

# Marking and Feedback Policy



*'The most important activities for teachers are the designing and teaching of the lessons. Marking and feedback strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.'*

*Dylan William (2014)*

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## Aims and Objectives

Maplewell Hall School's marking and feedback policy aim is to promote consistent and high standards of feedback across the departments. This policy sets out the general principles, which subjects must use to draw up their own specific policies to suit their curriculum needs. For Marking and Feedback to be effective, it needs to be matched to the subject, class and individuals within that class. Different pupils require different approaches. Nevertheless, there are minimum expectations for all teachers, regardless of their subject or personally preferred approaches. This Marking and Feedback Policy sets out those minimum expectations for all teachers at Maplewell Hall School (linked to national teaching standards).

Throughout this policy, 'marking' refers to an act of signalling to a student whether their solution to a problem or answer to a question is correct or indicating to them where an error has been made (such as by circling or underlining). In contrast, 'feedback' (written or otherwise) refers to a qualitative comment, question or prompt intended to provide some form of guidance, support or challenge.

### Objectives:

- To promote self-esteem and encourage students to have a sense of pride in their presentation of work;
- To encourage students to reflect upon their work and develop Resilience, Independence and Cooperation;
- To ensure that planning for a lesson or teaching sequence takes into consideration opportunities for feedback, including how and when students should act upon it.
- To ensure that there is consistency across the whole school;
- To help students make progress;
- To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- To inform our planning and structure the next phase of learning;
- To facilitate effective and realistic target setting for student and/or the teacher;
- To ensure that marking and feedback is appropriate to the task set and the student's response to that task. There is no 'one size fits all' model;
- To ensure that there is no routine expectation that next steps or targets be written into students' books. The next lesson should be designed to take account of the next steps;
- To ensure that there should not be an expectation that recurring errors or common misconceptions be addressed through individual comments in individual student's books. Where a number of students share a misconception, this should be addressed in lesson time, for example through whole class feedback;
- To encourage a dialogue to develop between student and teacher;
- To ensure that careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles.

## What to mark?

Where a task is designed to build or check understanding (e.g. assessment, DIRT) of a concept, or to develop problem solving or reasoning skills, then feedback will be appropriate where misconceptions or misunderstandings are evident or if greater depth is expected or could be developed.

Where classwork is designed to build students' understanding of a concept, it is likely that most feedback will be given verbally, allowing students to act immediately on it.

## What is feedback?

Feedback is a central part of a teacher's role and is integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year.

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

## Principles of feedback

The general principles are:

- The style of feedback is personalised to particular subjects, groups and individual pupils so that they can actively engage with the feedback;
- A dialogue, both verbal and written, should be created between teacher and student. When marked books/assessment are returned to students it is **essential** to allow time for students to read the comments and engage with the feedback. This communication can happen between the pupil and the teacher or TA;
- Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
- Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
- **Mistakes vs. Misconception:** Teachers mark primarily for misconceptions not mistakes. If pupils are routinely making mistakes they are guided by the teachers to go back over their work and correct them for themselves;
- Redo: Where pupils have produced pieces of work that show a lack of effort, teachers insist pupils redo it shortly afterwards;
- Marking and feedback should, wherever possible, be measured against the learning objectives for the task or the lesson;

- Consistent grading should be used in all lessons and is in line with grades used in the reporting process;
- Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.

## Type and frequency of feedback

### Verbal feedback

- This is the most frequent form of feedback and it should be visible during learning walks and lesson visits, where appropriate;
- It has immediacy and relevance as it leads to direct student action;
- Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned;
- All adults in the room should be providing positive feedback with ways forwards/next steps to encourage students to find ways to take responsibility for their learning;
- This does not have to be recorded but students are expected to act upon the feedback.

### Written feedback

The provision of written feedback should be both efficient for the teacher and effective for the student. Dylan William (2014) identifies two principles for feedback:

- If students do not use the feedback to move their own learning forward, it's a waste of time.
- Feedback should be more work for the student than it is for the teacher.

Consideration should be given to when and how feedback is given in order for it to have the greatest impact. Hattie and Timperley (2007) state that 'simply providing more feedback is not the answer because it is necessary to consider the nature of the feedback, the timing, and how a student "receives" this feedback.'

There are two types of written feedback: [comprehensive \(detailed\)](#) and [maintenance](#).

#### [Comprehensive \(detailed\)](#)

Comprehensive feedback (detailed) will clearly identify the **strengths** and strategies **for improvement** that students will then act upon this may be in the form of DIRT (Dedicated Improvement and Reflection Time or 'What Went well (WWW) and Even Better If (EBI).

Work marked under the term 'comprehensive marking' should use the model of:

- **Marking Sticker** teachers will use it for DIRT activities to provide consistency across the school. **At least one DIRT activity per term.**
  - Teachers will build time into lessons for students to reflect on and respond to teacher marking and feedback during (DIRT).
  - The Marking Stickers can be differentiated for varying student needs or subjects and staff may select the adapt them to ensure they are appropriate for their students. Staff are also encouraged to use a 'Video Learning Journey', for students to reflect on their own learning.
  - The stickers should be stuck into students' books/assessments/folders when completed

Marking Sticker [- Example](#)

The image shows a marking sticker template with the following sections:

- What did you learn?** (A large empty box for student reflection)
- Feedback** (A section with two star rating scales and a color-coded bar)
- What advice have you been given?** (A box for student input)
- What teacher did...** (A box for student input)
- Student response: What will you do to meet these targets?** (A box for student reflection)
- What are the most important Essential Skills for this task? Circle the correct skills.** (A box with a row of eight circular icons representing different skills)

- **Use of Stamps** - What Went Well (WWW) and Even Better If (EBI) or Next Step (NS). The WWW comment should include 1 or 2 positive comments about the piece of work worthy of recognition. EBI/NS following an assessment may be either progressive or reflective.

