



KD
GRAMMAR
SCHOOL
FOR BOYS

FAITH • LEARNING • LIFE

Kassim Darwish Grammar School for Boys

Marking and Feedback Policy

MARKING & FEEDBACK POLICY

Introduction

KD Grammar School's recognises that marking and feedback are essential parts of a teacher's planning process and are designed to provide students with ongoing opportunities to shape, review and develop their understanding of the curriculum being studied.

Feedback is highly important in a teacher's role and can be 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.

The most valuable 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.

Students should be able to, when asked, fluently explain the feedback they have received and how they have used it to make progress in their learning.

The quality of marking should not be confused with the quantity. Teachers should focus on ensuring marking is meaningful, manageable and motivating. (See DFE Eliminating unnecessary workload around marking, March 2016)

1. Rationale

1.1. To create a policy that enables consistent feedback opportunities for students to support them to make further progress and develop skills through their responses.

1.2. To support the commitment to 'continuous improvement' culture within the school through a policy that ensures timely, specific and receptive feedback opportunities.

1.3. To encourage students to become 'reflective learners' and help them to close the gap between current and desired performance.

2. Purposes of Marking and Feedback

Marking and feedback should enable students to make progress by helping them to:

UNDERSTAND WHAT THEY HAVE DONE WELL

2.1. To encourage a dialogue to develop between student and teacher about recently marked work;

2.2. To encourage students to recognise what they have done well and the reasons for it. This increases students' confidence and self-esteem in learning, and contributes to accelerated learning;

2.3. To encourage students to have a sense of pride in the content and presentation of their work.

UNDERSTAND HOW TO IMPROVE

2.4. To correct mistakes;

2.5. To provide clear strategies for students to improve;

2.6. To consolidate subject-specific, literacy and numeracy skills.

MAKE VISIBLE SIGNS OF IMPROVEMENT AS A RESULT OF FEEDBACK

2.7. To give students dedicated time to reflect upon and evaluate their learning and put in effort to make improvements.

SUPPORT TEACHERS' ASSESSMENT KNOWLEDGE OF EACH STUDENT

2.8. To monitor progress and accurately assess students' knowledge and understanding;

2.9. To inform our planning and structure the next phase of learning;

2.10. To facilitate effective and realistic target setting for students;

The four purposes of marking and feedback should be evident and incorporated in all subjects throughout the school. However, approaches may differ and some forms of feedback are more appropriate and effective than others in particular circumstances.

3. Principles of Marking and Feedback

KD Grammar School's marking and feedback policy aims to promote consistent and high standards of feedback. This policy sets down the general principles which subjects must use to draw up their own specific policies to suit their curriculum needs.

There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement.

Departments will determine the most effective way to provide feedback to their students, thus managing teacher workload and ensuring that the school's marking and feedback policy is applied consistently.

The general principles are:

- 3.1. Marking and feedback should be precise, learning focused and constructive to each student. It should recognise success and improvement as well as focus on clear areas for development against learning objectives.
- 3.2. Marking and feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
- 3.3. A dialogue, both verbal and written, should be created between teacher and student. Time should be allowed for students to use the feedback in their work to make improvements (this is often referred to as DIRT: Dedicated Improvement and Reflection Time);
- 3.4. Feedback should be an integral part of the teaching process and visible in lesson delivery in various forms such as questioning, discussion, 1-2-1 conversation, whole class feedback and DIRT.
- 3.5. Evidence of student use of feedback should be visible in student books through green pen improvements to work made by them in response to feedback received. Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness;
- 3.6. Feedback should take a range of formats which inform students on how to improve their knowledge, develop and communicate their ideas. The most effective teachers use a combination of these, choosing the most appropriate to the learning;
- 3.7. Students should be supported in using feedback to develop their learning. This includes understanding how to interpret feedback given to them as well as how to provide peer feedback to others in their class.
- 3.8. Peer, group, self and whole class feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher;
- 3.9. Feedback is a part of the school's wider assessment processes which should aim to provide an appropriate level of challenge to students in lessons, allowing them to make good progress;

- 3.10. Departments should plan and deliver the curriculum to ensure that feedback opportunities are embedded across topics. To ensure consistency, schemes of work and/or learning/progress maps may be annotated with which pieces of work should include detailed feedback.

4. Type and frequency of verbal feedback

4.1. This takes place throughout the lesson and is the most effective way of supporting students to make progress rapidly and accurately since feedback is immediate, relevant, directed and therefore, it is acted upon at the time of learning.

4.2. This is the most frequent form of feedback as it should be part of everyday classroom practice;

4.3. Verbal feedback may well be directed to individuals, groups of students or the whole class; these may or may not be formally planned. They can be effective as both the teacher;

4.4. Verbal feedback can be helpful when similar feedback needs to be given to the whole class, for example, to address a common misconception, to model the feedback process and support self/peer assessment.

4.5. Verbal feedback to 'walkabout' marking can identify small errors/misconceptions, address and correct them immediately.

4.6. There is no expectation that verbal feedback will be recorded.

4.7 Examples of verbal feedback are question and answer sessions, discussions, 1-2-1 conversation (short, directed at a small intervention within a topic), whole class feedback or peer review.

5. Type and frequency of written feedback

5.1. There are two types of written feedback: detailed and maintenance;

5.2. 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 (see appendices for further information);

5.3. Some subjects that are more practical (e.g. Qur'an, Art, PE) may well not have detailed written feedback;

5.4. 'Detailed feedback' should clearly identify the strengths and strategies for improvement that students will then act upon;

5.5. Detailed feedback should include prompts, challenge, reminder, steps, examples, as appropriate to help students to understand.

5.6. 'Maintenance marking' may identify specific issues such as key words, literacy/ vocabulary and presentation issues; students should act upon these.

5.7. Students are expected to maintain good order of their books (presentation and organisation of work) which includes the following:

5.7.1. Date and title work.

5.7.2. Label work as classwork or homework.

5.7.2. Stick in sheets.

5.7.3. Use a ruler where appropriate, including to underline titles, draw tables, etc.

5.7.4. Use a pencil where appropriate, including to draw tables/diagrams, etc.

5.7.5. Cross out any mistake made with a single line.

6. Type and frequency of peer feedback

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

6.2. Written peer feedback should be carried out using 'green pen' and clearly titled as 'Peer Feedback';

6.3. Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher with answer sheets or Success Criteria provided, as appropriate.

6.4. When work is peer-marked, teachers will look at all students' books to check for accuracy and to inform future planning.

7. Type and frequency of self-feedback

7.1 Akin to peer feedback, students need an explicit and clear structure to identify their learning needs;

7.2 Teachers should share success and/or assessment criteria where appropriate.

7.3 Students should self-assess their own work in 'green pen' and have opportunities to correct as they go along.

7.4 When students self-assess their work, teachers should look at their books to check for accuracy and use it to inform future planning.

8. Type and frequency of group feedback

8.1 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.

8.2 Group feedback, can significantly reduce teacher workload and if used well and appropriately be used as Dedicated Reflection and Improvement Time (DIRT).

9. Type and frequency of summative assessment feedback

9.1. Summative assessment marking should be used when appropriate to:

- support retrieval practice,
- check understanding and monitor student progress,
- inform teaching,
- identify different starting points/gaps
- allow focus for student reflection on learning

9.2 Summative assessment feedback should be in line with the school's Assessment Policy and with the department expectations. This is usually not more than twice per half term although teachers may choose to complete practice questions as part of the topic as and when required.

9.3 To maximise the value of these assessments to students, best practice would include:

9.3.1. Embedded retrieval activities for topics throughout the scheme for learning

9.3.2. Sharing of mark criteria with students prior to assessment

9.3.3. Teacher provides whole class feedback on key development themes & misconceptions

9.3.4. Post assessment opportunity to complete a development task as a result of the teacher's feedback

10. Literacy and numeracy feedback

10.1. 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;

10.2 Appropriate and targeted feedback should be given to students. Spelling, punctuation and grammar should not be over-marked in every piece of writing. High frequency words and key subject words should ALWAYS be corrected.

10.3 Work should be marked for literacy using the following symbols:

LITERACY MARKING CODES		
In the margin	In the text	Meaning of code
	//	Paragraphing error (<i>mark where new paragraph should start</i>)
	/	Missing word
Sp	<u>extreemely</u>	Spelling error (<i>underline word</i>)
Pwithout <u>it. she</u> went...	Punctuation error (<i>underline phrase</i>)
Gr	<u>I should of</u>	Grammar error (<i>underline phrase</i>)
?	He <u>went wait</u> ...	Unclear meaning/clumsy expression (<i>underline phrase</i>)
FS		Not written in full sentences
C	It was <u>Cold</u>	Missing or misplaced capital letter (<i>underline word</i>)

10.4 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.

10.5 As with all feedback, students should try to act upon the literacy and numeracy feedback and to self-improve their skills in future learning.

