to give feedback which expands ideas.</li> <li>• Techniques such as 'Think, Pair, Share, Thinking Time and No Hands Up, use of whiteboards ensures all students receive opportunity for feedback.</li> <li>• Lessons generally start with a retrieval practice activity and teachers can address any misunderstanding at the start of the lesson before moving on.</li> <li>• Plenaries allow students to self-assess or peer asses including Hot Seating or snowball activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise books to be progress checked once per fortnight. Expectation that teacher only comments if student needs further support.</li> <li>• Teachers will use colour when marking to identify literacy errors, good points and where to develop or expand.</li> <li>• Effort, completion of work and positive attitude will be rewarded with stamps and House points.</li> <li>• In class teachers circulate effectively within lessons to offer feedback and move learning on.</li> <li>• Effective verbal questioning is central to RE lessons as a tool to check learning and give feedback. Phrases such as "Tell me more... Do you think .... Why do some people ... Do you agree that .... Why?" enable the teacher to give feedback which expands ideas.</li> <li>• Techniques such as 'Think, Pair, Share, Thinking Time and No Hands Up, use of whiteboards ensures all students receive opportunity for feedback.</li> <li>• Lessons generally start with a retrieval practice activity and teachers can address any misunderstanding at the start of the lesson before moving on.</li> <li>• Plenaries allow students to self-assess or peer asses including Hot Seating or snowball activity.</li> </ul>
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### Quality Assurance

<ul style="list-style-type: none"> <li>• Work scrutiny by HOF and SLT during learning walks.</li> <li>• Feedback a focus during observations</li> <li>• Assessment grades tracked centrally for data analysis</li> <li>• Moderation of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny by HOF and SLT during learning walks.</li> <li>• Feedback a focus during observations</li> <li>• Assessment grades tracked centrally for data analysis</li> <li>• Moderation of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny by HOF and SLT during learning walks.</li> <li>• Feedback a focus during observations</li> <li>• Assessment grades tracked centrally for data analysis</li> <li>• Moderation of assessment</li> </ul>
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## Type and Frequency of Feedback in Social Sciences

**Quality exam feedback** is the most important element of the department marking policy.

- ✓ All assessments will be marked using the AQA/OCR exam board criteria which the students will be taught to be familiar with. Work will be graded A\* to U at KS5 and U to L2D\* at KS4, with conversions to 1-9 for Data drops. Fine marking may also be used at teacher discretion.
- ✓ All assessments/exam style homework will contain the following:
  - Marked using the AQA Assessment Objectives of Knowledge (K), Application (Ap), Analysis (An) and Evaluation (E) for KS5
  - A level and mark provided that corresponds to the marking guidelines
  - Teacher comments to focus on what ‘went well’ and ‘even better if’ targets for improvement;
  - Dialogue with students (responding to teacher questions/tasks);
  - Incorporating DIRT (Dedicated Improvement and Reflection Time) into lessons so that students can respond in a timely manner.
- ✓ Assessment Feedback Sheets to be utilised where possible in order to provide a structure and clarity to student feedback, while managing teacher workload.
- ✓ Students will be taught to peer mark each other’s work according to this criteria,
- ✓ Literacy targets will be highlighted in feedback, using the school’s literacy codes.

Key Stage 3		Key Stage 4		Key Stage 5	
		<b>All books and assessment folders must contain...</b>	<ul style="list-style-type: none"> <li>✓ Individual target grades</li> <li>✓ Progress tracking sheet</li> <li>✓ Assessment reflection opportunity after each key assessment</li> </ul>	<b>All folders must contain...</b>	<ul style="list-style-type: none"> <li>✓ Individual ALPS target grade</li> <li>✓ Progress tracking sheet</li> <li>✓ A’ Level course overview</li> <li>✓ Assessment reflection sheets after each key assessment</li> </ul>
		<b>Formal Assessments</b>	<p><b>Frequency of Marking</b></p> <p>Students should receive on average two pieces of marked feedback per half term in each subject in KS4 Social Sciences. This will include both Key Assessment other regular Assessment (e.g. a marked essay) of student progress. This will be suitably flexible to consider teacher</p>	<b>Formal Assessments</b>	<p><b>Frequency of Marking</b></p> <p>Students should receive on average two to three pieces of marked feedback per half term in each subject in KS5 Social Sciences. This will include both Key Assessment other regular Assessment (e.g. a marked essay) of student progress. This will be suitably flexible to consider teacher workload and timing of mock and other assessments. To illustrate:</p>

