



KING EDWARD VI HIGH SCHOOL

MARKING AND FEEDBACK POLICY

**Encouraging and supporting all our learners to
"Be the best that they can be"**

Approved Date **December 2021**

Headteacher

Mr J Christey

Chair of Governors

Mrs M Witts

Review Date

Every 3 years or as legislation changes



AIM

To establish a consistent approach to the way that the learner's work is marked across each department, so that students feel valued and have a clear understanding of how well they are doing. To ensure that all students have their work marked regularly to help them to reach or exceed their full academic and learning potential. Marking will help students to improve their work and will inform teacher planning and monitoring.

RATIONALE

'Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.' J.Rowe 2007

The Sutton Trust report on 'toolkits to improve learning' estimated that feedback was the top tool to improve learning with it adding on average 8 months for a low cost per student. Feedback, according to the Sutton Trust report, is 'very high impact based on low cost' and can be given in a number of ways.

'Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or by means of ICT. It can come from a teacher or someone taking a teaching role (including pupils acting as teachers) or from peers.' (Sutton Trust Report)

At King Edward VI High School, we recognise that feedback (verbal and/or written) that supports and encourages students to improve and refine their work and ideas is an important aspect of their learning.

The focus of written and verbal feedback is to help students to gain a clear understanding of how well they have gained knowledge, understood concepts and developed skills. Marking is most effective when the student knows:

- The purpose of the task
- How far they have achieved this/the learning objectives
- How to move closer towards their learning goals and/or how to refine their work and deepen understanding



Marking and the implementation of this policy is the responsibility of all teachers. Quality Assurance of marking within a department is the responsibility of the Subject Leader. Where marking and feedback is not in line with departmental and school expectations, this should be identified and rapidly addressed. Support should be put in place if required.

THE MARKING PROCESS

Marking must provide clear and personalised evaluation points for future development(s).

WRITTEN FEEDBACK SHOULD:-

- Be predominantly encouraging and constructive, providing positive feedback and recognition
- Relate to lesson objectives and learning outcomes
- Identify areas for further development and opportunities for students to implement these changes
- Where possible and appropriate, challenge and encourage the students to think for themselves

MARKING:-

- Must be regular, kept up-to-date, and promptly returned to students - books should be monitored in between more detailed feedback to pick up misconceptions and as part of ongoing AfL. Detailed feedback should be given every 2-3 weeks.
- Students need to understand marking systems, both the criteria for marking as well as the comments and grades or marks awarded
- Each subject must have marking criteria and should determine the frequency of marking of regular tasks
- Departments should have a common approach to marking English, particularly spelling in all subjects (marking for literacy)
- Important and significant errors and misconceptions should be corrected
- Copied work should be identified
- Practical, project-based subjects need to have regular marking/feedback, even if a whole project may extend over a period of time



- Marks from assessments should be recorded on faculty tracking systems using Go4Schools and monitored by Subject Leaders and their teams to track progress and to target interventions

SWaNS (Strengths, Weakness and Next Steps)

SWaNs should be used by all departments across all key stages for end of topic assessment. They may also be used in between for ongoing assessment (please see individual departmental expectations). Stamps are available. SWaNs can be handwritten or pre-populated and personalised.

SWaNs marks should be recorded next to the students work so that they can relate it to the feedback.

DIRT (Dedicated Improvement and Reflection Time)

DIRT should be given after every SWaNs mark and should be completed in **red pen** by the student.

ASSESSMENT

- Assessment points will be identified across the year for each Key Stage. Marks should be recorded on Go4Schools for monitoring and Quality Assurance purposes. Parents will have access to markbooks via Go4Schools.
- Over the course of a term when marked work is returned to a class, time should be set aside to allow each student to respond to the teacher's comments and improve their understanding. This would be the case for SWaNs, monitor marking and verbal/'live' feedback.
- Students' work for external examinations should be marked using the marking criteria of the examination board.
- Internal moderation will be planned by Subject Leaders to ensure consistent standards between different teachers across the department

FREQUENCY OF BOOK MARKING

The type and extent of written feedback will vary from subject to subject. However, *all* subjects are expected to carry out an end of topic/unit assessment. This must be marked using the SWaNs format. Students will then be allocated time in lessons to complete DIRT in red pen.



We would expect that books/booklets have a more detailed form of feedback (in addition to monitor marking) every two-three weeks. This might be through any of the following:-

- SWaNs mark and DIRT
- Peer assessment using SWaNs format
- Self assessment using SWaNs format
- Verbal feedback from 'live' marking which is acted upon by the student in red pen

We believe that it is important for students to develop a sense of pride in their work which is why all work should be monitor marked in between SWaNs marking. This also provides opportunities to identify literacy errors, numeracy errors and to correct subject errors and misconceptions. In addition to this, it allows opportunities to praise students for effort and learning.

HOW BOOKS SHOULD BE MARKED

- **Green pen** should be used for teacher comments and feedback
- **Red pen** should be used by students to mark their work, act on feedback (DIRT and 'live' marking) and when completing self and peer assessments
- Spelling mistakes should be identified with 'Sp'
- // should be used to show where a new paragraph should be inserted
- ✓✓ = good writing, a particularly well-made point or a strong answer
- ? = something is unclear, there something that the student needs to check. Give them an opportunity to rewrite the next lesson
- P = punctuation error.
- Verbal feedback/'live' marking – teachers would write **VF** (Verbal Feedback) in green pen in the margin. Students will respond immediately in red pen.
- U = Underlining – student needs to underline heading/date

THINGS THAT SHOULD BE ADDRESSED BY ALL TEACHERS IN MARKING AND FEEDBACK

- Spelling errors (Sp). However, if a student has SEND, please be mindful to focus on key word spellings and pick up no more than 4 spelling errors in any piece of work.
- Unclear points (?)
- Misconceptions and inaccuracies
- Titles and subheadings that have not been underlined with a ruler
- Sheets that have not been glued in neatly and with care



Following all marking and feedback, the teacher should provide time for students to complete action points and corrections. The teacher should also check that action points and corrections have been correctly completed when they mark books and/or provide verbal feedback.

The Subject Leader should quality assure marking across the department as part of their ongoing Quality Assurance. Where the above criteria (and departmental marking and feedback criteria) are not met, this should be identified and addressed rapidly. Support should be put in place if required.

ROLES AND RESPONSIBILITIES

Teacher

- Ensure work is marked/feedback is given regularly in line with the expectations set out in this policy and departmental expectations.
 - Advise students on how to improve the quality of their work clearly and in an accessible format. These comments should be personalised and appropriate.
 - Ensure that students have their target grade clearly displayed on the front cover of their exercise book or folder.
 - Ensure that students are provided time to consider marking comments and respond to them.
 - To share good practice with book marking in meetings arranged by Subject Leaders.
 - To support students to develop a sense of pride in their work by modelling high standards in terms of marking, feedback and presentation and to ensure that the students maintain the standards set out above.