11. Monitoring and Evaluation

As part of the whole school approach for our commitment to 'continuous improvement culture:

11.1. Subject Leaders must ensure their departmental marking and feedback policy supports the school policy. This policy should clearly identify the type and frequency of feedback in subjects;

11.2. All teachers are responsible for the effective implementation of their department marking and feedback policy within their lesson delivery and planning.

11.3. Heads of Department/Subject leaders will monitor the use of the marking and feedback policy within their department throughout the academic year.

11.4. Line Managers will 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. Students' work will form an important part of the conversations with them regarding their progress.

11.5. Heads of Department/Subject Leaders will check departmental feedback as part of quality assurance process. Line Managers will regularly discuss and evaluate the quality of feedback as part of the Line Manager meeting process.

11.6. CPD will be available for all staff regarding the effective use of marking and feedback.

This Marking and Feedback Policy will be reviewed as and when appropriate during our commitment to continuous improvement cycle.

Date	November 2023
Reviewed by	Mrs Bani
Next Review Date of this Policy	Autumn Term 2024

Appendix 1: SUMMARY OF THE REPORT OF THE INDEPENDENT TEACHER WORKLOAD REVIEW GROUP 2016

1. Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.
2. Our starting point is that marking – providing written feedback on pupils' work – has become disproportionately valued by schools and has become unnecessarily burdensome for teachers. There are a number of reasons for this, including the impact of Government policy, what has been promoted by Ofsted, and decisions taken by school leaders and teachers. This is not to say that all marking should be eliminated, but that it must be proportionate.
3. The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.
4. This report will help schools review their practice with the aim of shrinking the importance marking has gained over other forms of feedback and stopping unnecessary and burdensome practice.
5. Marking is a vital element of teaching, but when it is ineffective it can be demoralising and a waste of time for teachers and pupils alike. In particular, we are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term.
6. There is also a cultural challenge here. In many cases the view is that you must spend hours marking to be a good teacher; that writing pages of feedback makes you more effective; and that there is a link between the quantity of marking and pupil progress. These are myths that need to be debunked.
7. There is no 'one-size-fits-all' approach. A balance needs to be struck between a core and consistent approach and trusting teachers to focus on what is best for their pupils and circumstances. With this in mind, the marking review group has developed specific recommendations for Government, Ofsted, employers, governors, school leaders, teachers and researchers, which can be found at the end of the report.
8. In summary, we recommend that all marking should be meaningful, manageable and motivating. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE).

Appendix 2: DIRECTED IMPROVEMENT AND REFLECTION TIME (DIRT)

1. Once feedback has been given, students need to be enabled to respond. When giving feedback, therefore, we should offer students time to reflect critically on how to craft and improve their work and then to develop new techniques to put their feedback into practice.

2. A dialogue is opened up with students about their feedback, and we offer time and space for this to happen. For ease of reference, we can label this time and space within our lessons as 'Directed Improvement and Reflection Time', or DIRT.

3. Effective use of DIRT enables students to become more disciplined learners:

3.1. Reflect critically – we expect students to spend approximately twice their time reflecting on their feedback as we have devoted to giving it. This is most effective when done individually, in silence.

3.2. Developing techniques – although DIRT is about encouraging students to critically reflect on their feedback, teacher guidance is crucial. We model and scaffold to exemplify the feedback we have given and show students how to improve.

3.3. Crafting and improving - DIRT can also be effectively used for crafting and improving work. This allows students to immediately apply their feedback and put the techniques into practice.

4. Often, 15 minutes can be sufficient for DIRT, although sometimes you may dedicate a whole hour to it, for example if a significant piece of written work is being redrafted.

5. No DIRT means no gap is closed: learning has not moved forwards. This means the time we have spent marking students' work is wasted time. This is also likely to result in valuable curriculum time spent on identifying errors/omissions/misconceptions and commenting on them. Therefore, if we have flagged up a 'learning gap', we must give students the opportunity to address it. Closing this learning gap needs to be prioritised.

6. There are many different tasks that students can do during DIRT. It depends on what they got wrong or missed out in their assessed work. The following list is by no means exhaustive:

- Redrafting of a whole piece of work or a section of the work
- Redoing something (for example a graph)
- Answering a question
- Editing.

Type and Frequency of feedback by Key Stage: Art and Design

	Key Stage 3	Key Stage 4
Introduction	<p>Projects:</p> <p>Year 7: Identity, Natural Form, Landscape, Pop Art, Matisse and Africa Skills: graphic skills, drawing skills, mark making, printmaking, collage</p> <p>Year 8: Perspective, What's In A Building, Objects and Viewpoints, Henri Rousseau, Signs and Symbols Skills: 1,2&3 point perspective, drawing skills, simplification, graphic skills, enlargement</p> <p>Year 9: Mexican Folk Art, Letterforms, Christopher Marley, 101 Solutions, GCSE Mini Project 'Spirals' Skills: Textiles, printmaking, graphic layout, painting, drawing, scale drawing, enlargement, creating outcomes, generating ideas</p>	<p>The GCSE course comprises of 60% coursework and 40% controlled assessment. Students' sketchbooks, coursework and controlled assessments will cover all four AQA Assessment objectives.</p>
Types of feedback	<p>a) With the subject being predominately practical, verbal feedback will form a significant part of this department's feedback policy. Verbal feedback will be used regularly in all lessons to groups and individuals.</p> <p>Students will act on verbal feedback to improve their art work as they are progressing. This should be evidenced in green pen where appropriate in student's sketchbooks.</p> <p>b) Peer assessment will be used throughout the term during and at the end of lessons when appropriate to generate ideas, identify strengths and weaknesses and areas / skills to develop. This could be verbal during critical evaluation sessions or through the use of</p>	<p>a) With the subject being predominately practical, verbal feedback will form a significant part of this department's feedback policy. Verbal feedback will be used regularly in all lessons to groups and individuals.</p> <p>Students will act on verbal feedback to improve their sketchbook work and coursework as they progress. This should also be evidenced in green pen where appropriate in student's sketchbooks. Verbal feedback will cover all four AQA Assessment objectives.</p> <p>b) Peer assessment will be used throughout the term during and at the end of lessons where appropriate to generate ideas, identify strengths and weaknesses and areas / skills to develop. This could be verbal during</p>

	<p>strategies such as 'Two Stars and A Wish' that will be evidenced in sketchbooks.</p> <p>Scaffolding and lists of key words will be used to support students.</p> <p>c) Maintenance marking will be comments written by the teacher in red pen linked to the lesson objectives based on what has been done well and what needs to be done to be improved.</p> <p>SPaG (Spelling, Punctuation & Grammar) will be clearly checked in line with the schools literacy policy using literacy codes.</p> <p>d) At the end of each project, detailed feedback (formative / summative) will be given with 'strengths' and 'areas for improvement' identified by the teacher in red pen in sketchbooks.</p>	<p>critical evaluation sessions or through the use of strategies such as 'Two Stars and A Wish'.</p> <p>Scaffolding and GCSE glossaries will be used to support students.</p> <p>c) Maintenance marking will be comments in red pen linked to the GCSE assessment objectives and the individual themes, artists and skills that students are working on / developing.</p> <p>Skills will be developed upon those learnt at KS3 and those specified in the GCSE specification according to individual projects.</p> <p>SPaG (Spelling, Punctuation & Grammar) will be clearly checked in student's annotations in sketchbooks in line with the schools literacy policy using literacy codes.</p> <p>d) Detailed feedback will be given when coursework and sketchbook work will be marked using a traffic light system and will cover all four AQA Assessment Objectives linked to students individual work with 'strengths' and 'areas for improvement' identified as well as the level that they are working at.</p>
<p>Frequency of marking</p>	<p>Maintenance marking will be carried out continuously throughout the projects.</p> <p>Detailed feedback will be given at the <u>end of each project</u>.</p>	<p>Maintenance marking will be used continuously throughout the GCSE course predominately in sketchbooks.</p> <p>Detailed feedback will be given to students' when their coursework and sketchbook work will be marked at least <u>once every half term</u> on an assessment sheet that will be stuck in sketchbooks.</p>
<p>Student responses</p>	<p>Students will respond in green pen to feedback and improve their sketchbook work and art work where appropriate.</p>	<p>Students will respond to feedback in green pen and complete/improve/develop their sketchbooks, art coursework and externally set assignment (controlled assessments).</p>

	<p>Students will be given the opportunity to take part in self-assessment where appropriate throughout the project. This could be verbal or written in books on the 'flight path' sheet stuck in books.</p>	
<p>Assessment</p>	<p>At the end of each project (Autumn 1&2, Spring 1 and Summer 1&2), students will be given a level and effort grade on a 'flight path' sheet. This will take into account:</p> <ul style="list-style-type: none"> - previous art and design assessments (including baseline), - their performance against the objectives and skills learnt during the project, - their performance in the KS3 exams 	<p>Throughout the GCSE course, student's coursework, sketchbooks and controlled assessment will be moderated and marked holistically against the GCSE Art and Design assessment objectives and levelled exemplars set by the exam board.</p> <p>Exam work including the mock exam and controlled assessment day exams will form an overall holistic 'best fit' grade.</p> <p>A final moderation will take place in year 11 at the end of the GCSE course.</p>