		<p>workload and timing of mock and other assessments as well as students focus in the course</p> <p><b>Key Assessments</b></p> <p>When studying for the examined unit of the course, key assessments will take the form of formal practice exams <b>every half term</b> based on exam board (OCR) past papers, or suitable end of topic tests that follow the OCR exam structure. This will likely contain one assessment for each section of the course they are studying.</p> <p>All key assessments will be marked formally and kept in a separate Assessment Folder.</p> <p><b>Year 11 Mock Assessments and End of Year 10 Assessments</b> will supersede any other assessments that half term.</p> <p><b>Other Assessments</b></p> <p>In addition to graded assessments, students to receive a minimum of one formative teacher feedback in their books per term with www/ebi comments; these will be exam-based homework and classwork (e.g. timed essays). These will be teacher marked according to exam board criteria.</p> <p>Other classwork and homework activities will be individual or <b>peer marked</b>. Students will have one exam skills session every half term to familiarise themselves with longer question marking, therefore the work will be marked according to exam criteria. Students will give</p>	<ul style="list-style-type: none"> <li>• In a half term where a full two-hour mock assessment is sat, two pieces of marked feedback would be suitable to ensure the quality of feedback in formative.</li> <li>• In a half term where no longer mocks are sat, three pieces of marked feedback would be more appropriate.</li> </ul> <p><b>Key Assessments</b></p> <p>Key assessments will take the form of formal practice exams <b>every half term</b> based on exam board (AQA) past papers, or suitable end of topic tests that follow the AQA exam structure. This will likely contain one assessment for each section of the course they are studying.</p> <p>All key assessments will be marked formally and kept in a separate Assessment Folder.</p> <p><b>Year 12/13 Mock Assessments and End of Year 12 Assessments</b> will supersede any other assessments that half term.</p> <p><b>Other Assessments</b></p> <p>In addition to a Key Assessment, two pieces of formal work on average will be marked each half term by teachers; these will be exam based homework and classwork (e.g. timed essays) usually on lined paper and stored in their Assessment Folders. These will be teacher marked according to exam board criteria.</p> <p>Other classwork and homework activities will be individual or <b>peer marked</b>. Students will have one exam skills session every half term to familiarise themselves with longer question marking, therefore the work will be marked according to exam criteria. Students will give each other feedback including at least two WWW and BEI.</p>
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		<p>each other feedback including at least two WWW and BEI.</p> <p><b>Coursework policy</b> Coursework marked in depth at key deadlines in line with exam board recommendations. Recommended marking during the interim to highlight areas of development. This will be tracked on the department tracking sheet.</p> <p>Comments can be made either in depth or class improvements and feedback can be used to address common misconceptions. SPAG/presentation errors are being addressed using whole school comments.</p>		
		<p><b>Marking and feedback expectations</b></p> <p>Key Stage 4 students have assessment folders in Social Sciences where all assessed work is stored – practice exam questions and exam papers and feedback. These folders are stored in the respective classrooms.</p> <p>Every lesson contains a questioning or AfL activity, where students respond to questions based on recall of previous learning. Instant verbal feedback is given.</p> <p>Students complete regular graded assessments throughout Key Stage 4. Students receive a percentage and Cambridge National Level 1/2 grade based on previous exam paper grade boundaries. Mark schemes are available for all these assessments. Teachers give whole class feedback on common misconceptions and errors, and students work on a particular weakness in their assessment based on target/s indicated.</p>	<p><b>Marking and feedback expectations</b></p> <p>Key Stage 5 students have assessment folders in each Social Science subject where all assessed work is stored – essays, practice exam questions and exam papers and feedback. These folders are stored in their respective classrooms.</p> <p>Every lesson contains a questioning or AfL activity, where students respond to questions based on recall of previous learning. Instant verbal feedback is given.</p> <p>Students receive regular and formal feedback on assessments – essays and practice exam questions. Students complete on average three assessment per half term throughout Key Stage 5. Students receive a percentage and A' level grade based on previous exam paper grade boundaries. Mark schemes are available for all these assessments.</p> <p>Teachers give whole class feedback on common misconceptions and errors, and students work on a particular weakness in their assessment based on target/s indicated.</p>	