Subject Leader

- Check marking of books on a regular basis and keep up to date QA records (every half term, formal and informal) This should be recorded on Lessons Learned.
 - Lead the development of marking and feedback in own subject area in response to faculty marking checks.
 - Monitor staff frequently whose marking is less than expected and action marking improvements.



- Ensure department has a coherent and consistent approach to identifying learning milestones and identify key assessment tasks to be marked in detail using SWaNs and DIRT.
- Ensure that the Department's marking is planned over an extended period of time so that a clear evaluation of a student's strengths and weaknesses can be given.
- Planned opportunities are created each term to moderate key assessment activities to ensure consistency.

Learning Mentors

- To read through the comments written by teachers in order to guide any students they are working with in the class

Leadership Team

- Carry out work scrutiny as part of whole school QA.
- Use the departmental QA calendar to regularly discuss quality of feedback within the curriculum area.

Students

- Under guidance from teachers, sometimes mark their own or another student's book.
- Read comments by teachers.
- Respond positively to comments written by teachers.
- When advised, self-assess work using criteria.
- Put the best effort into book work.
- Keep high standards of presentation in book work.

Appendix – Departmental additions to the policy.

We recognise that there will be subtle differences in the way departments need to mark students' work and provide feedback. The 'spirit' of the whole school policy should be followed, but here, Subject Leaders have provided their own guidance upon how marking and feedback will be undertaken within their subject areas.



English

Key Stage 3:

- Pupils to work in blue exercise books provided by the department.
- All pupils' books should have a copy of the department's Reading, Writing and Literature mark schemes in the back.
- All teacher marking should be completed in green pen.
- Pupils' books should be marked by the class teacher at least every 3 weeks.
- All work must be monitor marked. This does not require SWaNS procedure, but should be used by the class teacher to ensure understanding and effort.
- Where 'live' marking has taken place, the teacher should denote this by stating 'VF' (verbal feedback) in the pupil's books.
- Self and peer assessment should take place at least twice per half term.
- Live marking, self-assessment and peer assessment must take place at least every three weeks.
- Therefore, over a typical half term all work would be monitor marked, the pupils will receive verbal feedback or complete a self/peer assessment at week 3 and complete an end of unit assessment with detailed teacher SWaNS (with student DIRT) at the end of the half term.
- Quality assurance will take place according to the schedule established by the Subject Leader at the start of the academic year (usually twice per year). QA is completed by the Subject Leader and the Lead Teacher, with feedback being given to the relevant teaching staff once the procedure is completed. Feedback will be formally entered into the school's 'Lessons Learned' app.
- SWaNS assessment must be included once per half term in addition to the formal end of half term assessment.
- Knowledge tests will take place weekly, and will be self/peer assessed. These are low-stake tests that will be used for AfL.

Key Stage 4:

- Pupils to work in orange exercise books provided by the department, or lever arch folders and dividers provided independently (this is subject to the class teacher's decision).
- All pupils' books/folders should have a copy of the relevant exam mark scheme for each unit of work covered glued into their exercise book or placed in the relevant location in their folders.
- Pupils' work should be marked by the class teacher in green pen at least every 3 weeks.



- All work must be monitor marked. This does not require SWaNS procedure, but should be used by the class teacher to ensure understanding and effort.
- Where 'live' marking has taken place, the teacher should denote this by stating 'VF' (verbal feedback) in the pupil's books.
- Self and peer assessment should take place at least twice per half term.
- Live marking, self-assessment and peer assessment must take place at least every three weeks.
- Therefore, over a typical half term all work would be monitor marked, the pupils will receive verbal feedback or complete a self/peer assessment at week 3 and complete an end of unit assessment with detailed teacher SWaNS (with student DIRT) at the end of the half term.
- Quality assurance will take place according to the schedule established by the Subject Leader at the start of the academic year (usually twice per year). QA is completed by the Subject Leader and the Lead Teacher, with feedback being given to the relevant teaching staff once the procedure is completed. Feedback will be formally entered into the school's 'Lessons Learned' app.
- Knowledge tests will take place weekly, and will be self/peer assessed. These are low-stake tests that will be used for AfL.

Key Stage 5:

- Pupils to work in lever arch folders and dividers provided independently.
- All students should have a copy of the relevant exam mark scheme for each unit of work placed in the relevant location in their folders.
- All teacher marking should be completed in green pen.
- Students' work should be marked by the class teacher at least every 3 weeks.
- All work must be monitor marked. This does not require SWaNS procedure, but should be used by the class teacher to ensure understanding and effort.
- Where 'live' marking has taken place, the teacher should denote this by stating 'VF' (verbal feedback) in the pupil's books.
- Self and peer assessment should take place at least twice per half term.
- Live marking, self-assessment and peer assessment must take place at least every three weeks.
- Therefore, over a typical half term all work would be monitor marked, the students will receive verbal feedback or complete a self/peer assessment at week 3 and complete an end of unit assessment with detailed teacher SWaNS (with student DIRT) at the end of the half term.
- Quality assurance will take place according to the schedule established by the Subject Leader at the start of the academic year (usually twice per year).




QA is completed by the Subject Leader and any other teacher responsible for A Level teaching within the department, with feedback being given to the relevant teaching staff once the procedure is completed. Feedback will be formally entered into the school's 'Lessons Learned' app.

Maths

Key Stage 3:

Work is divided into Blocks. At the end of each unit there is an end of block assessment provided by WRM. All students complete the same assessment. (Usually 2 A4 sides). There is a SWAN section built in for teachers to indicate the strengths and weaknesses and then should give the students their next steps. When this feedback has been returned to students, students need to have time to act upon their feedback. This should be done in red pen.

(Example)

S trengths	WRM block 8 - Fractions	☺	☹
	Find equivalent fractions and write a fraction in its simplest form.		
W eakness	Add and subtract fraction with the same and different denominators		
	Convert a simple improper fraction to a mixed number & vice versa		
&	Add and subtract mixed numbers		
Next Step 			

Scores for each assessment should be recorded on the class tracker in Go4Schools which will then generate the Developing, Secure, Mastery level for that block as well as providing a running guide for the work overall.

Students' books should be marked on a regular basis (monitor marking or live marking done in class) and should be marked using SWaNS if the unit lasts longer than three weeks.

No book should go more than 2 weeks without being seen by the teacher, either monitor marking or a full SWaNS mark.