Type and Frequency of feedback by Key Stage: Business

Key Stage 4	
Introduction	<p>Students will receive feedback in written form, either in books, homework sheets or Google Classroom:</p> <p>Homework will be from the list below:</p> <ul style="list-style-type: none"> - GCSE style questions, including case study/generic short response/calculations/extended levelled questions (4, 6, 9 and 12 marks) from the text book (9-1 GCSE Business). - GCSE questions including case study/generic short response/calculations/extended levelled questions (4, 6, 9 and 12 marks) GCSE questions from past papers - Worksheets - definitions/odd one out/fill the gaps/benefits or drawbacks/true or false/case study - Case study worksheets – calculations and extended response questions - levelled (4, 6, 9 and 12 marks) - Calculation worksheets - Multiple choice business theory questions and calculations - Research based <p>Students will be aware of the examination marking grids for 4, 6, 9 and 12 mark responses and the criteria needed to move from the lowest L0 and L1 to the highest level L3 and L4.</p>
Types of feedback	<p>a) Maintenance marking</p> <p>Students' books are checked to ensure classwork is up-to-date as well as SPAG (Spelling, Punctuation & Grammar) /Key words/Numeracy accuracy:</p> <p>Acknowledgment, simple checking and correcting mistakes (where necessary) will be done in 'red' pen. Teachers will acknowledge through the use of:</p> <ul style="list-style-type: none"> - ticks - numerical marking (10/10) - highlight excellent work or errors - corrections - brief attainment based comments - exam technique based comments <p>b) Detailed written feedback</p> <p>Exam style questions will be marked to the exam board criteria (AQA). Context will be identified with C (inside a circle) and a judgement/recommendation identified with J (inside a circle). Positive comments are given alongside area(s) for improvement.</p>

	<p>In addition to acknowledgement and checking, further questions may be posed to the students in red pen. These will include comments, phrased as questions/prompts to stimulate each individual student to take the next steps in the learning process. These could take the form of:</p> <ul style="list-style-type: none"> - Simplified/alternative questions - if the student has not understood the original question - Extension questions - to develop student's knowledge and understanding and encourage higher level thinking <p>c) Verbal feedback</p> <p>This will be used as appropriate and may be identified on work using the stamp/sticker. Frequent use of open and probing questions (use of Bloom's taxonomy and an on-going dialogue as work progresses towards learning objective/success criteria.</p> <p>d) Self and peer assessment</p> <p>This should be done in 'green' pen by the students, in accordance to the school's policy. Opportunities should be built into the scheme of work to allow for peer and self- assessment. This should be as above, but done by students with support using clear criteria from the teacher. It should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there.</p> <p>Students can also make use of the peer marking sheets for extended Business GCSE questions (for 6, 9 and 12 mark responses). WWW (what went well) and EBI (even better if) comments are encouraged to identify positive points and areas for improvement.</p> <p>e) Modelling</p> <p>Students will be provided with sample responses frameworks, mark schemes and marking grids where appropriate.</p>
Frequency of marking	<p>Maintenance marking takes place <u>once every 2-3 weeks</u>.</p> <p>Detailed marking takes place at least <u>once every half term</u>.</p>
Student responses	<p>At the end of each unit of work, feedback and Dedicated Improved and Reflection Time (DIRT) opportunities are to be provided. At this stage, students are expected to respond to any feedback and answer any extensions questions given. This must be completed in green pen.</p>
Assessment	<p>Topics/Units are routinely assessed throughout the year as appropriate. For any formal assessment marking, students will receive a copy of the mark scheme to help their understanding.</p>

Type and Frequency of feedback by Key Stage: Computing

	Key Stage 3	Key Stage 4
Introduction	<p>These procedures apply to homework and classwork assignments completed within Key Stage 3 Computing:</p> <ul style="list-style-type: none"> - Students will receive feedback in written form, either in books, homework sheets or Google Classroom (if used). - All students in Key Stage 3 will store work electronically with Google Drive folders and use Google Classroom. - Students' work will be marked electronically by teacher and comments attached to the work itself. - All work on Google Classroom will be printed out and stuck into classwork books on a regular basis. - Homework scores to be tracked on the KS3 Tracker. <p>Homework will be from the list below:</p> <ul style="list-style-type: none"> - research based - questions/ practical tasks on online platforms - multiple choice questions 	<p>Information Technologies, IT (CAMNAT) Students are provided with homework booklet that consists of additional activities to stretch and extend students subject knowledge. IT students will be aware of the Unit recording sheets, the criteria need to move from the lowest Mark Band 1 (MB1) to the highest Mark Band 3 (MB3). Additionally, students are provided with checklists that need to be completed regularly, to show progress toward their GCSE target.</p> <p>Computer Science and IT (CAMNAT) Controlled Components Due to Computer Science and IT having a 20 hour practically assessed NEA element and respectively a coursework, school marking policy cannot apply. Staff to adhere to exam board regulations and quality assurance when it comes to both formative, summative and documentation of feedback and moderation.</p> <p>The procedures outlined below apply to homework and classwork assignments completed within Key Stage 4 Computing and IT:</p> <ul style="list-style-type: none"> - All students in Key Stage 4 store work electronically with Google Drive folders and use Google Classroom. - Students will be marked electronically by teacher and comments attached to the work itself. - All work is to be printed out and glued in the students' book. - Homework scores to be tracked on the KS4 Tracker. <p>Homework will be from the list below:</p> <ul style="list-style-type: none"> - research based

		<ul style="list-style-type: none"> - questions/ practical tasks on online platforms - multiple choice questions - GCSE/CAMNAT questions for past papers - GCSE/CAMNAT style questions <p>Students are expected to check, proof read their work before submitting (before and after printing) to ensure that all work is completed to a high standard.</p> <p>When appropriate students will be given grading criteria which will often form parts of the task which need to be present in the work.</p>
<p>Types of feedback</p>	<p>a) Verbal feedback Verbal feedback is most commonly used during Computing lessons. This is due to the practical and technical subject contents and the varying skills within the mixed ability classes. Praise and extension questions which encourage higher level thinking to be asked. Feedback to be used in lessons for instant feedback on practical work (esp. programming). It is not feasible for this to be logged. This may include verbal feedback, peer assessment, class grading of a piece of work via Google classroom. Stamp may be used to indicate use.</p> <p>b) Maintenance marking Acknowledgment and checking in 'red' pen. It means work has been checked for completion and correctness. (Simple checking and where necessary correcting mistakes). Teachers will acknowledge students' work through the use of:</p> <ul style="list-style-type: none"> - ticks - simple marks (10/10) - corrections and/or brief attainment based comments <p>Numeracy and SPAG (5 literacy errors) will be checked in each piece of work, plus key words, including notes, using the school's literacy codes.</p>	<p>c) Detailed written feedback In addition to acknowledgement and checking, further questions will be posed to the students using Bloom's taxonomy in red pen. These will include comments, phrased as questions/prompts to stimulate each individual student to take the next steps in the learning process. These could take the form of:</p> <ul style="list-style-type: none"> - Simplified/alternative questions - if the student has not understood the original question - Extension questions - to develop student's knowledge and understanding and encourage higher level thinking

	<p>WWW (what went well) /EBI (even better if) will be used to provide detailed feedback which relates to how well students have met the learning objectives in classwork and homework. It gives them the next step in improving their work:</p> <p>WWW - highlight positive comment(s) which relates to the learning objectives/ success criteria EBI - highlight area(s) where the success criteria was not met/or a suggestion on how to improve next time. Students will then complete a response and DIRT task based on feedback given.</p> <p>d) Peer and self-assessment Opportunities should be built into the scheme of work to allow for peer and self- assessment at least once per half term.. This should be done by students with support from clear criteria from the teacher. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there. This should be done in GREEN pen by the students.</p> <p>e) Modelling Modelling is a common practice in Computing. Students will be familiar with seeing the final outcome of their learning model as an example to raise sets on work for all students. The teacher will provided a visual example of what the student needs to do in order to improve their work. This is to aid their understanding and learning and provide a visual reference of what is expected. This is used during programming and/or any practical unit of work.</p>	
<p>Frequency of marking</p>	<p>Maintenance marking to be provided to the students at least <u>every 2-3 weeks.</u></p> <p>Detailed feedback to be provided to the students at least <u>once a month.</u></p>	<p>Maintenance marking to be provided at least <u>every 2-3 weeks.</u></p> <p>Detailed feedback to be provided to the students at least <u>once a month.</u></p>
<p>Student responses</p>	<p>Individual topic reflection sheet will be used. Students will read the objectives and indicate how confident they are. Dedicated Improved and Reflection Time (DIRT) will take place for key pieces of assessed work. Students respond to any feedback and answer any extensions questions given. This must be completed in 'green' pen.</p> <p>After each assessment, students will complete an assessment reflection sheet which will include the following:</p> <ul style="list-style-type: none"> - the mark they achieved - whether or not they have improved since their last summative assessment - how much revision they have done - tick of the mark achieved in each question - determine how they are going to improve 	