#### Maintenance marking

This type of marking may identify specific issues such as addressing misconception in a lesson, literacy/vocabulary and presentation issues; students should act upon these.

#### Class acknowledgements

Can include ticks and short 1 or 2 word comments. Staff should use short, clear, positive advice on how to improve can be included.

#### Peer feedback

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

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

#### Self-assessment feedback

- Akin to peer feedback, students need an explicit and clear structure to identify their learning needs;
- Teachers should share success and/or assessment criteria where appropriate.

#### Group feedback

- Group feedback, if delivered well, can be used to help students to reflect on their learning. Using clear guidelines, led by the teacher, students can self-assess their work.
- Group feedback, can significantly reduce teacher workload and if used well and appropriately be used as Dedicated Reflection and Improvement Time.

#### Literacy and numeracy feedback

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

**Sp** incorrect letters circled in the word = incorrect spelling

// in the student's work, means start a new paragraph

^ missing words

? unclear meaning

**P** faulty punctuation

**C** capital letters;

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

#### Frequency of written marking

- The frequency of each type of written feedback will vary between subjects and key stages; agreed minimums should be clear in the marking policies of each subject area;
- There should be **three pieces of comprehensive (detailed) feedback per term** one of them including DIRT as the agreed minimum. To ensure consistency, schemes of learning/progress maps will be annotated with which pieces of work that will include detailed feedback. Staff are free to use marking stickers in between these sessions.

## Monitoring and Evaluation

- Subject Leaders must ensure their departmental feedback policy supports the school policy. This policy should clearly identify the type and frequency of feedback in subjects;
- Subject Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny, learning walks etc.
- Subject Leaders will check departmental feedback as part of quality assurance process; this will be outlined on Subject Leader Responsibility Action plans. Senior Leaders will regularly discuss and evaluate the quality of feedback as part of the meeting process.

## Grading Work

Key Stage 3	Grading for work should be a percentage of successful curriculum coverage.
Key Stage 4 &5	Any work that is graded should use GCSE grades 1-9 (BDSM) or appropriate subject specific grading (eg: BTEC Level 1 ).

## Teachers Guide

Colour	<p>Where teachers have written comments they should stand out from the students' work e.g. using a <b>GREEN</b> pen.</p> <p>Please note that if a piece of work needs to be submitted for GCSE/ENTRY Level etc. will requires marking in a different colour then this should take priority.</p> <p>Students will use <b>PURPLE</b> pens when using self and peer assessment.</p>
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## Annotation of work

- Where appropriate work should be annotated by staff to indicate the level of direction and support given to the student.

### **The following coding is sufficient:**

- **I** = Independent, student has completed work with no adult support;
- **S** = Some support from an adult given;



- **FS** = Fully Supported, student needs high level of adult support to complete work;
- **SA** = Self-assessment, students will have received guidance regarding how to assess;
- **PA**=Peer assessment.
- This could be on the back of a student's work or discretely on the front.

## Homework Feedback

Homework is commonly set in order to build on an idea or concept that has been taught and discussed in class. Where this is the case, **maintenance marking** of the homework will be appropriate. As with classwork, it may be appropriate to offer feedback if certain misconceptions have been exposed but it should not be the expectation that written feedback will routinely be given for this type of task. Where a significant number of students in the class have shown the same misconception, then this should be addressed in the next lesson, rather than through repeated written comments in students' books.

## Growth Mindset in Feedback

- Praise students' efforts and specific work strategies ("process praise") and outcomes when they do well, rather than praising them for their intelligence ("person praise").
- Discourage students from attributing successes and failures to things over which they have no control (poor luck, or how clever they are.)
- There is a praise star system on every marking sticker.

## Type and frequency of feedback by Key Stage: English

KS3 – Curriculum Coverage	KS4 – GCSE (exam) and Step Up to English (NEA)	KS5 – Functional Skills (exam and NEA S+L)
<ul style="list-style-type: none"> <li>• One assessment piece per unit will be comprehensively marked according to the Mastery grid (reading, writing or speaking and listening) at the stage relevant to the students’ abilities. A DIRT task will follow this (see guidance below)</li> <li>• Interim knowledge quizzes and vocab quizzes will be recorded three times per unit, with mini-DIRT activities planned into the scheme of learning to ensure retention of knowledge</li> <li>• Other pieces of work to be comprehensively marked are written into schemes of work with DIRT tasks</li> <li>• No expectation of ticks and non-purposeful comments</li> <li>• Peer feedback/self-assessment will be used where purposeful and groups will be trained in how to use it – there is no expectation to peer or self</li> </ul>	<p><b>All KS4 qualifications</b></p> <ul style="list-style-type: none"> <li>• Literacy errors will addressed in maintenance marking and used to inform future planning</li> <li>• Verbal feedback is a regular feature of all lessons and does not need to be recorded in books</li> <li>• Interim knowledge quizzes and vocab quizzes will be recorded three times per unit, with mini-DIRT activities planned into the scheme of learning to ensure retention of knowledge</li> <li>• Other pieces of work to be comprehensively marked are written into schemes of work with DIRT tasks</li> <li>• No expectation of ticks and non-purposeful comments</li> <li>• Peer feedback/self-assessment will be used where purposeful and groups will be trained in how to use it – there</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy errors will addressed in maintenance marking and used to inform future planning</li> <li>• Verbal feedback is a regular feature of all lessons and does not need to be recorded in books</li> <li>• Interim knowledge quizzes and vocab quizzes will be recorded three times per unit, with mini-DIRT activities planned into the scheme of learning to ensure retention of knowledge#</li> <li>• Other pieces of work to be comprehensively marked are written into schemes of work with DIRT tasks</li> <li>• No expectation of ticks and non-purposeful comments</li> <li>• Peer feedback/self-assessment will be used where purposeful and groups will be trained in how to use it – there is no expectation to peer or self</li> </ul>