Key Stage 4:

Work is divided into Units. At the end of each unit there is an end of Unit Test.

Once the test has been completed the department has developed spreadsheets that will hold a complete Question Level Analysis and will generate individualised feedback for each student, or the teacher can choose to write their own feedback. When this feedback has been returned to students, students need to have time to act upon their feedback. This should be done in red pen.

The End of Unit test scores should be recorded on the class tracker on Go4Schools.

Students' books should be marked on a regular basis (monitor marking or live marking done in class) and should be marked using SWaNS if the unit lasts longer than three weeks.

No book should go more than 2 weeks without being seen by the teacher, either monitor marking or a full SWaNS mark.

Key Stage 5:

Edexcel provide End of Unit Tests for all sections of the scheme of work and we have developed these into write on tests that contain SWaNS feedback. The End of Unit test scores should be recorded on the class tracker on Go4Schools.

(Y12 example)

	Max mark	Your Mark	Topic	Notes
1	8		Scatter graphs and interpolation	
2	10		Calculate means, medians, quartiles and standard deviation.	
3	13		Box plots and outliers	
4	9		Calculate the mean and standard deviation of coded data.	
5	5		Understand quartiles and percentiles, calculate outliers	



Science

In Science we expect all pupils to make an effort to present their work neatly. Our minimum expectations are:

- Topic assessment trackers are to be stuck into the inside front cover of all pink exercise books. These must be kept up to date with assessment results.
- Topic checklists for the start and end of every topic must be stuck in and completed.
- Date and title written every lesson and underlined. Key Words written down.
- Sheets stuck in.
- Evidence of end of topic knowledge tests being completed by students in books and marks recorded on trackers.
- End of unit tests stuck into books alongside the SWaNS and DIRT.
- Pupils take old books home.
- Tables and scientific diagrams to be drawn in pencil, using a ruler where appropriate.
- Graphs drawn in pencil, using a ruler. Axes labelled with a quantity and unit where appropriate.

Key Stage 3 (Y7 & 8):

- A KEVi sticker showing the pupil's flight path should be stuck to the front of their exercise book.
- At the start of every topic, pupils RAG the topic checklist (found in the Science shared area, AWOL folder).
- Pupils are to be set key facts to learn via knowledge powerpoints. These should be set weekly and tested the following week.
- Prior to the end of topic test, all pupils must be given a revision homework. This should consist of the corresponding topic revision powerpoint, plus the 'GraspIT' questions. Staff must check that pupils have done their best to complete the questions prior to the test. Pupils not completing the questions must be given a detention. Both resources must be put on Go4S for pupils to access.
- Prior to the end of topic test, pupils are to be given an end of topic knowledge test, marks for which must be recorded on Go4S straight away.
- Pupils complete gap filling tasks during their gap bridging lesson. This must take place before the test. Pupils must RAG rate the topic checklist at the start of/or before the gap bridging lesson.
- Following every end of topic test, the teacher should mark it, then the question level analysis sheet should be completed and personalised SWaNS written by the teacher for every pupil. Staff should use the pre-populated SWaNS on the QLAs as a starting point. These should then be stuck into



pupils' books. Pupils can then undertake DIRT and give a self-assessment to show how confident they feel about the topic. (Test marks must be recorded on Go4S within two weeks of the assessment).

- DIRT should then be revisited by staff to acknowledge whether it has been successfully completed or if pupils need to correct/extend their response(s).
- Pupils achieving developing in the end of topic test must complete a resit test. (At teacher's discretion)
- Retrieval tests will be completed periodically by pupils in order to test their recall of knowledge from a number of topics. When these tests are to be completed is highlighted on route maps. Marks need to be recorded on Go4S.

Key Stage 4 (Y9, Y10 & Y11):

- A KEVi sticker showing the pupil's target grade should be stuck to the front of their exercise book.
- At the start of every topic, pupils RAG the topic checklist. This is then RAG rated at the end of the topic prior to the test.
- Checklists can be found in the Science shared area in the KS4 folder, GCSE from 2016.
- Every week pupils should be set a knowledge powerpoint from which they learn key info. They should then be tested on it the following week.
- Prior to the end of topic test, pupils need to complete the end of topic knowledge test. Marks for this need to be recorded on Go4S.
- Pupils have time built into their curriculum for 'GAP intervention'. This lesson is based around pupils' ragged checklists and will therefore need to be personalised. Pupils then complete the end of topic test.
- Prior to the end of topic test, all pupils must be given a revision homework. This should consist of the corresponding topic revision powerpoint, plus the 'GraspIT' questions. Staff must check that pupils have done their best to complete the questions prior to the test. Pupils not completing the questions must be given a detention. Both resources must be put on Go4S for pupils to access. (Please note that some topic GraspITs are very large, so pupils will require a number of weeks' worth of homework to complete them. For lower ability classes you may wish to use the level one question Grasp its instead.)
- Following every end of topic test, the question level analysis sheet should be completed and personalised SWaNs written for every pupil by the teacher. These should then be stuck into pupils' books. (Test marks need to be recorded on Go4S within two weeks of the assessment)
- Pupils can then undertake DIRT and give a self-assessment to show how confident they feel about the topic.