Assessment	<p>Topics and/or sub-topics will be routinely assessed when completed.</p> <p>After each summative assessment, students will fill in an assessment tracker sheet on front of books with results achieved, date of assessment, and a comment on their perceived progress.</p> <p>Any formal assessment marking, students will receive a copy of the mark scheme to help their understanding.</p>	<p>Each unit of work will be routinely assessed when completed.</p> <p>After each summative assessment, students will fill in an assessment tracker sheet on front of books with results achieved, date of assessment, and a comment on their perceived progress.</p> <p>Any formal assessment marking, students will receive a copy of the mark scheme to help their understanding.</p>
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Type and Frequency of feedback by Key Stage: English and English Literature

	Key Stage 3	Key Stage 4
Introduction	English Department literacy codes are given below and they are tailored to more exacting criteria than in the whole-school literacy codes.	
	h/ph	Homophone issue (e.g. their/there/it's/its)
	T	Tenses e.g. you switch from present to past
	con.	You create an "if or when" condition and do not fulfil it
	c.st.	Lack of critical style (You are writing too casually)
	com.sp.	Comma splicing: You are using a comma instead of a full-stop.
	Ambv..	Meaning is unclear
	c.c.	Overuse of co-ordinating conjunctions(and/but etc)
	v.c.	Poor verb crafting (You need to make better and more specific verb choices)
	v.s.	Verb and subject disagreement
	n/pn	Noun and pronoun disconnection
	tag.	You have not punctuated after a connective, discourse marker or temporal
	ap.	Apostrophe missing or misused
	s.l	Sentence lengths too long or not varied.
	frag.	Sentence structure misused
p.l	Paragraphs lengthy or non-demarcated	
prep.	Prepositions used wrongly.	
	Key Stage 3	Key Stage 4
	Spelling tests are conducted every week. Homework 1: Every two weeks, students complete a short comprehension or sentence level punctuation/grammar based questions. It is peer assessed and marked via peer purple pen from answer templates. Homework 2:	Spelling tests are conducted every week. For English Literature, spellings are marked for terminology. Every 2-3 weeks, students complete a short task and it will be marked by teacher using KS4 criteria of the assessment objectives: 1-4 (reading) and 5/6(writing). Every month, students complete longer written tasks for which detailed written feedback is given. These include:

	<p>Twice every half term, students complete a longer piece of writing, emergent or analytical. It is marked by the teacher using KS3 criteria of the assessment objectives: 1-4 (reading) and 5/6(writing).</p>	<p>a) English Language: Four small exam single questions (section A) or 2 extended pieces of writing (section B) <u>per month</u> OR b) English Literature: Mini questions or 2 extended pieces of writing (section A/B) <u>per month.</u></p>
<p>Types of feedback</p>	<p>a) Detailed written feedback For longer written responses, students will receive feedback using mark schemes generated by exam boards (simplified versions of those used in KS4) or bespoke mark schemes.</p> <p>Assessment sheets are placed on the marked piece of work in students' exercise books. This reflects an organic continuation of class content. Feedback is given using the 'in the pink' highlighting system. Three targets will be given by the teacher to explain clearly how students can improve.</p> <p>Students are expected to respond to targets with <u>green-pen</u> and implement them by following through on requests by teacher. Verbal stamped and dated chat also records response to targets.</p> <p>At key points of each unit, students will also receive feedback, which may be in one of the forms outlined below:</p> <ul style="list-style-type: none"> - Speaking tasks called <i>Stand and Deliver</i> <p>b) Maintenance' marking This addresses common errors across students' work, e.g. literacy concerns and patterns. Written comments are not given for class notes, unless SPAG (Spelling, Punctuation & Grammar)/presentation</p>	<p>a) Detailed written feedback For longer written responses, e.g. creative or transactional writing or essays, students will receive feedback accompanied with a question specific mark scheme completed by the teacher. Students are expected to respond to them using <u>green pen.</u></p> <p>Assessment sheets are placed on each marked piece of work in students' exercise books. Assessment objectives and grade descriptors (from the English Language or Edexcel English Literature specifications) are used. Feedback is given using the 'in the pink' highlighting system as well as targets for improvement: Pink = good Yellow = needs improvement Green = needs development</p> <p>b) Maintenance marking This addresses common errors across students' work, e.g. literacy concerns and patterns. Written comments are not given for class notes, unless SPAG (Spelling, Punctuation & Grammar) /presentation errors are being addressed. All spellings are written out 3X according to English Departmental policy.</p> <p>c) Verbal feedback This is given through questioning methods, in addition to one-</p>

	<p>errors are being addressed. All spellings are written out 3X according to English Departmental policy.</p> <p>c) Verbal feedback This is given through questioning methods and one-to-one conversations, as appropriate. These are stamped, dated and signed by teacher.</p> <p>d) Peer feedback This is an important source of students' learning and students will be trained how they can best support each other using this method. This is used for the twice weekly spellings and short comprehension tasks. <u>Purple pen</u> is used for this and a PEER marked purple stamp. Students will be given answers e.g. crossword answers or word search answers.</p>	<p>to-one conversations as appropriate. These are stamped, dated and signed by teacher.</p> <p>d) Peer feedback Mini tasks will be peer marked. This is an important source of students' learning and students will be trained how they can best support each other using this method. <u>Purple pen</u> is used for this and a PEER marked purple stamp.</p> <p>e) Spoken Language Endorsement (SLE) This is marked throughout years 10 and 11 with exam board criteria so that students become familiar with what is expected of them.</p>
<p>Frequency of marking</p>	<p>Exercise books will be maintenance marked <u>every month</u>.</p> <p>Detailed written feedback is given for <u>2 extended pieces of work</u> per half term.</p>	<p>Exercise books will be maintenance marked <u>every 2-3 weeks</u>.</p> <p>Detailed written feedback is given at least <u>once every month</u>.</p>
<p>Student Responses</p>	<p>BARIKA follows the concept of DIRT. It is embedded in lessons and students are given frequent opportunities to respond to targets:</p> <ol style="list-style-type: none"> 1. Believe: in yourself 2. Act: do something differently 3. Reflect: think about the issue and how to change it 4. Improve: re-do 5. Kindness: to oneself, no criticisms 6. Assess: whether things are clearer <p>In response to maintenance marking, students will be expected, in most cases, to self -correct errors identified using <u>green pen</u>.</p> <p>Students will also be required to respond in <u>green pen</u> to the detailed feedback and targets on assessment sheets which are specific to longer pieces of work.</p>	

<p>Assessment</p>	<p>Every week, spellings are assessed by students from teacher led sessions.</p> <p>In year 7, a WRAT (Wide Ramping Achievement Test) which focuses on spelling and reading is also undertaken.</p> <p>Term 1 exams and 'End of Year' exams are conducted, marked and moderated by the English department.</p>	<p>Spelling tests are conducted every week and they are self-assessed by students.</p> <p>Year 10: English Literature Term 1 exam and Term 2 mock exam (papers 1 & 2). Spoken Language Endorsement (SLE) is conducted in term 3.</p> <p>Year 11: English Language Mock exam (paper 1) and Term 2 mock exam (paper 2).</p>
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Type and Frequency of feedback by Key Stage: Enterprise and Marketing

	Key Stage 4
Introduction	<p>For the 'Enterprise and Marketing' <u>theory</u> unit, students will receive feedback in written form, either in books, booklets, homework sheets or Google Classroom (if used).</p> <p>Homework will be set from the list below:</p> <ul style="list-style-type: none"> - CAMNAT style questions, including research/case study/generic short response/calculations/extended, 8 marks (levelled) from the text book. - CAMNAT questions including Multiple Choice (MCQ) case study/generic short response/calculations/extended, 8 marks (levelled) questions. - CAMNAT questions from past GCSE exam papers. - Worksheets for research based tasks. <p>For the 'Enterprise and Marketing' <u>practical</u> units, students will be aware of the recording sheets, the criteria needed to move from the lowest Mark Band 1 (MB1) to the highest Mark Band 3 (MB3). Feedback cannot be given for these units, as they are externally set and assessed.</p>
Types of feedback	<p>a) Maintenance marking Acknowledgment and checking will be carried out in 'red' pen. It means work has been checked for completion and correctness. (Simple checking and where necessary, correcting mistakes). Teachers will acknowledge through the use of: ticks numerical marking corrections brief attainment based comments exam technique based comments</p> <p>Feedback will include SPaG (Spelling, Punctuation & Grammar) /Key words/Numeracy, in accordance to the school policy guidelines alongside content and context, where needed.</p> <p>b) Detailed written feedback In addition to acknowledgement and checking, further questions will be posed to the students using in 'red' pen. Students are given positive comments alongside area(s) for improvement. These will include comments, phrased as questions/prompts to stimulate each individual student to take the next steps in the learning process. They could take the form of:</p> <ul style="list-style-type: none"> - Simplified/alternative questions - if the student has not understood the original question - Extension questions - to develop student's knowledge and understanding and encourage higher level thinking