<p>assess in the same way, but a template is available</p> <ul style="list-style-type: none"> <li>Literacy errors will be addressed in maintenance marking and used to inform future planning</li> <li>Verbal feedback is a regular feature of all lessons and does not need to be recorded in books</li> </ul>	<p>is no expectation to peer or self assess in the same way, but a template is available</p>	<p>assess in the same way, but a template is available</p>
	<p><b>GCSE</b> Expectation of <b>at least one exam question per week after teaching of content (see schemes of work)</b>, marked comprehensively and with coversheet attached.</p>	<p><b>Functional Skills</b> Expectation of <b>at least one assessment-style task per week</b>, marked using a coversheet, with feedback depending on stage of teaching Speaking and listening assessments must be filmed and marked using the documents from AQA.</p>
	<p><b>Step Up to English</b> Expectation of at least <b>one assessment-style piece of writing per half term</b>, marked with feedback depending on stage of teaching. Final papers must be marked according to guidance from AQA.</p>	

### DIRT Tasks

DIRT tasks will be completed on extended writing as outlined in the SOL. Teachers should highlight a section of the work in pink and use written feedback to guide students to improve. The marking grid with the correct stages should be included with the DIRT sticker.

Topic: The Boy in the Striped Pajamas Search Reading

Outline of achievements:

The skills and knowledge you have mastered are highlighted in green in the grid.  
Your targets are highlighted in pink in the grid.

Assessment: ☆☆☆☆ Weakness: 1 2 3

Skills: ☆☆☆☆ Strategy skills: ■ ■ ■ ■ ■

Knowledge: ■ ■ ■ ■ ■

Target: 75%

Student response: Check a pink target and explain how you will meet it better.

My target is:

I will meet this by:

Click the Essential Skills you have used in this unit.

✓	✓	✓	✓	✓	✓	✓	✓
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Task: How does the writer present Churchill and Bruno's friendship?

Writer's purpose and viewpoint	Explain writer's use of language	Evaluate texts to their contexts
I demonstrate all the skills and knowledge in this stage consistently	I demonstrate all the skills and knowledge in this stage consistently	I demonstrate all the skills and knowledge in this stage consistently
I explain the impact on the reader	I can explain the impact that content has on a reader's understanding of the text	I can explain the impact that content has on the writer's choice
I give a justification rooted in evidence	I can interpret terminology	I can explain the impact that content has on the writer's choice
I can clearly identify the purpose of the text and the writer's viewpoint	I accurately identify a range of language features	I can identify significant events relevant to context
I demonstrate all the skills and knowledge in this stage consistently	I demonstrate all the skills and knowledge in this stage consistently	I demonstrate all the skills and knowledge in this stage consistently
I show some understanding of the effect on the reader	I can explain how an understanding of the writer's purpose changes the reader's understanding of their text	I can explain how that changes the reader's understanding of their text
I give some explanation for the writer's purpose using evidence	I can make a simple comment on the writer's choice	I can explain why it is important that the reader knows this
I can identify the purpose of the text	I can identify some features of language	I can see what was happening at the time the text was set

DIRT Tasks:

- Your teacher will highlight a section of your assessment in pink. Revisit this area with a pink pen focusing on your targets.
- Copy any openings into the word bank in the back of your book.
- Annotate highlighted areas in your book using comments or setting using purple pen. Use your teacher's marking to help you.

### DIRT Tasks

DIRT tasks will be completed on extended writing as outlined in the SOL. Teachers should highlight a section of the work in pink and use written feedback to guide students to improve. The marking grid should be included with the DIRT sticker.

### DIRT Tasks

DIRT tasks will be completed on extended writing as outlined in the SOL. Teachers should highlight a section of the work in pink and use written feedback to guide students to improve.

Type and frequency of feedback by Key Stage: Performing Arts

Key Stage 3	Key Stage 4
<ul style="list-style-type: none"> <li>• Observations of group and individual work are conducted in each practical lesson. Relevant verbal feedback is given accordingly.</li> <li>• Students undertake six practical assessments in KS3 over the course of the year. Each of these is recorded. Teachers make observations and judgments during the process and a final learning ladder mark (out of 18) is recorded in each student's Drama Passport. The level of progress (B,D,S ) is calculated and saved on Go4Schools.</li> <li>• A feedback session follows each assessment; they will receive their learning ladder marks. Teacher, self and peer assessments are used at this point to help students identify individual 'Strengths' and 'areas for improvement' in the form of 'Strengths', 'Weaknesses' and 'Next Steps'. There is both written and verbal feedback given throughout.</li> <li>• At the end of the year students will take a Drama written exam. This will test the understanding of key Drama terminology and the skill of analysing their own performance. Students will be given a final level of progress for the year. This will be based on both the written exam mark and an average of the practical performances marks completed over the 3 terms.</li> </ul>	<p><b>BTEC</b></p> <ul style="list-style-type: none"> <li>• Formative assessment is offered throughout the course, which includes one-to-one verbal feedback that identifies strengths and areas for improvement. Small group work, pair work, and solo work is also assessed by monitoring student learning, and teaching.</li> <li>• Assessments with feedback will take place throughout the course both written and practical.</li> <li>• Throughout the year students will receive at least one written feedback per term from the teacher in the shape of Strengths, Weaknesses and Next Steps on a practical element of the course.</li> <li>• Extended learning which is written will be marked and feedback in the form of 'DIRT'</li> <li>• Summative assessments (practical mocks and 1 written) and final coursework assessment marks will be recorded on Go4schools.</li> <li>• Written teacher feedback will be in green pen, students will write in purple. (Students are given time within lessons to do this).</li> <li>• At least one 'Scratch' performance will be delivered per final assessed performance to gain feedback from audience members prior to the exam.</li> </ul>