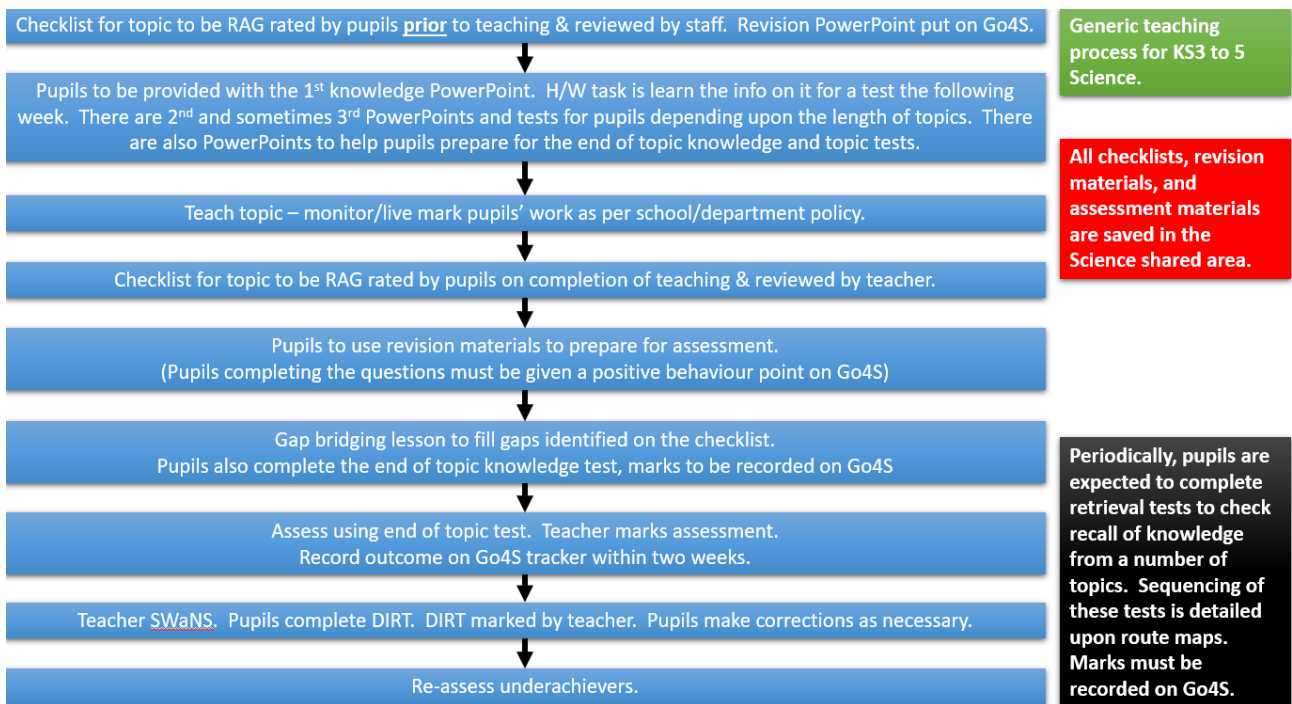
- DIRT should then be revisited by staff to acknowledge whether it has been successfully completed or if pupils need to correct/extend their response(s).
- Re-sit tests should be completed when pupils are two grades below their target grade. (Teacher's discretion can be used in some circumstances)
- In addition to exercise books, all pupils will have an A4 red exercise book to record all the required practical activities undertaken. These should be monitor/live marked by staff. Students taking the Combined Science route, Trilogy, will have one practical book, regardless of how many teachers they have. Those studying Separate Science, will have three books, one for each of the Sciences. These books must be kept in school wherever possible and handed to pupils prior to the Year 11 examinations so that they have a complete record of all the practicals required by the exam board.
- Students who have missed a required practical, must copy up the work from another pupil. There are also a number of good videos online which they could be directed to watch.
- After units 1 to 3 and 4 to 6, there is a retrieval test for pupils to complete. Grades for these tests must be recorded on Go4S within 2 weeks of the assessment. Please ensure that pupils are given at least two weeks' notice of these assessments.

Key Stage 5:

- Students' work should be kept in a folder.
- Folders should have the KEVi tracker sheet at the front.
- There should also be a subject tracker sheet at the front to record all assessment marks and grades. (These must also be recorded on Go4S within two weeks of the assessment)
- Pupils should RAG a topic checklist at the start and end of every topic.
- There is no need for class notes to be marked.
- Questions completed in class should be self/peer-assessed.
- Homework tasks should have a balance of teacher and self/peer marking.
- Every week pupils should be set a knowledge powerpoint from which they learn key info. They should then be tested on it the following week.
- Following every end of topic test, personalised SWaNs should be written for each pupil. QLA should also be carried out.
- Pupils can then undertake DIRT. This should be revisited by staff to acknowledge whether it has been successfully completed or if pupils need to correct/extend their response(s).



- Pupils not achieving their target grade must re-sit the test in their own time. (Teachers can use their discretion here if there are circumstances which need special consideration).
- After completion of several units, pupils should be given a retrieval test. Grades for these tests must be recorded on Go4S within 2 weeks of the assessment. Please ensure that pupils are given at least two weeks' notice of these assessments.



Humanities

Subject	KS3	KS4	KS5	BTEC/other
Geography	<p>Detailed SWaNs mark and DIRT during the teaching of each topic. (One topic per half term.) Best practice would see this as an exam style question to get pupils ready for GCSE questions.</p> <p>Monitor marking of all work.</p> <p>Literacy marking to focus on keywords throughout with teacher using Sp for spelling issues and circling missed capital letters. Best practice would see the student copying out the misspelt word as part of DIRT.</p> <p>Either a second SWaNs mark or Self/peer assessment or 'live' marking (VF) to happen once more in the teaching of each topic.</p> <p>At least one SWaNS or live mark pointed out as part of SOW; best practice would see all marking opportunities pointed out.</p>	<p>Detailed SWaNs mark and DIRT once every half term. Best practice would see this happening with a past paper exam question.</p> <p>Exam style questions will be marked using exam criteria and DIRT produced.</p> <p>Monitor marking of all work.</p> <p>Either a second SWaNs mark or Self/peer assessment or 'live' marking (VF) to happen once more in the teaching of each topic.</p> <p>At least one SWaNS or live mark pointed out as part of SOW; best practice would see all marking opportunities pointed out.</p>	N/A	<p><u>Travel & Tourism:</u></p> <p>Detailed SWaNs mark and DIRT once every half term. Best practice would see this happening with either past paper or draft coursework question(s).</p> <p>Exam and C/W style questions will be marked using exam criteria and DIRT produced.</p> <p>Monitor marking of all work.</p> <p>Either a second SWaNs mark or Self/peer assessment or 'live' marking (VF) to happen once more in the teaching of each topic.</p> <p>At least one SWaNS or live mark pointed out as part of SOW; best practice</p>

				would see all marking opportunities pointed out.
History	<p>Detailed SWaNs mark and DIRT each half term. Best practice would see this as an exam style question to get pupils ready for GCSE questions.</p> <p>Monitor marking of all work.</p> <p>Literacy marking to focus on keywords throughout with teacher using Sp for spelling issues and circling missed capital letters. Best practice would see the student copying out the misspelt word as part of DIRT.</p> <p>Either a second SWaNs mark or Self/peer assessment or 'live' marking (VF) to happen once more in the teaching of each topic.</p> <p>At least one SWaNS or live mark pointed out as part of SOW; best practice would see all marking opportunities pointed out.</p>	<p>Detailed SWaNs mark and DIRT once every half term. Best practice would see this happening with a past paper exam question.</p> <p>Exam style questions will be marked using exam criteria and DIRT produced.</p> <p>Monitor marking of all work.</p> <p>Either a second SWaNs mark or Self/peer assessment or 'live' marking (VF) to happen once more in the teaching of each topic.</p> <p>At least one SWaNS or live mark pointed out as part of SOW; best practice would see all marking opportunities pointed out.</p>	<p>All exam style questions will be marked using exam criteria and DIRT produced. Teachers have developed SWaNs sheets to accompany marking in History as best practice.</p> <p>Best practice sees students keeping formal teacher marked exam questions in a separate section of their folders. Best practice would also see use of exam style questions twice each half term for the A Level.</p> <p>Notes in folders will not be marked. But folders will be reviewed at least once a term.</p>	N/A
RE	Detailed SWaNs mark and DIRT during the teaching of each topic in year 7 and twice in Y8. Best practice would see this as an exam	Detailed SWaNs mark and DIRT once every half term. Best	N/A	N/A