	<p>c) Verbal feedback This will be used as appropriate and may be identified on work using the stamp/sticker. Frequent use of open and probing questions (use of Bloom’s taxonomy and an on-going dialogue as work progresses towards learning objective/success criteria.</p> <p>d) Self and peer assessment This should be done in ‘green’ pen by the students, in accordance to the school’s policy. This should be conducted as above, but by students with support from clear criteria from the teacher. It should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there. Opportunities for peer assessment and evaluation are built into the practical units, as per the examination requirements.</p> <p>e) Modelling Students will be provided with sample responses, frameworks, mark schemes, marking grids and unit recording frames where appropriate</p>
Frequency of marking	<p>Maintenance marking: at least <u>every 2-3 weeks</u>.</p> <p>Detailed marking: at least <u>once every half term</u>.</p>
Student responses	<p>At the end of each unit of work, feedback and Dedicated Improved and Reflection Time (DIRT) opportunities are to be provided. At this stage, students are expected to respond to any feedback and answer any extensions questions given. This must be completed in green pen.</p>
Assessment	<p>Topics/units will be routinely assessed. For any formal assessment marking, students will receive a copy of the mark scheme to help their understanding.</p>

Type and Frequency of feedback by Key Stage: Geography

	Key Stage 3	Key Stage 4
Types of feedback	<p>a) Verbal This will be on-going throughout lessons and immediate for individuals, pairs or groups according to the set tasks. Students will be expected to act positively on the feedback given and to improve or refine their work. 'Walkabout' feedback will be given in order to identify errors and misconceptions. Where appropriate teachers may give whole class feedback where there have been common errors across a piece of work.</p> <p>b) Maintenance Marking Exercise books will be checked for:</p> <ul style="list-style-type: none"> - Expected lesson notes - Checking for completion or work - Literacy (including the use of subject specific terms) - Numeracy - Subject skills and knowledge - Correcting subject specific spelling errors - Identifying presentation concerns - Evidence of student response to feedback visible in student books through green pen improvements. <p>c) Detailed written feedback This is following specific work including mini assessments and end of unit tests after completion of units/topics. What students have done well to be marked (WWW, what went well) and targets for improvement to be given (HTI, how to improve). This may be given in full class review of assessments.</p> <p>Note: For KS4 students, GCSE exam questions will be used where appropriate and marked to the exam board criteria with the teacher identifying WWW and HTI.</p> <p>d) Self and Peer assessment This is used where it is deemed appropriate.</p> <p>e) Whole Class Feedback This will focus on specific exam/test questions and students will be allowed time to improve their work and to seek further support/clarity.</p>	

<p>Frequency of marking</p>	<p>Maintenance marking: Exercise books will be checked by class teachers <u>every 2-3 weeks</u> (dependent on the amount of written content).</p> <p>Detailed marking: Exercise books will be checked by class teachers <u>every 3-4 weeks</u>.</p>	<p>Maintenance marking: Exercise books will be checked by class teachers <u>every 2-3 weeks</u>.</p> <p>Detailed marking: Exercise books will be checked by class teachers <u>every 3-4 weeks</u>.</p>
<p>Student responses</p>	<p>Students are expected to respond to teacher's feedback and this should be visible in student books through green pen improvements.</p> <p>Self and peer assessment to be conducted in 'green' pen too. For spelling mistakes students to rewrite correction in 'green' pen three times.</p>	<p>Students are expected to complete topic checklists by reflecting upon their ability and confidence in the content and geographical skills they have studied. They use traffic lights to rate their levels of confidence.</p> <p>Time will be given in class for students to improve their work and show progress.</p>
<p>Assessment</p>	<p>Students to be assessed after completing all units/topics. Term 1 and 'End of Year' exams will be taken in addition to assessments at the end of each topic.</p>	<p>Year 10: Term 1 and end of year exam. Year 11: Mock exam and mini assessments in terms 2 and 3.</p> <p>GCSE past papers will be used for all formal assessments (end of topic tests, mock, term1 and end of year exams. Exam questions will be marked using GCSE exam mark schemes.</p>

Type and Frequency of feedback by Key Stage: History

	Key Stage 3	Key Stage 4
Types of feedback	<p>a) Verbal This will be on-going throughout lessons and immediate for individuals, pairs or groups according to the set tasks. Students will be expected to act positively on the feedback given and to improve or refine their work. 'Walkabout' feedback will be given in order to identify errors and misconceptions. Where appropriate teachers may give whole class feedback where there have been common errors across a piece of work.</p> <p>b) Maintenance Marking Exercise books will be checked for:</p> <ul style="list-style-type: none"> - Expected lesson notes - Checking for completion or work - Literacy (including the use of subject specific terms) - Numeracy - Subject skills and knowledge - Correcting subject specific spelling errors - Identifying presentation concerns - Evidence of student response to feedback visible in student books through green pen improvements. <p>c) Detailed Written Feedback This is following specific work such as written assessments and end of unit tests after completion of units/topics. What students have done well to be marked (WWW, what went well) and targets for improvement to be given (HTI, how to improve). This may be given in full class review of assessments.</p> <p>Note: For KS4 students, GCSE exam questions will be used where appropriate and marked to the exam board criteria with the teacher identifying WWW and HTI.</p> <p>d) Self and Peer Assessment This is used where it is deemed appropriate.</p> <p>e) Whole Class Feedback</p>	

	This will focus on specific exam/test questions and students will be allowed time to improve their work and to seek further support/clarity.	
Frequency of marking	<p>Maintenance marking: Exercise books will be checked by class teachers <u>every 2-3 weeks</u> (dependent on the amount of written content).</p> <p>Detailed marking: Exercise books will be checked by class teachers <u>every 3-4 weeks</u>.</p>	<p>Maintenance marking: Exercise books will be checked by class teachers <u>every 2-3 weeks</u>.</p> <p>Detailed marking: Exercise books will be checked by class teachers <u>every 3-4 weeks</u>.</p>
Student responses	<p>Students are expected to respond to teacher's feedback and this should be visible in student books through green pen improvements.</p> <p>Self and peer assessment to be conducted in 'green' pen too. For spelling mistakes students to rewrite correction in 'green' pen three times.</p>	Time will be given in class for students to improve their work using the feedback and examination marking schemes, using green pens.
Assessment	<p>Students to be assessed after completing all units/topics. Term 1 and 'End of Year' exams will be taken in addition to assessments at the end of each topic.</p> <p>More in-depth marking will be carried out on assessments.</p>	<p>Year 10: Term 1 and end of year exam.</p> <p>Year 11: Mock exam and mini assessments in terms 2 and 3.</p> <p>GCSE past papers will be used for all formal assessments (end of topic tests, mock, term1 and end of year exams. Past GCSE exam papers will also be given as homework.</p> <p>All exam questions will be marked using GCSE exam mark schemes.</p>

Type and Frequency of feedback by Key Stage: Islamic Studies

	Key Stage 3
<p>Types of feedback</p>	<p>a) Verbal feedback This will be given to students as it has the greatest impact on student progress. It can be given on an individual, small group or whole-class basis. Following class discussions, the teacher will give students immediate feedback on their questions, contributions and ideas. Verbal feedback can also be given while a student is engaged in a particular task. The teacher will highlight this by placing initials 'VF' in their Islamic studies booklets /exercise books) to indicate teacher input in students' development of ideas.</p> <p>b) Maintenance marking This should identify presentation concerns e.g. tables, mind maps, hand writing, etc. This will be done in exercise books, not in the Islamic studies booklets. Errors in literacy will also be corrected with a particular focus on subject-specific keywords. References will be made to the literacy codes used in classroom.</p> <p>c) Detailed written feedback Students' work will be marked and annotated clearly using the abbreviations WWW (what went well) & EBI (even better if) alongside feedback progress stickers to indicate the level of pupils' progress. The feedback should be specific so that the students know what they have done well and what they can do to make further progress:</p> <ul style="list-style-type: none"> - identify (or allow students themselves to identify) areas of strength and weakness - provide guidance on how students' responses can be improved - provide guidance on how students' work, knowledge or understanding can be improved and/or what students need to do next to make more progress <p>d) Self and peer assessment Each lesson should conclude with questions to consolidate knowledge and understanding. If appropriate, this may be used as an opportunity for self/peer assessment. Following verbal feedback given to the whole class by the teacher with the desired answers, students should use 'green' pen to make corrections and amendments to their own answers.</p> <p>e) Teacher feedback on tests and exams Students will be provided with detailed written feedback when formative assessments are marked. This will include identifying strength, areas for development, exam techniques and structure.</p>