		<p>Students are responsible for recording their assessment grades on their progress tracker and RAG rating them against their FFT50 target grade.</p> <p>In addition to graded assessments, students to receive a minimum of one formative teacher feedback in their books per term with www/ebi comments.</p> <p>A minimum of one peer assessment opportunity per term focused on formative 'what went well' and 'even better if' comments. Students will be given time to reflect on this feedback and make necessary changes.</p> <p>DIRT is built into lessons for student reflection.</p> <p>Marking will contribute to the development of the skills of spelling, grammar and punctuation with an emphasis on technical subject specific terminology.</p>	<p>Students are responsible for recording their assessment grades on their progress tracker and RAG rating them against their ALPS target grade.</p> <p>There are also numerous short answer and essay questions that students complete throughout the course. Some are specifically utilised as part of planned lesson activities, whilst others are attempted by the students in their own time. These are marked and graded in the same way, but with more targeted verbal feedback.</p> <p>A minimum of one peer assessment opportunity per term focused on formative 'what went well' and 'even better if' comments. Students will be given time to reflect on this feedback and make necessary changes.</p> <p>DIRT is built into lessons for student reflection.</p> <p>Marking will contribute to the development of the skills of spelling, grammar and punctuation with an emphasis on technical subject specific terminology.</p>
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**Quality Assurance**

	<ul style="list-style-type: none"> <li>✓ Head of Faculty ensures regular monitoring of the shared spreadsheet to ensure grades are inputted on a regular basis and to ensure an overview of progress at all times.</li> <li>✓ Learning walks focus on the quality of marking and feedback given, and the subsequent setting of targets and progress answers as a result of this.</li> <li>✓ Individual subjects to create a bank of grade 8/9 mark and grade 4/5 responses, in order to model answers to students in lessons.</li> <li>✓ Assessments are set from past exam papers (including SAMs) used alongside the OCR A mark schemes to ensure accuracy of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Head of Faculty ensures regular monitoring of the shared spreadsheet to ensure grades are inputted on a regular basis and to ensure an overview of progress at all times.</li> <li>✓ Learning walks focus on the quality of marking and feedback given, and the subsequent setting of targets and progress answers as a result of this.</li> <li>✓ Individual subjects to continue to develop a bank of essay exam responses with exemplar and model answers.</li> <li>✓ Assessments are set from past exam papers (including SAMs) used alongside the AQA mark schemes to ensure accuracy of assessment.</li> </ul>
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## Type and Frequency of Feedback in Science