	<p>style question to get pupils ready for GCSE questions.</p> <p>Monitor marking of all work.</p> <p>Literacy marking to focus on keywords throughout with teacher using Sp for spelling issues and circling missed capital letters. Best practice would see the student copying out the misspelt word as part of DIRT.</p> <p>Either a second SWaNs mark or Self/peer assessment or 'live' marking (VF) to happen once more in the teaching of each topic.</p> <p>At least one SWaNS or live mark pointed out as part of SOW; best practice would see all marking opportunities pointed out.</p>	<p>practice would see this happening with a past paper exam question.</p> <p>Exam style questions will be marked using exam criteria and DIRT produced.</p> <p>Monitor marking of all work.</p> <p>Either a second SWaNs mark or Self/peer assessment or 'live' marking (VF) to happen once more in each half term.</p> <p>At least one SWaNS or live mark pointed out as part of SOW; best practice would see all marking opportunities pointed out.</p>		
Sociology	NA	NA	<p>All exam style questions will be marked using exam criteria and DIRT produced.</p> <p>Best practice sees students keeping formal teacher marked exam questions in a separate section of their folders.</p>	NA

			<p>Best practice would also see use of exam style questions twice each half term for the A Level.</p> <p>Notes in folders will not be marked. But folders will be reviewed at least once a term.</p>	
Psychology	NA	NA	<p>All exam style questions will be marked using exam criteria and DIRT produced.</p> <p>Best practice sees students keeping formal teacher marked exam questions in a separate section of their folders.</p> <p>Best practice would also see use of exam style questions twice each half term for the A Level.</p> <p>Notes in folders will not be marked. But folders will be reviewed at least once a term.</p>	NA

Modern Foreign Languages

KS3:

- Pupils to work in purple exercise books provided by the department.
- All pupils' books should have a copy of the department's tracker document stuck in the front inside cover.
- All teacher marking should be completed in green pen.
- Pupils' books should be marked by the class teacher at least every 3 weeks.
- All work must be monitor marked. This does not require SWaNS procedure, but should be used by the class teacher to ensure understanding and effort.
- Where 'live' marking has taken place, the teacher should denote this by stating 'VF' (verbal feedback) in the pupil's books.
- Self and peer assessment should take place at least once per half term.
- Live marking, self-assessment and peer assessment must take place at least every three weeks.
- Therefore, over a typical half term all work would be monitor marked, the pupils will receive verbal feedback or complete a self/peer assessment at week 3 and complete an end of unit assessment with detailed teacher SWaNS (with student DIRT) at the end of the half term.
- Quality assurance will take place according to the schedule established by the Lead Teacher at the start of the academic year (usually twice per year). QA is completed by the Lead Teacher, with feedback being given to the relevant teaching staff once the procedure is completed. Feedback will be formally entered into the school's 'Lessons Learned' app.
- Where appropriate an additional SWaNS assessed piece of work should be included once per half term in addition to the formal end of half term assessment.
- Knowledge tests will take place regularly, and will be self/peer assessed. The data from these will be added to Go4Schools.

KS4:

- Pupils to work in purple exercise books provided by the department, alongside lever arch folders and dividers provided independently (this is subject to the class teacher's decision).
- All pupils' books/folders should have a copy of the relevant exam mark scheme for each unit of work covered glued into their exercise book or placed in the relevant location in their folders.
- Pupils' work should be marked by the class teacher in green pen at least every 3 weeks.
- All work must be monitor marked. This does not require SWaNS procedure, but should be used by the class teacher to ensure understanding and effort.
- Where 'live' marking has taken place, the teacher should denote this by stating 'VF' (verbal feedback) in the pupil's books.
- Self and peer assessment should take place at least twice per half term.

- Live marking, self-assessment and peer assessment must take place at least every three weeks.
- Therefore, over a typical half term all work would be monitor marked, the pupils will receive verbal feedback or complete a self/peer assessment at week 3 and complete an end of unit assessment with detailed teacher SWaNS (with student DIRT) at the end of the half term.
- Quality assurance will take place according to the schedule established by the Subject Leader at the start of the academic year (usually twice per year). QA is completed by the Subject Leader and the Lead Teacher, with feedback being given to the relevant teaching staff once the procedure is completed. Feedback will be formally entered into the school's 'Lessons Learned' app.
- Knowledge tests will take place regularly, and will be self/peer assessed. These are low-stake tests that will be used for AfL.

Formal Assessments

KS3:

- Pupils must complete a formal assessment every half term. This work is set out by the Subject Leader and is common across the department.
- The assessment should be marked using the school SWANS procedure.
- Pupils must respond to the marking of their half term assessment using the school's DIRT procedure, and using red pen.
- DIRT should be meaningful and productive, showing improvements based on the teacher's comments.
- Any half term assessments completed on paper should be securely glued into the pupil's exercise books.
- Where the formal assessment is verbal (in the form of a presentation or speech), the teacher must still give SWaNS feedback.

KS4:

- Pupils must complete a formal assessment every half term. This work is set out by the Subject Leader and is common across the department.
- The teacher marking the work must apply the school's SWaNS marking procedure.
- Pupils must respond to the marking of their half term assessment using the school's DIRT procedure, and using red pen.
- DIRT should be meaningful and productive, showing improvements based on the teacher's comments.
- Any half term assessments completed on paper should be securely glued into the pupil's exercise books.
- Where the formal assessment is verbal (in the form of a presentation or speech), the teacher must still give SWaNS feedback.

- Mock examination work will always be completed on separate paper. Where pupils work in exercise books, this work must be securely glued into their books in the relevant place.
- Mock examination marking will be subject to internal moderation by all teachers and across the whole cohort in order to ensure parity of marking. Where marks are changed, the moderating teacher must seek agreement with the Subject Leader, and sign the front of the exam paper to indicate where changes due to moderation have occurred.

Physical Education

Intent

The Purpose of Marking and Feedback Effective marking and feedback is a key way of improving learning through assessment. Both are recognition of the child's work, effort, achievement, progress, identifying how a child can move their learning on and gives the child an opportunity to reflect on their current performance and future objectives. Developmental comments are more likely to raise standards as they help a child understand the main purpose of their learning.