<p>Student responses</p>	<p>Prompt questions will be written in 'red' pen by teacher allowing students to respond, amend answers and fill in knowledge gaps. 'Green' pens should be used by students for corrections and their responses to teacher's feedback. Teachers may provide 'Dedicated Improved and Reflection Time' (DIRT) in lessons to enable students to make corrections. This will ensure that they respond to the feedback given to them and they understood how to improve their answers for future assessments.</p>
<p>Frequency of marking</p>	<p>Maintenance marking to be provided to the students at least <u>every 2-3 weeks</u>. Detailed feedback to be provided to the students at least <u>once a month</u>.</p>
<p>Assessment</p>	<p>Students will have regular knowledge-based tests. Students will have at least two 'end of unit' assessment per term. These will be followed by a lesson devoted to 'DIRT'. As there is no exam board for Islamic Studies, the structure and guidance for AQA GCSE Religious Studies/Islam is applied to this subject. This would allow students to enhance their knowledge and understanding of Islam as well as develop their exam techniques.</p>

Type and Frequency of feedback by Key Stage: Living Islam

	Key Stage 4
Introduction	This subject is not exam-based and the main forms of subject delivery are class discussions and project work. Students are expected to reflect on the topics taught between timetable lessons. The projects are either research-based or they provide a practical opportunity for students to apply their reflections and implement the ideas explored in class.
Types of feedback	<p>a) Maintenance marking This will involve acknowledgment and checking work for completion and correctness through the use of: ticks numerical marking correcting mistakes brief comments</p> <p>b) Detailed written feedback 'Red' pen will be used to provide feedback to develop understanding. Additional questions may be posed using Bloom's taxonomy: comments, phrased as questions/prompts to stimulate each individual student to take the next steps in the learning and reflection process.</p> <p>c) Verbal feedback Frequent use of open and probing questions (use of Bloom's taxonomy) will be made to provide an on-going dialogue with students as their work progresses towards learning objectives.</p> <p>d) Peer feedback There will be opportunities for continuous verbal feedback from peers based on the topics studied. This may take the form of debates, sharing opinions, and offering suggestions on reflections and project work.</p>
Student Responses	This should be done by students with support from the teacher. Teacher will ask students to explain their points further, or reflect on answers they have given. Students will be asked to amend their work to respond to the comments of the teacher. This should be done in 'green' pen by the students.
Frequency of marking	Exercise books are maintenance marked <u>once a half term</u> . Detailed feedback is provided on project work as specified parts of the project are submitted e.g. project outline, final project submission.

Assessment	Assessment will be in the form of delivery of projects by use of Power Points, videos, leaflets, or delivery of programmes. Students will be marked against set criteria of objectives to be met during the progression of the project.

Type and Frequency of feedback by Key Stage: Mathematics

	Key Stage 3	Key Stage 4
Introduction	<p>The cycle of homework, marking and feedback revolves around three main components of the “assessment for learning” approach within the Mathematics department:</p> <ul style="list-style-type: none"> - Tasks designed by the teacher in the form of a worksheet with a set of questions which students need to answer by showing their detailed working where necessary. They need to glue their worksheet in their exercise books. - Active Learn ‘online’ tasks related to the concept(s) being taught in lessons which are expected to take 30 to 40 minutes to complete. - Preparation for a series of ‘fortnightly’ tests on specific topics taught in order to encourage students to continually revise and recall their prior knowledge. <p>Each year group is assigned <u>two homework tasks per week</u>:</p> <p>1st homework: Teacher’s designed worksheet 2nd homework: Online tasks via Active-Learn, software developed by Pearson-Edexcel examination board, where the questions match the GCSE Pearson-Edexcel syllabus taught by the department and they also follow the style and structure of the these examinations.</p> <p>Students are also expected to prepare for fortnightly assessments; these are short tests of 15 to 20 minutes covering previously taught topics which students are informed of in advance.</p>	
Types of feedback	<p>a) Verbal feedback Teachers regularly use the ‘starter’ activity of the lesson to check students’ level of prior knowledge in preparation for the short tests and to address any potential ‘gaps’ before the tests. Teachers will also provide ‘focussed’ verbal feedback to specific groups of students who are experiencing the same challenges.</p> <p>b) Maintenance marking For homework tasks, students are given a quantitative mark in the form of a percentage and if needed, it is accompanied by written comment(s) on quality, presentation, and mistakes/misconceptions to be avoided in future tasks. Lessons are used to provide further feedback on the homework.</p> <p>c) Immediate feedback electronically Active-Learn homework is automatically marked and individual reports of students’ performance are kept in their exercise books; details are given for the number of questions attempted, percentage of correct answers and length of time taken to complete each task.</p>	

	<p>d) Detailed feedback following tests</p> <p>After every short test has been marked by the teacher with quantitative feedback given in the form of a percentage, the following lesson will focus on the test; the teacher will provide whole class verbal feedback to enable students to self-assess their own performance. They will also be given an opportunity to reattempt the challenging questions in class.</p> <p>Note: Maths Club is used to support students with their preparations for tests or to address homework questions. They will receive individual feedback on the tasks in hand.</p>	
<p>Frequency of marking</p>	<p>Homework sheets are marked <u>every week</u>.</p> <p>Exercise books will be maintenance marked <u>every 3 weeks</u> to ensure that they are well organised, classwork is up-to-date and homework sheets are completed by the deadline.</p> <p>The Active-Learn homework set <u>weekly</u> is marked automatically upon completion.</p> <p>Short tests are marked <u>every two weeks</u> and students are expected to respond in green pen to the whole class verbal feedback given in lessons.</p>	
<p>Student responses</p>	<p>Students are expected to respond in <u>green pen</u> to the feedback given on homework, short tests and to on-going feedback given in lessons.</p> <p>For all three components of the department's "assessment for learning" approach, students evaluate what went well (WWW) and how to improve (HTI) on their performance. Their own comments are written in 'green pen' to contrast with teacher's comments that written in red pen.</p> <p>The qualitative feedback from both teachers and students will, over time, represent a reference basis for developing a more precise idea about the students' progress at the end of each term. Combined with the results of the formal assessments, they will help depict a clear profile of the learning pattern for each student and help establish a targeted intervention strategy.</p>	
	<p>Key Stage 3</p>	<p>Key Stage 4</p>
<p>Assessment</p>	<p>Fortnightly short tests on current topics End of unit tests marking the end of chapters End of term 1 exam End of year exam</p>	<p>Year 10: Fortnightly short tests on 'current' topics End of unit tests End of term 1 exam</p>

		Year 11: Fortnightly short 'general' revision tests Mock exam at end of term 1 On-going GCSE past papers
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Type and Frequency of feedback by Key Stage: Modern Foreign Languages

	Key Stage 3	Key Stage 4
Introduction	<p>In MFL, students' work mainly consists of 2 tasks:</p> <ul style="list-style-type: none"> - A paragraph to prepare at home within a given timeframe. - A weekly vocabulary test including the words studied in the lesson. <p>In Spanish, every fortnight, students will be required to either provide a written paragraph or complete reading, listening and writing tasks on the Online Learning platform entitled 'Active Learn Pearson'.</p> <p>Teachers will complete a 'Homework Tracker' which includes the homework set, the grades of every vocabulary test and the grades obtained on Active Learn.</p>	
Types of feedback	<p>a) Maintenance marking This type of marking should only consist of short general comments such as 'good translation', focus on spelling.'</p> <p>b) Detailed written feedback All students' work is marked using the department's KS3/KS4 marking grids. The teacher will stick the grid under the student's homework and complete it as follows:</p> <ul style="list-style-type: none"> - Tick the elements that the student has included in his work. This will be positive feedback or WWW (what went well). - Circle and/or put a cross on the grid next to the elements that are missing from the students' work. The circled/crossed elements on the grip will be the HTI/EBI (how to improve/even better if), that is to say that, every students will be expected to add those in their next piece of homework to ensure progress. - Annotate every student's work by putting a tick next to every good aspect that has been used by the student and 2 ticks for every outstanding aspect that has been used. A numeral grade is not always necessary. <p>Teachers will focus on characteristics that are considered essential by the MFL Exam board to achieve high grades:</p> <ul style="list-style-type: none"> - Grade 4 or pass: 3 Tenses, Opinions, Adjectives, Time phrases, connectives - Grade 5 or higher: More than 3 tenses, comparatives/superlatives, intensifiers, complex structures to express ones opinions, talking about others, use of exclamations, use of infinitive structures, use of negatives, etc. - Grade 7 or above: Use of Subjunctive, asking rhetorical questions, use of argumentative language, use of 'if' sentences, etc. <p>c) Verbal feedback Teachers will provide verbal feedback on a regular basis during the lesson for instance following a class task or a question/answer activity or simply when checking individual students' books whilst passing around the tables. Therefore, verbal feedback will mainly</p>	