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> <li>• Every lesson should start with either a discussion to stimulate anticipatory thinking about the lesson content or students respond to questions based on recall of previous learning. Instant verbal feedback is given.</li> <li>• Students should complete one Extended Response Task (ERT) for each unit. This piece of work will be focus marked using a yellow feedback sheet. The teacher will give individual targets to students using a numbered system. Students will be given the opportunity to act on the teacher feedback to improve their ERT during Dedicated Improvement and Reflection Time (DIRT).</li> <li>• For any marked written work, focus should be given to literacy and/or numeracy with incorrect spellings identified and basic grammar corrected according to the school literacy codes. Books are marked every six lessons.</li> <li>• All units have an end of topic test, which is marked and a total score given. Grades will be assigned in line with whole school policy. Students will receive feedback on how to improve on their next assessment.</li> <li>• Each unit has at least two pieces of homework depending on its size. One of which will be a revision-based task, to promote good practice of independent work and promoting long term learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Every lesson should start with either a discussion to stimulate anticipatory thinking about the lesson content or students respond to questions based on recall of previous learning. Instant verbal feedback is given.</li> <li>• Students should complete one Extended Response Task (ERT) for each unit. This piece of work will be marked in line with exam board assessment criteria. Written feedback will be given using a yellow feedback sheet. The teacher will give individual targets to students using a numbered system. Students will be given the opportunity to act on the teacher feedback to improve their ERT during Dedicated Improvement and Reflection Time (DIRT).</li> <li>• For any marked written work, focus should be given to literacy and/or numeracy with incorrect spellings identified and basic grammar corrected according to the school literacy codes. Books are marked every six lessons.</li> <li>• All chapters have an end of topic multiple choice Google form test, which is marked and a total score given. Grades will be assigned using the current faculty grade boundaries. Students will receive instant feedback.</li> <li>• All units have an end of topic written assessment, which is marked and a total score given. Grades will be assigned using the current faculty grade boundaries. Students will receive feedback on how to improve on their next assessment.</li> <li>• Students will use purple pen to evidence improvements they make to their answers during the assessment feedback lesson, demonstrating the progress they have made.</li> </ul>	<ul style="list-style-type: none"> <li>• Every lesson should start with either a discussion to stimulate anticipatory thinking about the lesson content or students respond to questions based on recall of previous learning. Instant verbal feedback is given.</li> </ul> <p><b>A-Level Biology, Chemistry and Physics</b></p> <ul style="list-style-type: none"> <li>• End of chapter tests are to be completed for each chapter. These tests are compiled from recent exam board assessments. Tests are formally marked by the class teacher.</li> <li>• Feedback sheets are completed for each assessment to highlight areas for improvement and then detailed verbal feedback is given in a consequent lesson.</li> <li>• Detailed question by question analysis of mock exams is conducted with students and targets set in feedback.</li> <li>• Mock exams for Year 12 students take place during Term 4 and Term 6. Year 13 mock exams take place in Term 3. Where possible these will be full and secure past papers.</li> <li>• All formal assessments are marked using exam board criteria. Regular moderation of teacher marking ensures consistency of marking.</li> <li>• All assessment scores are logged to track student progress and appropriate interventions are put in place for those students that are not achieving at their target grade.</li> </ul>

<ul style="list-style-type: none"> <li>• Students will complete all improvement work in purple pen so it can be easily identified by the teacher.</li> <li>• In addition to the above, students will be given regular direct feedback within lessons. Some examples may include: verbal feedback via Q and A, self and peer marking with guidance, and live marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will be given two homework tasks for each Science unit. These will take the form of directed revision from the GCSE specification and/or practice exam questions. Homework exam questions are differentiated for course and tier of entry. Teachers then will give verbal feedback to the class at the start of the following lesson. Staff will go through the correct answers, as well as answering any questions students have. Students will use purple pen to evidence self-assessment and improvements they make to their answers</li> <li>• In addition to the above, students will be given regular direct feedback within lessons. Some examples may include: verbal feedback via Q and A, self and peer marking with guidance, and live marking.</li> <li>• Question by question analysis on Excel on mock exams.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework each week in the form of an exam style question or task. Written feedback is given but the majority is verbal at the start of the next lesson. Students are also issued with the mark scheme.</li> <li>• Regular 'Folder Checks' will be performed to ensure that each student's organisation and independent work are to the standard expected.</li> </ul>
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**Assessment Summary**