- To celebrate effort resulting in progress and to praise and encourage where appropriate;
- To identify the next steps in a child's learning;
- To enable the child and the teacher to work together to identify areas of strength and areas for development in their work;
- To give the child an opportunity to reflect upon their own learning and become aware of their own future needs;
- To show a child that their work is valued;
- To identify difficulties, mistakes, misconceptions or lack of understanding;
- To raise attainment as the child becomes a better learner;
- To ensure continuity for the child as he/she moves through the school.

The Department is committed to ensuring that all students achieve their best possible grade at GCSE and A Level. This means not only a high level of practical performance, but also ensuring each student fulfils their potential with regards to learning the theoretical elements of the course, in order to sit the final examination at the end of Year 11 or 13.

The following policy has been created through discussion between all department members, to ensure marking impacts positively upon the pupils' learning and is a valuable tool for monitoring progress for staff.

The GCSE and A Level PE students benefit from the structured system of knowing exactly what is expected of them in terms of how they must respond to the marking of the books once they are returned to the students'. This process is made clear to

all students' at the beginning of Year 10 and 12 and is carried through to the end of Year 11 or 13 depending upon the course followed.

The following has been devised in line with whole school policy on feedback:

Implementation

GCSE workbooks – Year 9, 10 and 11

Pupils follow a two-year programme of study, this is because in year 9 all students have one theory lesson a week allowing them to make an informed choice at the end of the year whether to take the subject or not. They have three lessons a week. Two lessons a week are theory and one is practical. Some theory lessons may take place in a practical setting.

A Level – Year 12&13

Pupils follow a two-year programme of study. They have 6 lessons a week. These all comprise of theory lessons but every effort is made to use active and practical examples to aid theoretical learning. Some theory lessons therefore may take place in a practical setting.

- At the start of year 10, 11, 12 & 13 PowerPoints will demonstrate a marking and feedback key. The key will show what type will take place in the lesson that day. This key will then be taken out once students have learnt or remembered what the symbols mean. Symbols will be displayed in the top right corner. The key is below in figure 1.

Abbreviation	Type of Feedback or Assessment
SAP	Summative Assessment Piece (end of topic test or extended answer)
FTF	Formal Teacher Feedback (for smaller tasks or general corrections)
WCF	Whole Class Feedback
VF	Individual Verbal Feedback
DIRT	Designated Improvement Reflection Time
PA	Peer Assessment
SA	Self Assessment

Figure 1

- During a typical lesson there should be an opportunity to complete knowledge recall activities at the start of each lesson or topic, this will be self-assessed based upon the marking criteria displayed on the board.
- Where verbal feedback is given by staff students will be required to stamp the page using verbal feedback stamps and then write in RED pen the corrections to their work or the information they have learnt from the feedback.

- Staff will encourage an activity within lessons at least every 20/30 minutes which using recall or tests knowledge gained in the lesson so far. This is a peer or self-assessed task using something like a relevant examination question or questions from the book where teachers can go through the answers or they can use mark schemes to compare.
- Books and folders should be marked every three to four double theory lessons. This generally is either once/twice per topic (per half term) depending on the topic length. During this time only end of topic tests and extended answers will be SWAN marked. This is too allow students to gain access to the higher understanding boundaries of AO2 and 3 standard questions.
- Marking should check for spelling errors (especially of key words), misconceptions and ensuring all work is completed and up to date. Appropriate feedback to be provided when such issues arise.
- Marking outside of end of topic tests will refer to EFFORT and STRATEGIES for improvement to ensure students have a growth mindset to feedback.
- Should students be seen as rushing work then a SPEEDING TICKET will be stuck into books. For example see figure 2 below.



Figure 2

- There should be examples of self - assessment and improvement time being completed by pupils.
- At the end of each set of marking, staff will provide an ATL grade. There will be no current grade provided. The ATL grade will relate to the effort put in over the last three theory lessons the evidence being in the workbooks. It may be appropriate to provide a mark if they have been doing exam style questions. After each ATL mark there should be a target or improvement time work for pupils to complete.
- At the start of each topic designated time should be allowed to complete DIRT in RED pen by the students. This allows for students to check understanding of the feedback and to make corrections to their work.
- All books should have evidence of rewards – achievement or CL points.
- All staff marking to be done in GREEN pen.

- Pupils corrections should be done in RED pen.

End of topic tests – GCSE & A Level

o Tests to be marked with a score and grade provided on the tests. This test score and their level whether it be Red, Amber or Green will be recorded at the front of the student's folders in their PLC checklist. The member of staff will also record this score on Go4schools on the appropriate markbook.

o Staff will go through the test with the pupils and they can then correct the questions they got incorrect. These corrections will be in RED pen. These tests will then be checked by the teacher to ensure correct marking and corrections have been made by the student. Student's who fail to hit Amber in their scores will be given Red support homework to help explain the topic in more detail and raise knowledge. This must be completed by the next theory lesson and will be marked by the teacher.

o Pupils should file their tests alongside their handouts and worksheets in PE folder to use as a revision aid.

Homework

- ✓ Homework will be set. Ideally homework will be self or peer marked at the start of the next lesson after it is set. If that is not possible it will be marked within two double theory lessons. Those that complete homework will be rewarded with achievement and champions league points.

Work scrutiny – checklist

There is a GCSE theory and practical examiner in the PE department. The following will be monitored:

- There is evidence of self- assessment and improvement time.
- That identification of spelling errors, misconceptions and ensuring all work is completed addressed in books.
- That tests are corrected by pupils
- practical scores across the board will be standardised and checked by at least one other teacher, and at GCSE level by the Leader of PE and the Practical Examiner.

Impact

Cognitive science tells us to really learn something we need to think hard about it. Or as Robert Coe puts it, 'learning happens when people have to think hard.' The impact of high-quality marking and feedback should encourage this. The brain is a muscle and so can be trained to become more efficient and enduring. This marking and feedback policy has been designed with this in mind. The students will be given guidance on how to improve and why they need to improve. The impact of this is students will gain in confidence and knowledge. The marking is

also trying to encourage a growth mindset, that we can make mistakes and that is fine as long as we have made the effort and then we learn from mistakes. In the long run this should see an improvement in the level of work and effort towards work. Finally, accurate marking and feedback informs the future planning of teachers. This is to ensure that sufficient stretch and challenge takes place but also to ensure deep understanding of a topic.

Business and Enterprise

Intent

The Purpose of Marking and Feedback Effective marking and feedback is a key way of improving learning through assessment. Both are recognition of the child's work, effort, achievement, progress, identifying how a child can move their learning on and gives the child an opportunity to reflect on their current performance and future objectives. Developmental comments are more likely to raise standards as they help a child understand the main purpose of their learning.