## Type and frequency of feedback by Key Stage: Belief and Ethics

Key Stage 3	Key Stage 4
<ul style="list-style-type: none"> <li>• All students should receive (DIRT) written feedback opportunities at least once a term. This is towards the end of Autumn 2, Spring 2 and Summer 2 (1 per term and 3 per year).</li> <li>• The DIRT assessment marking grids are written in student accessible language and will include information about attainment and how they can improve. This will also provide students with the opportunity to reflect upon their learning and for a verbal dialogue between teaching staff and students.</li> <li>• All teachers will mark extended written work (DIRT assessments) to correct paragraphing, sentence structure and elements of punctuation plus spelling errors. This will be written in a green pen.</li> <li>• Peer assessment and self-marking is used where we deem it appropriate and will be written in purple pen.</li> <li>• Verbal feedback will be used in lessons to allow for misconceptions to be addressed immediately and for it to be relevant to the student at the time. This will not be recorded in books but evident when in the lesson.</li> </ul> <p>All books/ booklets should evidence maintenance marking of students work where appropriate.</p>	<ul style="list-style-type: none"> <li>• All students should receive (DIRT) written feedback opportunities at least once a term. This is towards the end of Autumn 2, Spring 2 and Summer 2 (1 per term and 3 per year).</li> <li>• Options students will receive (DIRT) written feedback opportunities every half-term in accordance with a AQA marking scheme and success criteria.</li> <li>• The DIRT assessment marking grids are written in student accessible language and will include information about attainment and how they can improve. This will also provide students with the opportunity to reflect upon their learning and for a verbal dialogue between teaching staff and students.</li> <li>• For GCSE students the DIRT assessment grids will use AQA grade descriptors and will reflect the grade boundaries. Feedback will provide clear instructions on what each student needs to do to improve their grade.</li> <li>• All teachers will mark extended written work (DIRT assessments) to correct paragraphing, sentence structure and elements of punctuation plus spelling errors. This will be written in a green pen.</li> <li>• Peer assessment and self-marking is used where we deem it appropriate and will be written in purple pen.</li> <li>• Verbal feedback will be used in lessons to allow for misconceptions to be addressed immediately and for it to be relevant to the student at the time. This will not be recorded in books but evident when in the lesson.</li> </ul> <p>All books/ booklets should evidence maintenance marking of students work where appropriate.</p>

## Type and frequency of feedback by Key Stage: Food and Design and Technology

Key Stage 3	Key Stage 4
<ul style="list-style-type: none"> <li>• Observations of group and individual work are conducted in each practical lesson and students observed as needing support either practically or verbally are addressed during the lesson. Students are encouraged to work independently to ensure a successful dish is created. Positive verbal feedback is given and areas discussed for improvement.</li> <li>• At the end of the practical the dishes are marked out of 10, as follows:               <ul style="list-style-type: none"> <li>• <b>3/10 or 4/10      Beginning</b></li> <li>• Needing support. Used very little equipment, not always correctly. Hygiene and safety not always addressed.</li> <li>• <b>5/10 or 6/10      Developing</b></li> <li>• Worked well with support. Tried to use a selection of equipment, not always correctly. Good hygiene and safety. Reasonable end result. Food presented but not necessarily garnished or decorated.</li> <li>• <b>7/10 or 8/10      Secure</b></li> <li>• Some independent working and mostly organised. Used a selection of equipment correctly and safely.</li> </ul> </li> </ul>	<p><b>BTEC WJEC Hospitality and Catering Levels 1 and 2</b>  <b>Unit 1 exam externally assessed</b>  <b>Unit 2 Practical</b> The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.            This unit is internally assessed and externally moderated. All assessments must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.</p> <p><b>BTEC Pearson Home Cooking skills level 1 and 2</b>            Assessment – be able to use cooking skills to make home-cooked food using basic ingredients (learning outcome 1)            Assessment – understand the value of passing on information about home cooking (learning outcome 2).</p> <ul style="list-style-type: none"> <li>• Ongoing maintaining marking.</li> <li>• Formative assessment is offered throughout the course, which includes one-to-one verbal feedback that identifies strengths and areas for improvement. Small group work, pair work, and solo work is also assessed by monitoring student learning, and teaching.</li> <li>• Assessments with feedback will take place throughout the course both written and practical.</li> <li>• Throughout the year students will receive at least one written feedback per term from the teacher in the shape of Strengths, Weaknesses and</li> </ul>

- Good hygiene and safety. Good end result . Food garnished/decorated/well presented.
- **9/10 or 10/10 Mastering**
- Worked independently. Accurate and precise. Organised. Used a wide variety of equipment. Excellent hygiene and safety. All products of high quality. Food garnished/decorated/very good presentation
- Students can also peer assess alongside each other.
- Students undertake at least 4 practical dishes per rotation. Teachers make observations and judgments during the process.
- The level of progress (B,D,S) is calculated and saved on Go4Schools.
- Feedback follows each practical; Teacher, self and peer assessments are used at this point to help students identify individual 'Strengths' and 'areas for improvement' in the form of 'Strengths', 'Weaknesses' and 'Next Steps'.