<p><b>Retrieval Practice:</b> Students will have retrieval starter tasks to assess and link previous knowledge to lesson objectives set every lesson. Classrooms will also have laminated KS3 Knowledge Organisers for each topic. There will also be blank answer sheets with a selection of questions for students to retrieve their knowledge. Students will be asked to read over knowledge organisers, complete short revision and associated questions as targeted revision or stretch and challenge tasks.</p> <p><b>Weekly homework tasks:</b> Faculty policy is to set one task per week on Google Classroom. This could take the form of questions from intervention workbooks, past papers or Seneca to</p>	<p><b>Retrieval Practice:</b> Students will have retrieval starter tasks to assess and link previous knowledge to lesson objectives set every lesson. Classrooms will also have laminated GCSE Knowledge organisers for each topic. There will also be blank answer sheets with a selection of questions for students to retrieve their knowledge. Students will be asked to read over knowledge organisers, complete short revision and associated questions as targeted revision or stretch and challenge tasks.</p> <p><b>Weekly homework tasks:</b> Faculty policy is to set one task per week on Google Classroom. This could take the form of questions from textbook, intervention workbooks, past papers or Seneca to allow students to practice, consolidate and master topics covered in lessons. Seneca homework will provide instant feedback to students and will</p>	<p><b>Retrieval Practice:</b> Students will have retrieval starter tasks to assess and link previous knowledge to lesson objectives set every lesson. Students will have targeted summary and past paper questions set for each topic.</p> <p><b>Weekly homework tasks:</b> Faculty policy is to set tasks after every lesson on Google Classroom. This could take the form of questions from textbook, past papers or Seneca to allow students to practice, consolidate and master topics covered in lessons. Seneca homework will provide instant feedback to students and will allow students to attempt a question more than once. Staff can monitor progress and</p>
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<p>allow students to practice, consolidate and master topics covered in lessons. Seneca homework will provide instant feedback to students and will allow students to attempt a question more than once. Staff can monitor progress and understanding and feedback either verbally in class or electronically via all platforms.</p> <p><b>Verbal feedback in lessons:</b> Verbal feedback conducted in lessons as appropriate using varying strategies such as ‘no hands up’, mini whiteboards and questioning</p> <p><b>Summative Assessments:</b> After each KS3 Big Idea unit as per module grid. Students sit a short summative assessment. Each student then completes a ‘feedback tracker’ which allows them to reflect on WWW and EBI to identify next steps in their learning.</p> <p><b>Peer and Self-assessment:</b> Students will self or peer assess class work in each lesson. Verbal feedback will be given to students in class if any errors or misconceptions are identified through individual or class discussion and questioning.</p> <p><b>Books:</b> Exercise books will be checked to ensure students are making good notes, that presentation is good, that students are marking their work correctly. Teachers will give detailed feedback on extended response questions and verbal feedback on summative assessment and homework.</p>	<p>allow students to attempt a question more than once. Staff can monitor progress and understanding and feedback either verbally in class or electronically via all platforms.</p> <p><b>Verbal feedback in lessons:</b> Verbal feedback conducted in lessons as appropriate using varying strategies such as ‘no hands up’, mini whiteboards and questioning</p> <p><b>Summative Assessments:</b> After selection of KS4 chapters of work as per tracker. Students sit a summative assessment consisting of past paper questions. Each student then completes a ‘feedback tracker’ which allows them to reflect on WWW and EBI to identify next steps in their learning.</p> <p><b>Peer and Self-assessment:</b> Students will self or peer assess class work in each lesson. Verbal feedback will be given to students in class if any errors or misconceptions are identified through individual or class discussion and questioning.</p> <p><b>Books:</b> Exercise books will be checked to ensure students are making good notes, that presentation is good, that students are marking their work correctly. Teachers will give detailed feedback on extended response questions and verbal feedback on summative assessment and homework.</p> <p><b>Assessment files:</b> All completed assessments are collated in a file with a topic tracker on the cover. This allows students and teachers to quickly see progress and identify weaker topics to target intervention.</p>	<p>understanding and feedback either verbally in class or electronically via all platforms.</p> <p><b>Verbal feedback in lessons:</b> Verbal feedback conducted in lessons as appropriate using varying strategies such as ‘no hands up’, mini whiteboards and questioning</p> <p><b>Summative Assessments:</b> After each textbook chapter as per tracker. Students sit a summative assessment consisting of past paper questions. Each student then completes a ‘feedback tracker’ which allows them to reflect on WWW and EBI to identify next steps in their learning.</p> <p><b>Peer and Self-assessment:</b> Students will self or peer assess class work in each lesson. Verbal feedback will be given to students in class if any errors or misconceptions are identified through individual or class discussion and questioning.</p> <p><b>Books:</b> Folder checks will be completed every term to ensure students are making good notes, that presentation is good, that students are marking their work correctly. Teachers will give detailed feedback on extended response questions and verbal feedback on summative assessment and homework.</p> <p><b>Assessment files:</b> All completed assessments are collated in a file with a topic tracker on the cover. This allows students and teachers to quickly see progress and identify weaker topics to target intervention.</p>
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<p><b>Assessment files:</b> All completed assessments are collated in a file with a topic tracker on the cover. This allows students and teachers to quickly see progress and identify weaker topics to target intervention.</p>		
<p><b>Quality Assurance</b></p>		
<ul style="list-style-type: none"> <li>• Head of Faculty, Head of Subject and/or SLT to observe feedback during learning walks.</li> <li>• Head of Faculty, Head of Subject and/or SLT to observe feedback during work scrutiny.</li> <li>• Departmental meetings and CPD, sharing best practice.</li> <li>• Data Analysis of Faculty attainment in central tracking sheets.</li> <li>• Student voice, year review and questionnaires.</li> <li>• Ensure Consistency throughout the department, through detailed schemes of work, sharing of resources.</li> </ul>		