	<p>relate to the activity that will be taking place at that particular moment of the lesson. In general, verbal feedback will be very similar to the written comments used when completing the maintenance marking.</p> <p>d) Peer assessment of vocabulary tests These will take place on a weekly basis at the start of the lesson. These tests are peer marked by the students. The teacher records the grades on their Homework Tracker to monitor students' progress.</p>	
Student Responses	<p>Self-assessments Students are given the opportunity to reflect on their progress and achievements, helping them to identify what would the next step be to make progress (DIRT). When handing in the written feedback, the teacher is expected to ask each student to respond to their teacher's comments/questions using a green pen. In their own words, students might also be asked to explain what amendments will need to be made in their next piece of homework to ensure progress. Students will also be expected to make the necessary correction asked by the teacher</p> <p>Progress Indicators - All students should have a 'grade descriptor' sheet in their exercise books. Students are offered the opportunity to discuss their learning outcomes in lessons.</p>	
Frequency of marking	<p>Maintenance marking is expected to take place at least <u>every fortnight</u>.</p> <p>Detailed written marking is expected to take place <u>every 3 weeks</u>.</p>	
	Key Stage 3	Key Stage 4
Assessment	<p>Vocabulary tests will take place on a weekly basis and they will be peer marked by the students. Years 7-9: Term 1 exam and 'End of Year' exam.</p> <p>Speaking and writing exams are marked in accordance to the GCSE criteria for: Communication & Content Linguistic knowledge & Accuracy Interaction & Spontaneity (speaking component only) Note: KS3 students will not be expected to provide as many elements as KS4 students. Students will be assessed on all of the four skills given below. All assessments will relate to the modules that have been covered in lessons:</p>	<p>Vocabulary tests will take place on a weekly basis and they will be peer marked by the students. Summative assessments take place twice a year: Year 10: Term 1 and 'End of year' exam. Year 11: Mock exam and a formal assessment in Term 2.</p> <p>Speaking and writing exams are marked in accordance to the GCSE criteria for: Communication & Content Linguistic knowledge & Accuracy Interaction & Spontaneity (speaking component only) Students will be assessed on all four MFL skills (Listening, Speaking, Writing, and Reading). All assessments will follow the structure of the actual GCSE MFL exams:</p>

<p>Speaking exam: These are one-to-one assessments using a set of five questions related to the module/topics studied in lesson.</p> <p>Writing exam: Students are expected to write a paragraph based on one of the topics covered in lessons.</p> <p>Listening exam: a combination of multiple choice questions and short answer questions.</p> <p>Reading exam: a combination of multiple choice questions and short answer questions.</p>	<p>Speaking exam: This will consist of 3 parts: role play, a picture based task and a conversation including a 1 minute presentation</p> <p>Writing exam: There will be two questions (with two choices per question) and a translation task.</p> <p>Listening exam: There will be a combination of multiple choice questions as well as short answer questions using the 'target language' from the information provided.</p> <p>Reading exam: There will be a combination of multiple choice questions as well as short answer questions using the 'target language' from the information provided. There will also be a translation task.</p>
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Type and Frequency of feedback by Key Stage: Physical Education

	Key Stage 3	Key Stage 4
Introduction	The PE department will provide precise and constructive feedback to students, recognising success in their practical skills and techniques as well as their ability to self-reflect and actively engage with the feedback.	
Types of feedback	<p>Feedback will include the following:</p> <ul style="list-style-type: none"> - Students' misconceptions will be addressed. - Different methods of questioning will also be used to engage the students in a discussion to influence higher levels of thinking and reflection. - Targets for individual students will be set for their written tasks; these will allow me to track their progress in terms of their ability to articulate their thoughts into the 'reflection' booklets. - The school's literacy codes will be used to mark spelling, punctuation and grammar. - Effort will be graded. <p>Students will be issued with a "reflection" booklet which will enable them to be "self-reflective" and capable of analysing their own progress in a constructive and critical manner. Students will be expected to:</p> <ul style="list-style-type: none"> - identify their strengths and weaknesses - comment on how well they feel they have executed a particular skill in relation to their targets - comment on their overall performance <p>a) Verbal feedback</p> <p>With the subject being predominately practical, verbal feedback will be the main form of feedback. It will occur continuously during the lesson and often mid-activity. Students will be expected to act upon this feedback during their next attempt/performance.</p> <p>Some AfL (Assessment for Learning) tasks will be conducted in lessons for 'progress checking' – immediate verbal feedback will be provided for these.</p> <p>b) Written feedback</p> <p>This will be given in the form of termly strategies shared with students with a focus on a component of fitness, effort/behaviour for learning or a particular skill.</p> <p>c) Peer feedback</p>	

	<p>As much of the work done in lessons is collaborative and reciprocal, group and paired work will rely on regular, high quality peer feedback as structured by the teacher. It will be based on a WWW/EBI (What Went Well and Even Better If) format. This will be planned on a lesson-to-lesson basis.</p> <p>d) Self-feedback Students are asked to intrinsically reflect on their performance on a lesson-to-lesson basis. Following a degree of self-reflection, students will have the opportunity to act upon this by amending their skill acquisition or strategic approach. When marking students' self-reflections sheet (self-assessment), the teacher will address any misconceptions. Different methods of questioning will be used to engage the students in a discussion to influence higher levels of thinking and reflection.</p> <p>Targets will be set for individual students for the next lesson which will provide them with a clear idea of what should be the main areas of focus in their next piece of written work. This will allow the progress of individual students to be tracked in terms of their ability to articulate their thoughts into the booklet.</p>
<p>Frequency of marking</p>	<p>Maintenance marking (feedback on reflection sheets) will be completed for each main area of focus.</p> <p>Detailed written feedback will be given <u>once every term</u> to individual students.</p>
<p>Student responses</p>	<p>a) Students' self-reflection Students will be issued with a reflection booklet in which they will be expected to write the objective of the lesson along with any individual targets. Their reflections will include comments on how they feel they executed the skill along with and how they feel they performed. They will be encouraged to identify their strengths and weaknesses. This will improve their understanding and capabilities of reflecting and analysing critically their own progress.</p> <p>b) Students acting on feedback Spelling mistakes are expected to be corrected three times – the aim of this is to improve their spelling on common words that are used in PE. Students will also need to respond to the comments made and questions posed to them.</p> <p>'Dedicated Improvement Reflection Time' (DIRT) will be used to provide students with the opportunity to respond to teacher's feedback – to correct/improve their work using <u>green pen</u> and physical performance.</p>
<p>Assessment</p>	<p>Baseline Assessment The department will conduct its own standardised testing on all students who are new to the school (mainly new year 7 intake) during their first term at the school. These results will be used to monitor the progress of students throughout the year. They will comprise of:</p>

a) Physical Ability

Fundamental skills will be tested through their application of:

Running style/speed

Hand/eye coordination of ball throwing

Hand/eye coordination of ball catching

Jumping when catching the ball or when evading the ball

Balance during performance e.g. when moving and dodging.

b) Creative Ability

Ball games (students work in small groups to create ideas and tactics in games)

c) Analysis Ability

Self-evaluation of progress and improvements in their reflection tasks

Summative Assessment

This will take place at the end of each unit of work to monitor performance and progress. Core PE tracking sheets, alongside students' reflection booklet, will be used to determine the level/grade of students.

Type and Frequency of feedback by Key Stage: PSHEE

	Key Stage 3	Key Stage 4
Introduction	This subject is not exam-based and the main forms of subject delivery are class discussions. Students are expected to reflect on the topics taught between timetable lessons apply their reflections and shape their ideas explored in class.	
Types of feedback	<p>a) Maintenance marking This will involve acknowledgment and checking work for completion and correctness through the use of: ticks numerical marking correcting mistakes brief comments</p> <p>b) Detailed written feedback 'Red' pen will be used to provide feedback to develop understanding. Additional questions may be posed using Bloom's taxonomy: comments, phrased as questions/prompts to stimulate each individual student to take the next steps in the learning and reflection process.</p> <p>c) Verbal feedback Frequent use of open and probing questions (use of Bloom's taxonomy) will be made to provide an on-going dialogue with students as their work progresses towards learning objectives.</p> <p>d) Peer feedback There will be opportunities for continuous verbal feedback from peers based on the topics studied. This may take the form of debates, sharing opinions, and offering suggestions on reflections.</p>	
Student Responses	This should be done by students with support from the teacher. Teacher will ask students to explain their points further, or reflect on answers they have given. Students will be asked to amend their work to respond to the comments of the teacher. This should be done in 'green' pen by the students.	
Frequency of marking	Exercise books are maintenance marked <u>once a half term</u> .	

	Detailed feedback will be given on student responses, with additional input from the teacher to encourage further learning and reflection.
Assessment	Assessment will be in the form of delivery of quizzes and revisiting of key learning points at the end of each topic. Students will also be marked on the contributions they have made in lessons, the acquisition of knowledge and how it is used to make informed opinions and to develop their ideas.