At the end of each rotation students will take a Food written exam. This will test the understanding of key Food terminology and the skill of analysing their own practical ability. Students will be given a final level of progress for the year. This will be based on both the written exam mark and an average of the practical marks completed over the rotation.

Next Steps on a practical element of the course.

Extended learning which is written will be marked and feedback in the form of 'DIRT'

- Summative assessments (practical mocks and 1 written) and final coursework assessment marks will be recorded on Go4schools.
- Written teacher feedback will be in green pen, students will write in purple. (Students are given time within lessons to do this).

#### AQA GCSE

- During year 10 students will have end of topic tests to cover the specification. These will be a written test done in class. Students will either self or peer assess the work with a purple pen. Teacher feedback will be in green pen and results recorded on Go 4 Schools.
- Practical work linked to each topic and science investigations will be assessed and a mark awarded in line with GCSE grades 1 – 9.
- Two mock theory papers will be assessed and a raw mark converted to a GCSE grade. The Teacher will mark each paper with a green pen. Whole class feedback will take place where students will have time to improve their answers with a purple pen. A grade boundary will be available for students to see how close they are to the next grade.
- In the summer term a mock NEA 1 and 2 will take place.
- In year 11, students will follow the GCSE marking criteria for AQA. Their coursework (NEA) will be draft marked once with generic feedback given in line with JCQ regulations. Deadlines will be set to ensure students are on target to complete the course on time.
- Theory exam will involve another two mock exams where the teacher will mark the papers in green pen and the students given time in class to



improve their answers in purple pen.

- Results will be recorded on Go 4 Schools to monitor the students' progress.

## Type and frequency of feedback by Key Stage: Art

Key Stage 3	Key Stage 4
<ol style="list-style-type: none"> <li>1. Maintenance marking is done throughout the course where needed.</li> <li>2. There is no expectation that every piece of work will have feedback.</li> <li>3. Students receive verbal feedback every lesson.</li> <li>4. Student work will be marked using literacy symbols.</li> <li>5. Student work will have written feedback using WWW and EBI at least once every four weeks.</li> <li>6. Feedback will take the form of teacher, support staff, peer and self.</li> <li>7. DIRT will be used termly and link to assessment objectives on Go4Schools. BDSM will be used. Sometimes this may be part way through a topic.</li> <li>8. Photographs may be used to evidence development and practical sessions.</li> <li>9. Summative assessment is given on Go4Schools at the end of each topic.</li> </ol>	<ol style="list-style-type: none"> <li>1. Marking for GCSE Art and Design will be based on the AQA assessment objectives.               <ul style="list-style-type: none"> <li>#AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>#AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>#AO3: Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>#AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul> </li> <li>2. Teachers cannot write on student work, so will use an advice slip which supports the student, using WWW and EBI at least once every three weeks.</li> <li>3. Feedback will take the form of teacher, support staff, peer and self.</li> <li>4. Maintenance marking is done throughout the course where needed.</li> <li>5. There is no expectation that every piece of work will have feedback.</li> <li>6. DIRT sheets are used at the end of each term. These are linked to AQA AOs.</li> <li>7. End of topic feedback sheet gives commentary on AOs and targets to improve.</li> <li>8. Summative assessment is given on Go4Schools at the end of each topic.</li> </ol>

## Type and frequency of feedback by Key Stage: ICT and Interactive Media

Key Stage 3	Key Stage 4	Key Stage 5
<ol style="list-style-type: none"> <li>1. All teachers will mark extended written work to correct paragraphing, sentence structure and elements of punctuation plus</li> <li>2. spelling errors. Peer assessment and self-marking is used where we deem it</li> <li>3. appropriate. The assessment marking grids are written in student accessible language, and will include information about attainment and</li> <li>4. how they can improve. In years 7, 8 and 9 we assess all project work with main areas being printed work and kept in books/folders and marked by staff. All students should receive (DIRT)</li> <li>5. written feedback at least once a term. All books/folders should evidence maintenance marking of students work where appropriate.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Written feedback is given after each assessment. This ties in with the teaching of a set product, (provided by the exam board).</li> <li>▪ The timings of these depend upon the set product but will be at least twice per half term.</li> <li>▪ When a component is completed, an 'exam style' question will be marked with more detailed feedback given and DIRT completed.</li> <li>▪ Throughout the course 'maintenance marking' of folders will address common errors/patterns and in most cases students will be expected to self-correct their work.</li> <li>▪ Verbal feedback is given through questioning methods, in which all students will need to engage; this is in addition to 'one to one' conversations post mock-examinations.</li> <li>▪ Peer feedback is developed over the course of the programme of study. Students will be trained to interpret and apply the examination criteria effectively and be able to both peer and self-evaluate/review.</li> <li>▪ During NEA work, students are provided with 'guidance', as per the exam board conditions. This will take many forms but we aim to</li> </ul>	<ol style="list-style-type: none"> <li>1. Teachers will mark extended written work to correct paragraphing, sentence structure and elements of punctuation plus spelling errors, where appropriate.</li> <li>2. Peer assessment and self-marking is used where we deem it appropriate.</li> <li>3. Students should be given at least one formal opportunity to improve work against the mark grids if the assessment</li> <li>4. regulations allow. Exam preparation will be assessed using the mark grids or written feedback.</li> </ol>

	develop our students with their own critical toolkit, through which they develop a critical autonomy in reviewing their own and their peers' work.	
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## Type and frequency of feedback by Key Stage: Physical Education