- To celebrate effort resulting in progress and to praise and encourage where appropriate;
- To identify the next steps in a child's learning;
- To enable the child and the teacher to work together to identify areas of strength and areas for development in their work;
- To give the child an opportunity to reflect upon their own learning and become aware of their own future needs;
- To show a child that their work is valued;
- To identify difficulties, mistakes, misconceptions or lack of understanding;
- To raise attainment as the child becomes a better learner;
- To ensure continuity for the child as he/she moves through the school.

The Department is committed to ensuring that all students achieve their best possible grade in their GCSE or Cambridge National. This means not only a high level of practical performance, but also ensuring each student fulfils their potential with regards to learning the theoretical elements of the course, in order to sit the final examination at the end of Year 11.

The following policy has been created through discussion between all department members, to ensure marking impacts positively upon the pupils' learning and is a valuable tool for monitoring progress for staff.

The GCSE Business and Enterprise and Marketing students benefit from the structured system of knowing exactly what is expected of them in terms of how they must respond to the marking of the books once they are returned to the students'. This process is made clear to all students' at the beginning of Year 10 and is carried through to the end of Year 11 depending upon the course followed.

The following has been devised in line with whole school policy on feedback:

Implementation

GCSE Business workbooks – Year 10 and 11

Pupils follow a two-year programme of study. They have three lessons a week. Two lessons a week are a double and there is a single. The single lesson will be where students can act upon the marking and feedback from a teacher, we also will go through the homework that has been set in this lesson.

OCR Cambridge National for Enterprise and Marketing workbooks and online – Year 10&11

Pupils follow a two-year programme of study. They have 3 lessons a week. Two lessons a week are a double and there is a single. The double lesson is where we will see extended answers and deeper research and knowledge tasks. The single lesson will be where learning outcome tests will be delivered and worked on to ensure knowledge and understanding.

- At the start of year 10 and 11 PowerPoints will demonstrate a marking and feedback key. The key will show what type will take place in the lesson that day. This key will then be taken out once students have learnt or remembered what the symbols mean. Symbols will be displayed in the top right corner. The key is below in figure 1.

Abbreviation	Type of Feedback or Assessment
SAP	Summative Assessment Piece (end of topic test or extended answer)
FTF	Formal Teacher Feedback (for smaller tasks or general corrections)
WCF	Whole Class Feedback
VF	Individual Verbal Feedback
DIRT	Designated Improvement Reflection Time
PA	Peer Assessment
SA	Self Assessment

Figure 1

- During a typical lesson there should be an opportunity to complete knowledge recall activities at the start of each lesson or topic, this will be self-assessed based upon the marking criteria displayed on the board.
- Where verbal feedback is given by staff students will be required to stamp the page using verbal feedback stamps and then write in RED pen the corrections to their work or the information they have learnt from the feedback.

- Staff will encourage an activity within lessons at least every 20/30 minutes which using recall or tests knowledge gained in the lesson so far. This is a peer or self-assessed task using something like a relevant examination question or questions from the book where teachers can go through the answers or they can use mark schemes to compare.
- Books and folders should be marked every three to four double lessons. This generally is either once/twice per topic (per half term) depending on the topic length. During this time only end of topic tests and extended answers will be SWAN marked. This is to allow students to gain access to the higher understanding boundaries of AO2 and 3 standard questions.
- Marking should check for spelling errors (especially of key words), misconceptions and ensuring all work is completed and up to date. Appropriate feedback to be provided when such issues arise.
- Marking outside of end of topic tests will refer to EFFORT and STRATEGIES for improvement to ensure students have a growth mindset to feedback.
- Should students be seen as rushing work then a SPEEDING TICKET will be stuck into books. For example, see figure 2 below.



Figure 2

- There should be examples of self - assessment and improvement time being completed by pupils.
- At the end of each set of marking, staff will provide an ATL grade. There will be no current grade provided. The ATL grade will relate to the effort put in over the last three theory lessons the evidence being in the workbooks. It may be appropriate to provide a mark if they have been doing exam style questions. After each ATL mark there should be a target or improvement time work for pupils to complete.
- At the start of each topic designated time should be allowed to complete DIRT in RED pen by the students. This allows for students to check understanding of the feedback and to make corrections to their work.
- All books should have evidence of rewards – achievement points or effort recommendations to SL, PL or SLT.
- All staff marking to be done in GREEN pen.
- Pupils corrections should be done in RED pen.

End of topic/learning outcome tests – GCSE & Enterprise and Marketing

o Tests to be marked with a score and grade provided on the tests. This test score and their level whether it be Red, Amber or Green will be recorded at the front of the student's folders in their PLC checklist. The member of staff will also record this score on Go4schools on the appropriate markbook.

o Staff will go through the test with the pupils and they can then correct the questions they got incorrect. These corrections will be in RED pen. These tests will then be checked by the teacher to ensure correct marking and corrections have been made by the student. Student's who fail to hit Amber in their scores will be given Red support homework to help explain the topic in more detail and raise knowledge. This must be completed by the next theory lesson and will be marked by the teacher.

o Pupils should file their tests alongside their handouts and worksheets in a folder to use as a revision aid.

Homework

- ✓ Homework will be set. Ideally homework will be self or peer marked at the start of the next lesson after it is set. If that is not possible it will be marked within two double theory lessons. Those that complete homework will be rewarded with achievement points.

Work scrutiny – checklist

There are two teachers and a Subject Leader in the Business & enterprise department. The SL will act as an internal verifier to the marking and feedback given by the teachers. This is ensuring consistency across the department. This work scrutiny will then be written up and fed back on lessons learned by the SL for the teachers to respond too and act upon. The following will be monitored:

- There is evidence of self- assessment and improvement time.
- That identification of spelling errors, misconceptions and ensuring all work is completed addressed in books.
- That tests are corrected by pupils
- Enterprise and Marketing scores in particular will be standardised and checked by the other teacher in department and by the Leader of Business.

Impact

Cognitive science tells us to really learn something we need to think hard about it. Or as Robert Coe puts it, 'learning happens when people have to think hard.' The impact of high-quality marking and feedback should encourage this. The brain is a muscle and so can be trained to become more efficient and enduring. This marking and feedback policy has been designed with this in mind. The students will be given guidance on how to improve and why they need to improve. The impact of this is students will gain in confidence and knowledge. The marking is also trying to encourage a growth mindset, that we can make mistakes and that is

fine as long as we have made the effort and then we learn from mistakes. In the long run this should see an improvement in the level of work and effort towards work. Finally, accurate marking and feedback informs the future planning of teachers. This is to ensure that sufficient stretch and challenge takes place but also to ensure deep understanding of a topic.