Type and Frequency of feedback by Key Stage: Qur'an

	Key Stage 3	Key Stage 4
Types of feedback	<p>Verbal feedback For each surah studied, students will be expected to practise reciting it and memorising it for homework. During the lessons, individual students will recite a particular surah to the teacher after which they will receive immediate verbal feedback on their:</p> <ul style="list-style-type: none"> a) memorisation b) pronunciation c) rules of Tajweed d) reading from the Mus'haf <p>Any errors in recitation will be highlighted so that the students are aware of the areas they need to improve and focus on. A record of students' progress will be kept on the Quran Tracker and in their planners.</p>	
Student responses	Students will be expected to highlight any errors they have made in their recitation so that they focus on them and not repeat the same mistakes. They may use their own copy of the Qur'an to note down their errors in pencil.	
Frequency of marking	Due to the nature of the subject, verbal feedback will be on-going and provided in a regular and timely manner.	
Assessment	Students will be routinely assessed during lessons on each surah that they have memorised. There will also be 'formal' Term 1 and 'End of Year' exams.	

Type and Frequency of feedback by Key Stage: Religious Studies

	Key Stage 3	Key Stage 4
Types of feedback	<p>a) Verbal feedback This will be given to students as it has the most effective impact on students' learning. It supports students to achieve the desired outcomes. It may be given to individual students or the whole class. Verbal feedback may be given on a task that a student is engaged in (teacher highlights this by placing initials VF in their exercise books) this will indicate teacher input in pupils development.</p> <p>b) Written feedback Maintenance marking will focus on:</p> <ul style="list-style-type: none"> - Presentation e.g. tables, mind maps hand writing exam structures. - Literacy with a particular focus on subject-specific keywords. Students should refer back to literacy codes used in classroom. - Completion of notes (flagging up missing work or lessons) - Organisation e.g. loose sheets in book <p>Detailed marking will be carried out for extended pieces of homework: Key stage 3: four or a five mark question, Key stage 4: four, five or <u>twelve</u> mark question.</p> <p>WWW & EBI (what went well & even better if) will be used alongside feedback progress stickers to indicate the level of students' progress. The feedback should be specific about strengths so that the student knows what they have done well and how they can build on these areas. Teacher should identify clear and specific areas for improvement so that the student knows what they have to do to improve.</p> <p>Literacy codes should be used in accordance to the school's marking & feedback policy. Spelling key terminology should be highlighted for the students if they are consistently misspelling it. Teacher should highlight in students' book where verbal feedback has been given with the initials (VF) using a 'red' pen. Students will be directed towards sample answers/ mark scheme for specific questions.</p>	

	<p>For formative assessments, students will be given detailed feedback. This will include identifying strengths and areas for development with a focus on exam techniques and structure of responses.</p> <p>c) Peer and self-assessments This will take place for knowledge-based quizzes and tests comprising of multiple choice questions and short answer (two/four mark) questions. Assessment criteria (success criteria) would be shared with students to guide them to through their journey of learning therefore nurturing skill of independent learning.</p>	
Student responses	<p>'Green' pens should be used by students for making corrections and acting on the feedback given to them. Teachers can use lesson time to ensure that students respond to the feedback given to them and they understood how to improve the answers for future assessments</p>	
	Key Stage 3	Key Stage 4
Frequency of marking	<p>Maintenance marking to be provided to the students at least <u>every 2-3 weeks</u>.</p> <p>Detailed feedback to be provided to the students at least <u>once a month</u>.</p>	<p>Maintenance marking to be provided to the students at least <u>every 2 weeks</u>.</p> <p>Detailed feedback to be provided to the students at least <u>every 2-3 weeks</u>.</p>
Assessment	<p>Years 7 & 8: At least one formal assessment will be conducted per term. This includes 'end of unit' tests, term 1 exam and end of year exam. They will be followed by a DIRT lesson.</p>	<p>Years 10 & 11: At least one formal assessment will be conducted per term This includes 'end of unit' tests, term 1/mock exam and end of year exam. They will be followed by a DIRT lesson.</p> <p>Past AQA papers should be used to prepare any formal assessment with published mark schemes on AQA website. Students will complete GCSE practice exam questions at least once every fortnight to help them to develop important exam techniques.</p>

Type and Frequency of feedback by Key Stage: Science

	Key Stage 3	Key Stage 4
Types of feedback	<p>1. Verbal feedback This is recognised as having the greatest impact on student progress and will be at the core of our everyday teaching in Science across all key stages. It can be given on an individual, small group or whole-class basis. Students will usually receive immediate verbal feedback to their contributions, ideas and questions in class. Verbal feedback is also given whilst students are completing tasks in lessons; students are expected to act positively on this feedback and to improve or refine their work immediately. Verbal feedback is given through questioning methods and one-to-one conversations, as appropriate.</p> <p>2. Self and peer assessment Self-assessment and peer assessment will be used frequently as an efficient method of students receiving immediate feedback from their teacher and acting on it to develop their knowledge and understanding. Assessment criteria or informal commentaries for guidance will be used for work to be improved as appropriate.</p> <p>3. Written feedback a) Maintenance marking This will involve: <ul style="list-style-type: none"> - identifying presentation concerns e.g. scientific diagrams should be drawn using a pencil - correcting errors in literacy with a particular focus on subject-specific keywords - checking that all notes are complete and accurate - identifying organisational weaknesses e.g. sticking sheets in </p> <p>b) Detailed marking and feedback Students will receive "detailed" feedback on their performance on specific tasks and all <u>formative assessments</u> (e.g. end of topic tests) which will be routinely conducted. Feedback will have a greater focus on the knowledge, skills and understanding of concepts as well as exam techniques if appropriate. Written comments are not given for class notes, unless literacy/presentation errors are being addressed.</p>	

	<p>Feedback will always:</p> <ul style="list-style-type: none"> - identify (or allow students themselves to identify) areas of strength and weakness - provide guidance on how students' responses can be improved - provide guidance on how students' work, knowledge or understanding can be improved and/or what students need to do next to make more progress <p>Detailed feedback could take many forms, including (but not limited to):</p> <ol style="list-style-type: none"> a) marking and annotations on students' work b) written comments to address errors in students' responses and/or to improve them c) use of mark schemes or other written resources (e.g. model answers) which provide feedback on how to improve specific answers and/or describe common mistakes/misconceptions <p>4. Teacher feedback on tests and exams</p> <p>Students will be given "detailed feedback" following the completion of regular formative assessments. Students' exam/test papers will be marked by the teacher to provide information on their application of knowledge, skills (including exam techniques) and understanding of content and to indicate areas which students may need to focus on. Department assessment sheets will be used for this purpose.</p> <p>Exams and topics tests will provide students with a numerical grade, either a % or what the % equates to on 1-9 grading system.</p> <p>All tests and exams will be followed by a DIRT lesson; it will involve verbal feedback given to the whole class and it may include re-teaching of specific science content, in response to areas of need identified during the marking process.</p>	
<p>Student Responses</p>	<p>Students are expected to act on all feedback using 'green pen' i.e. to improve, correct, attempt their work again or to complete tasks set in response to their identified areas of need. It should be clear that students' work, knowledge or understanding has improved as a result of the feedback given.</p> <p>DIRT (Dedicated Improvement and Reflection Time) may be given in lessons for students to work on their feedback. Alternatively, students may be expected to act on feedback as part of their homework.</p>	
	<p>Key Stage 3</p>	<p>Key Stage 4</p>
<p>Frequency of marking</p>	<p>Exercise books will be maintenance marked <u>every 2-3 weeks</u>.</p> <p>Detailed feedback will take place every 3-4 weeks.</p>	<p>Exercise books will be maintenance marked <u>every 2-3 weeks</u>.</p> <p>Detailed feedback will take place every 3-4 weeks.</p>

<p>Assessment</p>	<p>Years 7 & 8: At least one formal assessment per term. This includes topic tests, term 1 exam and end of year exam.</p> <p>All forms of assessment will comprise of multiple choice, short answers and long answers from appropriate sources such as:</p> <ul style="list-style-type: none"> - "Activate" programme of study - 'standard assessment tests' - GCSE exam papers. <p>They will be marked by the teacher using published mark schemes.</p> <p>Year 9: At least one formal assessment per term in each science subject: Biology, Chemistry and Physics. This includes topic tests, term 1 and end of year exam.</p> <p>All forms of assessment will comprise of GCSE exam questions (multiple choice, short answers and long answers) from past exam papers and the "Kerboodle" programme of study. They will be marked by the teacher using published mark schemes.</p>	<p>Years 10 & 11: At least one formal assessment per term in each science subject: Biology, Chemistry and Physics. This includes topic tests, term 1/mock exam and end of year exam.</p> <p>All forms of assessment will comprise of GCSE exam questions (multiple choice, short answers and long answers) from past exam papers and the "Kerboodle" programme of study. They will be marked by the teacher using published mark schemes.</p> <p>Students will routinely undertake GCSE practice exam questions to develop their exam skills and techniques. Year 11 students will typically complete such practice questions at least every 3-4 weeks and teacher feedback will be completely focused on these.</p>
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