Core PE Marking Policy		
Key Stage 3	Key Stage 4	Key Stage 5
<ol style="list-style-type: none"> <li>1. Verbal feedback is given through questioning methods, in which all students will need to engage; this is in addition to 'one to one' conversations</li> <li>2. Peer assessment and self-marking is used where we deem it appropriate, peer assessment will take place verbally.</li> <li>3. The assessment marking grids are written in student accessible language, and will include information about attainment and how they can improve.</li> <li>4. All students should receive (DIRT) written feedback at least once a term.</li> <li>5. All books/folders should evidence maintenance marking of students work where appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal feedback is given through questioning methods, in which all students will need to engage; this is in addition to 'one to one' conversations.</li> <li>2. Peer assessment and self-marking is used where we deem it appropriate, peer assessment will take place verbally</li> <li>3. The assessment marking grids are written in student accessible language, and will include information about attainment and how they can improve.</li> <li>4. All students should receive (DIRT) written feedback at least once a term.</li> <li>5. All books/folders should evidence maintenance marking of students work where appropriate.</li> </ol>	N/A

**Option PE Marking Policy**

<b>Key Stage 3</b>	<b>Key Stage 4 (Cambridge Nationals)</b>	<b>Key Stage 5</b>
N/A	<ol style="list-style-type: none"><li>1) Verbal feedback is given through questioning methods, in which all students will need to engage; this is in addition to 'one to one' conversations.</li><li>2) Peer assessment and self-marking is used where we deem it appropriate.</li><li>3) All books/folders should evidence maintenance marking of students work where appropriate.</li></ol>	<ol style="list-style-type: none"><li>1) Verbal feedback is given through questioning methods, in which all students will need to engage; this is in addition to 'one to one' conversations.</li><li>2) Peer assessment and self-marking is used where we deem it appropriate.</li><li>3) All books/folders should evidence maintenance marking of students work where appropriate.</li></ol>

Type and frequency of feedback by Key Stage: Mathematics

Key Stage 3	Key Stage 4	Key Stage 5
<ol style="list-style-type: none"> <li>1. Verbal feedback is recognised as having the greatest impact on student progress and will be at the core of our everyday teaching.</li> <li>2. Written feedback will follow the outline below. This is the minimum requirement, however teachers may complete additional written feedback as they see fit.               <ol style="list-style-type: none"> <li>a. Teachers with shared classes: 4 to 1 split of lessons, the teacher of the four lessons is responsible for marking. 3 to 2 splits, marking will be shared, with slightly more marking conducted by the teacher of 3 lessons.</li> <li>b. Three pieces of marking must be carried out per full term. The advised structure is two pieces of marking following the school's WWW/EBI system, with the third being a DIRT sticker for the end of term assessment. While the WWW/EBI markings may be replaced with DIRT stickers for more in-depth marking,</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal feedback is recognised as having the greatest impact on student progress and will be at the core of our everyday teaching.</li> <li>2. Written feedback will follow the outline below. This is the minimum requirement, however teachers may complete additional written feedback as they see fit.               <ol style="list-style-type: none"> <li>a. Teachers with shared classes: 4 to 1 split of lessons, the teacher of the four lessons is responsible for marking. 3 to 2 splits, marking will be shared, with slightly more marking conducted by the teacher of 3 lessons.</li> <li>b. Three pieces of marking must be carried out per full term. The advised structure is two pieces of marking following the school's WWW/EBI</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal feedback is recognised as having the greatest impact on student progress and will be at the core of our everyday teaching.</li> <li>2. Written feedback will follow the outline below. This is the minimum requirement, however teachers may complete additional written feedback as they see fit.               <ol style="list-style-type: none"> <li>a. Teachers with shared classes: 4 to 1 split of lessons, the teacher of the four lessons is responsible for marking. 3 to 2 splits, marking will be shared, with slightly more marking conducted by the teacher of 3 lessons.</li> <li>b. Three pieces of marking must be carried out per full term. The advised structure is two pieces of marking following the school's WWW/EBI system, with the third being a</li> </ol> </li> </ol>

<p>the third piece of marking MUST be a DIRT sticker for the end of term assessment.</p> <p>c. Teachers will use the school’s literacy policy for marking when marking books, with particular focus on the spelling of mathematical key vocabulary.</p> <p>d. Example of DIRT sticker:</p>	<p>system, with the third being a DIRT sticker for the Mock examinations* / end of term assessment (For Entry Level students this can be based on a practice component assessment). While the WWW/EBI markings may be replaced with DIRT stickers for more in-depth marking, the third piece of marking MUST be a DIRT sticker for the end of term assessment.</p> <p>c. Teachers will use the school’s literacy policy for marking when marking books, with particular focus on the spelling of mathematical key vocabulary.</p> <p>d. Example of DIRT sticker (see KS3):</p> <p>Note: In the percentage/grade box for GCSE students – please specify the GCSE grade (e.g. grade 4) and for Entry Level students – please specify what</p>	<p>DIRT sticker for the Mock examinations+ / end of term assessment (For Entry Level students this can be based on a practice component assessment). While the WWW/EBI markings may be replaced with DIRT stickers for more in-depth marking, the third piece of marking MUST be a DIRT sticker for the end of term assessment.</p> <p>c. Teachers will use the school’s literacy policy for marking when marking books, with particular focus on the spelling of mathematical key vocabulary.</p> <p>d. Example of DIRT sticker (See KS3):</p> <p>Note: In the percentage/grade box for Functional Skills students – please specify the percentage and for Entry Level students – please specify what</p>
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I have mastered:

- Bullet point success criteria met by the student

Presentation Effort

Percentage/Grade

Literacy			
Capital letters	/	/	
Spelling		/	
Subject specific vocab		/	
Mathematical Thinking			
Problem Solving		/	
Reasoning		/	
Decision Making	/	/	

Areas I need to improve are:

- Bullet point success criteria that the student needs to improve
- 

DIRT: Included question(s) for students to practice the areas they need to improve.