DT & ICT

INTENT of departmental and personal marking

In Design Technology and ICT the intent is to provide all our students with effective marking that is meaningful, manageable and motivating. Through Assessment for learning we aim to help our students to become engaged, Independent learners who take personal pride in their work. At its core our assessment is focused on progress and helping them correct any misunderstanding, deepen understanding or use it to stretch and challenge high ability learners. Assessment is there to support progress, but is also a sustainable method of classroom assessment to help improve student's work. The intent is to increase teacher and student dialogue about assessment and reduce teacher marking in isolation.

IMPLEMENTATION

Marking must address clear and personalised evaluation points for future development/s.

Verbal feedback- is used on a regular 1-2 week basis, staff verbally provide feedback students booklets are stamped and the student responds in RED pen. In ICT/CS students make digital changes at that time. In practical lessons in DT/Food students have a A4L Log sheet where they record feedback and changes made.

Peer and Self assessment- Students will self or peer assess their own work on a regular basis over a term. SWANS comment banks are used to help guide students. In ICT peer to peer and group assessments used on a frequent basis- students make digital changes at that time.

Teacher SWANS- end of unit/project evaluation extended writing is teacher marked with a detailed SWANS. In ICT/CS teacher SWAN end of project using google forms in google classroom. In DT, SWANS are re-printed in the student booklets used in Design Technology and Food.

Knowledge tests- over a term there will be 8-10 multiple choice knowledge tests used as a starter or plenary related to homework. Questions relate to core knowledge for GCSE examinations. Test results recorded in Go4 schools and google classroom for ICT/CS.

IMPACT

- Improved overall progress and attainment
- Improved subject literacy and Punctuation and grammar.
- Increased learner independence in terms of responding to feedback and improving their work.
- Quality of overall presentation improved

Expressive Arts

Art Marking & Assessment Policy

In Art, assessment and feedback are primarily delivered face to face due to the nature of the lessons and time restrictions, but mainly to ensure that skill-based learning and progress are the key focus. All lessons are presented with the aid of PowerPoint stating clearly the learning objectives, Assessment Objectives with exemplar work to model graded examples of expected outcomes to aim for.

KS3 & KS4

Verbal feedback for KS3 & KS4 is the most valuable and constructive form of feedback in Art Lessons, providing guidance and praise in each class, allowing students to react, improve their practical work instantly, ensuring better progress is made within a relevant time frame, matching the needs and ability of the pupil.

Self-marking, Peer and Group for both KS3 & KS4 feedback forms part of the lesson the minimum of once per project that is relevant to the topic and skills learnt at the time.

Students assess their own progress part way through the project, using S&W and referring to the next steps and how to achieve them by referring to their project criteria, RAG, modelled examples and subject specific marksheets.

At the end of each project students evaluate their work, explaining the techniques and skills learnt, using the SW&NS and RAG, DSM for KS3 and for KS4 we use SW&NS, RAG and the GCSE 9-1 grading system linked to project specific marksheets, success criteria and assessment objectives.

At KS4 students annotate at more regular intervals in their sketchbook, making relevant judgements, intentions and ways to make improvements during their journey about each project in addition to their final evaluation.

Peer feedback provides pupils to the opportunity to assess each other's work in and out of their books, on a one to one basis, making critical judgements of strengths and weaknesses, and building confidence through communication, as well as presenting further ways to share ideas and skills.

Group feedback is performed as a walk around gallery or group work is presented together as part of a discussion group. Examples which are assess against are modelled with live pieces or on the board using PowerPoint to share and enhance ideas; to explore and discuss how work can be improved; to build upon language and literacy skills that are relevant to the subject; and to promote confidence.

Written feedback for KS3 & KS4 is given via tailored marksheets that are relevant to each project delivered that refers to the assessment objectives, RAG, DSM and for KS4 the assessment objectives, RAG and the GCSE 9-1 grading system.

The marksheets account for the majority commonly known strengths and weakness likely to be encountered, linking the next steps of progress for improvement. This is used by teacher during and at the end of the project for assessment purposes as well as the student when evaluating and grading their work in detail.

At GCSE additional feedback back is annotated via post it notes at regular intervals during the term. Post Its are used so not to ruin ongoing work, or to influence the external moderator in any way.

At the end of each project, or mock exam, each student is entered their assessment grade on Go4schools for student and parent.

Music Marking & Assessment Policy

In Music, both assessment and feedback are heavily delivered verbally during practical tasks due to the nature of the lessons and to ensure that skill-based learning and progress are the key focus. All lessons are presented with the aid of PowerPoint stating clearly the learning objectives, Assessment Objectives with teacher modelling graded examples of expected outcomes to aim for.

KS3 & KS4

Verbal feedback for KS3 & KS4 is the most valuable and constructive form of feedback in music lessons. Feedback is given during the creative process, highlighting good ideas, suggesting improvements or new ideas, and encouraging the less musically experienced to be actively involved with appropriate suggestions. Whilst feedback might need to highlight weaknesses for improvement, the aim is always to encourage and involve all students regardless of their instrumental experience. The final performance of composition tasks can be recorded (audio only, or video as well) using an iPad and stored for reference and assessment evidence.

Self-marking, Peer and Group for both KS3 & KS4 peer or group feedback forms part of the lesson for a minimum of once per project that is relevant to the topic and skills learnt at the time. This predominantly takes place during performance tasks in KS3 and both performance and composition in KS4.

Students assess their own progress part way through the project within their booklets by using SW&NS and setting their next steps independently and how to achieve them by referring to their topic criteria.

Self-marking also takes place within students Listening books, where students will identify corrections if needed and use correct musical terminology against the Glossary.

At the end of each project students complete an end of unit evaluation, explaining the techniques and skills learnt, using the SW&NS and RAG, DSM for KS3 and for KS4 we use SW&NS, RAG and the GCSE 9-1 grading system linked to project specific marksheets, success criteria and assessment objectives.

At KS4 students receive verbal feedback every lesson based on either performance or composition work. The marking criteria for coursework is shared with students from the outset for them to refer to throughout the course.

Group feedback can take place within group working tasks and is presented together as part of a discussion group. Examples are modelled against the specific marking criteria to share and enhance ideas; to explore and discuss how work can be improved; to build upon language and literacy skills that are relevant to the subject; and to promote confidence.

RAG cards will be regularly used during all musical tasks to enable students to self-assess within every lesson.

Written feedback for KS3 is minimal due to the practical nature of the subject however at KS4 this is given via tailored marksheets that are relevant to each piece of coursework that refers to the assessment objectives, RAG and the GCSE 9-1 grading system.

At the end of each project, or mock exam, each student has an assessment grade entered onto Go4schools for both student and parent to see.