## Type and Frequency of Feedback in Technology

Key Stage 3	Key Stage 4	Key Stage 5
<p>Verbal feedback: Targeted and criteria reference is an important and ongoing part of Technology lessons. Demonstrating, questioning supporting, use of good exemplar, extending students is a key strength of the faculty and can be seen in all technology lessons.</p> <ul style="list-style-type: none"> <li>Recap prior learning or to introduce an additional skill or piece of knowledge to expand the learning and development of tasks. In practical lessons these may link in with a demonstration of good example</li> <li><b>Verbal feedback</b> is given to all students each lesson as a group or individual, in particular in practical lessons where one to one discussion is common. Food - written feedback is given at key assessments after each topic is covered and after practical evaluations in food within two weeks. DT verbal feedback given during the making and designing process. These are linked in with purple pen marking. DT students to keep a learning diary of making with teacher feedback added in. The teacher or student can note teacher verbal feedback.</li> <li>Peer and self-assessments /<b>evaluations</b> are used throughout the key stage in both theory and practical lessons. Assessments and evaluations are marked by the following theory lesson for feedback in food lesson.</li> <li>Student's work will be marked in line with the school's Literacy Policy every twelve weeks.</li> <li>Technology books to be marked by the end of every twelve lessons due to the number of practical lessons.</li> </ul>	<p>Verbal feedback: Targeted and criteria referenced is important and ongoing part of Technology lessons. Demonstrating, questioning supporting, use of good exemplar, extending students is a key strength of the faculty and can be seen in all technology lessons.</p> <ul style="list-style-type: none"> <li><b>Practical work:</b> Feedback is formative and continual, through data given throughout the year and regular ongoing assessments of tasks. Regular written assessments are formalised with written feedback (WWW, EBI) or more detail given in practice papers. In practical lessons these may link in with spot demonstrations. Verbal feedback is given to all students each lesson as a group or individual, in particular in practical lessons where one to one discussion is common. Written feedback is given at key assessments after each topic is covered and after practical evaluations. These are linked in with purple pen marking.</li> <li><b>NEA written work:</b> All student written work is done on the Google drive to allow students and teachers access to their course work in and out of school. Drafting of written work is given regular feedback and individual targets are set against specific criteria. Internal deadlines are given to both students and parents for submission of NEA work in line with exam board requirements.</li> <li><b>Examination written paper:</b> Past papers, exemplar materials, mini assessments, mock assessments and individual tutorials with students given. Regular contact with vulnerable students. Vulnerable students invited to attend HW club. Support given: Google Classroom used, Purple men marking of regular assessments Revision interventions offered once a week Centralised tracking of assessments in faculty area.</li> </ul>	

## Quality Assurance

Ensure consistency in the delivery of schemes of work through:

- Detailed schemes and deadlines
- Resources/ booklets
- Management of materials relating to the schemes
- Examples of good practice
- Regular meeting and tutorials with department to support non-specialist teachers
- Correlation of OOSH activities with schemes
- Learning walks/work scrutiny within subjects in line with whole school
- Moderate across schools and through examination boards

Conversations for learning with mixed ability cohort of students about their work, progress, understanding and links with GCSE. Work is modelled on GCSE work, skills and outcomes

Ensure consistency in the delivery of schemes of work through:

- Detailed schemes and deadlines.
- Good Examples of good practice at GCSE.
- Continue to have a nurture group for vulnerable students that need more support.
- Continue to complete up to date CPD training and tolls
- Network regularly with other teachers in the same subject topics to expand project and topic ideas for controlled assessments NEA.
- Moderate work with external subject practitioners if none are available in school

**Common Acronyms:**

AfL = Assessment for Learning

CLG = Curriculum Leaders Group

CPD = Continuing Professional Development

DIRT = Directed Improvement and Reflection Time

EBI = Even Better If

EPQ = Extended Project Qualification

NEA = Non Examined Assessment

PLG = Pastoral Leaders Group

PSHE = Personal Social and Health Education

SLT = Senior Leadership Team

SPAG = Spelling, Punctuation and Grammar

WWW = what Went Well