I have used the following Essential Skills this half term:  
Students to indicate the essential skills they have used.

3. Self- and Peer-assessment should also be used regularly. Self-marking is encouraged particularly among higher attaining students as a way for them to take ownership of their learning. Teachers to provide answers to questions and model solutions as they see fit. Students to mark their own or their

level they are currently working at (e.g. ELC 2)

3. \*Mock examinations – For GCSE students mock examinations will occur at the end of the Autumn, Spring and Summer terms. They will either be produced using AQA’s Exampro or will be AQA past papers so we continually assess in line with our chosen exam board. All mocks are marked by the Head of Maths to ensure consistency of marking across the classes, and where necessary, can be moderated by a second member of the maths department. Marking of all mock exams will be carried out in line with an exam mark scheme.

4. Self- and Peer-assessment should also be used regularly. Self-marking is encouraged particularly among higher attaining students as a way for them to take ownership of their learning. Teachers to provide answers to questions and model solutions as they see fit. Students to mark their own or their peer’s work using purple

level they are currently working at (e.g. ELC 2)

3. +Mock examinations – For all students mock examinations will occur at the end of the Autumn, Spring and Summer terms. For Functional Skills, past papers from AQA will be used and marked following the exam mark scheme. The K5 teacher will be responsible for marking these. For Entry Level, a component assessment will be given at the three assessment periods and in conjunction with the teachers, judgement and current working grade will be determined at each stage. The class teachers will mark the ELC assessments as part of their students’ portfolios.

4. Self- and Peer-assessment should also be used regularly. Self-marking is encouraged particularly among higher attaining students as a way for them to take ownership of their learning. Teachers to provide answers to questions and model solutions as they see fit. Students to mark their

<p>peer's work using purple pen. The teacher (or support) should initial SA to show Self Assessment or PA to show Peer Assessment on the student's work where the marking has taken place.</p> <p>4. Self-assessment stamps should be used at the end of the lesson for students to evaluate their confidence in a topic. Staff should support this by indicating the level of support provided during the lesson. Notation for this can be found in the school marking policy.</p> <p>5. Individual misconceptions can be identified and addressed in students' exercise books; however, common misconceptions should be address in lesson time as a class. Minor errors, for example due to carelessness, can be corrected without an additional task to follow up.</p>	<p>pen. The teacher (or support) should initial SA to show Self Assessment or PA to show Peer Assessment on the student's work where the marking has taken place.</p> <p>5. Self-assessment stamps should be used at the end of the lesson for students to evaluate their confidence in a topic. Staff should support this by indicating the level of support provided during the lesson. Notation for this can be found in the school marking policy.</p> <p>6. Individual misconceptions can be identified and addressed in students' exercise books; however, common misconceptions should be address in lesson time as a class. Minor errors, for example due to carelessness, can be corrected without an additional task to follow up.</p>	<p>own or their peer's work using purple pen. The teacher (or support) should initial SA to show Self Assessment or PA to show Peer Assessment on the student's work where the marking has taken place.</p> <p>5. Self-assessment stamps should be used at the end of the lesson for students to evaluate their confidence in a topic. Staff should support this by indicating the level of support provided during the lesson. Notation for this can be found in the school marking policy.</p> <p>Individual misconceptions can be identified and addressed in students' exercise books; however, common misconceptions should be address in lesson time as a class. Minor errors, for example due to carelessness, can be corrected without an additional task to follow up.</p>
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## Type and frequency of feedback by Key Stage: Science

### Marking, Feedback and Assessment

In Science we make use of robust and useful assessment of learning and progress. We use end of topic tests to truly analyse where a child's strengths and weaknesses lie. We do this using our DIRT stickers. Children complete an end-of-unit test, self-assess, and then complete improvement questions based on their areas of weakness, or other similar appropriate tasks. The assessment scores are then uploaded to Go4Schools where they can be viewed as a percentage. DIRT stickers should be altered as required to meet the needs of pupils, and WWW/EBI can be linked to the topic areas covered by the marking sticker.

### Expectations for Marking/Feedback Across Key Stages

#### **Types of Feedback**

Feedback should include a mix of verbal and written, with verbal feedback being given to pupils frequently during lessons as a means to assess levels of understanding, or correct a misconception.

#### **Written Feedback**

<b>KS3 Marking</b>	<b>KS4 Marking</b>
<p>End of unit tests must be given to all pupils. There are different versions for Nurture groups, main-school and higher ability pupils.</p> <p>DIRT stickers must be completed after a test, and pupils will be given the opportunity to complete "improvement tasks" as required. For example; questions relating to the topic areas.</p> <p>General marking should <b>not</b> include notes pupils have made in lessons. Marking should focus on tasks given by the teacher. Spelling and grammar can also be concentrated on these content areas to reduce unnecessary marking.</p>	<p>Similarly to KS3; GCSE/ELC pupils will be sitting end of unit assessments. As before, DIRT stickers will be administered and pupils will respond to the WWW/EBI section according to the content areas covered by the test.</p> <p>Pupils at this key stage should be given the opportunity to use revision guides and workbooks to improve on areas of difficulty. Any questions answered should be done in purple pen, or indicated as completed in an appropriate workbook.</p> <p>Pupils will create more notes for themselves during GCSE level lessons, and again, these should <b>not</b> be marked by the teacher. Focus on providing feedback to tasks assigned in the lessons.</p>

At this level, the focus should be on correcting key misconceptions that can lead to further problems during KS4.

KS3 pupils should be given ample opportunities for peer/self-assessment where possible, for example; peer/self-marking simple quizzes.

Particular emphasis should be placed on vocabulary at this level, as confusing similar sounding terminology becomes very common during GCSE studies, therefore this should be included as part of DIRT activities (see example below)

By this stage pupils should be doing self/peer assessment of more complex answers including “essay” style questions where appropriate for the class, along with more frequent simple examples of self/peer assessment.

### Example GCSE DIRT Activity

Teacher feedback is completed here.

Pupil feedback here

Tasks linked to key words or specific knowledge completed here.

Presentation	What went well?						
Current Mastery	KS4 Level	Maglevell	Literacy	Capital Letters			
End of year	Min	Target	Spelling				
Essential Skills show:			Subject specific vocab				
Listening	Presenting		Numeracy				
Problem solving	Staying Positive		Arithmetic				
Leadership	Creativity		Patterns				
Aiming High	Teamwork		Functional—(time, days of week, measurements)				
Even Better!!—(include Go4S schools statements yet to be ticked)							
<p>Go4S school statements to work on</p> <p>Student Comment</p> <p>What went well?</p> <p>Even better!</p> <p>How I can get my Go4S school statements</p>							

  

Magnetism and electromagnetism-F		
Q	Topic	Score
1	Permanent and induced magnets	6
2	Electromagnet experiment	8
3	National grid and data handling	2

  

What are your areas of strength and weaknesses?	
Colour in your score:	
I understand	I
I don't understand it all	S
I struggle with this	F

Tick the key words that you understand and find the definitions for those you struggle with. Complete the relevant pages in your revision guide for the areas you found difficult.

Magnet	Force			
Electromagnet	Non-contact			
Field	Left-hand rule			
Field lines	Right hand grip rule			

## Type and frequency of feedback by Key Stage: Engineering

Key Stage 3	Key Stage 4
<p>With the nature of the subject being predominately practical, verbal feedback will form a significant part of this department's feedback policy.</p> <p>Verbal feedback will also be part of lesson assessment using both hands up and no hands up approach, cold calling will also be employed. For Students with high levels of anxiety. A list of names will be given at the beginning of each lesson to remove anxiety.</p> <p>Feedback will be given at the end the penultimate lesson using WWW/EBI students can respond to feedback in the last lesson of the project. The feedback will consist of effort grading in line with the whole school data. This will be formed by via three project in Yr 7, three projects in Yr8 and Four in Projects in Y9.</p> <p>Continuous maintenance marking will be undertaken during the design stages of projects work, with time for improvements to be made.</p> <p>Photos will be used in line with the schools kinteract policy and using the Hastag system to allow for further detailed to be give, whilst also collecting student's evidence</p> <p>Go4Schools will be used to record summative data at the end of each project.</p>	<p>As per the nature of the key stage 3 curricular being predominately practical, verbal feedback will form a significant part of this department's feedback policy.</p> <p>Continuous maintenance marking will be undertaken of project work, with time for improvements to be made, following the purple pen policy. Working towards the BTEC assessment criteria of Pass/Merit/Distinction.</p> <p>Photos will be used in line with the schools kinteract policy and using the Hastag system to allow for further detailed to be give, whilst also collecting student's evidence.</p> <p>Work is collected and Internally verified by the schools BTEC internal verifier to ensure that work is meeting standards.</p> <p>One to one verbal feedback/written will be given in students learner portfolios, identifying and areas for further questioning to expand on technical knowledge.</p>

## Type and frequency of feedback by Key Stage: Humanities

### Key Stage 3

- All students should receive (DIRT) written feedback opportunities at least once a term. This is towards the end of Autumn 2, Spring 2 and Summer 2 (1 per term and 3 per year).
- The DIRT assessment marking grids are written in student accessible language and will include information about attainment and how they can improve. This will also provide students with the opportunity to reflect upon their learning and for a verbal dialogue between teaching staff and students.
- All teachers will mark extended written work (DIRT assessments) to correct paragraphing, sentence structure and elements of punctuation plus spelling errors. This will be written in a green pen.
- Peer assessment and self-marking is used where we deem it appropriate and will be written in purple pen.
- Verbal feedback will be used in lessons to allow for misconceptions to be addressed immediately and for it to be relevant to the student at the time. This will not be recorded in books but evident when in the lesson.
- All books/ booklets should evidence maintenance marking of students work where appropriate.
-

Type and frequency of feedback by Key Stage: Preparation for Adulthood (P4A)

## Type and frequency of feedback by Key Stage: Employability

Key stage 5
Continual formative assessment in K5 throughout the academic year. Both written and practical assessments are used.
Self-assessment stamp to measure students understanding from 0-10.
Verbal feedback <ul style="list-style-type: none"><li>This is the most frequent form of feedback and it should be visible during learning.</li></ul>
We will look at using a question and answer sheet to get students to peer assess each other.
We will continue to ensure that we mark to the qualification and IV guidelines.
Comprehensive feedback ( detailed) will clearly identify the <b>strengths</b> and strategies <b>for improvement</b> that students will then act upon; this may be in the form of DIRT (Dedicated Improvement and Reflection Time or 'What Went Well (WWW) and Even Better If (EBI).
DIRT activity will take place 3 weeks before the end of each term.
Teaching and support staff to continue to liaise with Internal Verifier for feedback and reflection on their own marking of students work.
Staff to continue to complete their TAQWA qualification.
City and Guilds have approved the current marking policy in Post 16 due to IQA and EQA visits. Plus City and Guilds standardisation.