

Feedback Policy

Version Number	3.0
Date of Issue	September 2019
Date Approved	September 2019
Date for Review	September 2022
Approved by	Headteacher
SLT Member Responsible	Deputy Headteacher (SHU)

The Brooksbank School Feedback Policy

Rationale

All feedback:

- informs student progress
- has a positive impact on student outcomes
- is a good use of teachers' time

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

Principles

A teacher should only write in a student's book if it is going to impact on progress.

The more immediate the feedback the greater the impact. All subject areas have identified a bare minimum standard in terms of regularity of feedback, taking into consideration the frequency of lessons, and the nature of the subject i.e. practical/theory based.

Other than a tick for completion a teacher should only write in books if...

- they are pointing out a good attribute that a student must continue to use
- they are pointing out a literacy error – please see Literacy codes
- they are pointing out an area for development (this can be highlighted in the text)
- The work will conclude with a GCSE style mark (where appropriate) and a tangible next step to move learning on.

Where verbal feedback is given teachers should only record the feedback if it will reinforce the implementation of the next step, not purely for the benefit of people looking at exercise books.

Quality assurance and professional development

Heads of department and senior leaders will quality assure marking and feedback, and provide appropriate support.

The focus of a progress check will be to look at how the student is making progress as evidenced in their exercise book or file. It will *not* focus on what the teacher writes. It will be purely on the impact this has had on student progress. The actual practice of a student improving their work is more important than how much the teacher writes. As part of the quality assurance process, 'conversations for learning' will take place during which students will be spoken to and should be able to articulate how well they are doing and what they need to do in order to make even better progress.

1. In the first half term the HOD/senior leader(s) will prioritise staff needing support and agree next steps.
2. Staff who demonstrate good practice in feedback and marking will only require a 'light touch'/informal check in future.

Other opportunities to share good practice related to feedback will be built into the calendar, but each HOD will timetable these when it is appropriate for their department.

Whole school approach to Literacy marking

- The aim of this school-wide approach is to ensure high quality written communication within every subject area.
- The symbols below should be annotated, where relevant, on students' written work to show students where they need to improve.
- Aim to annotate with a maximum of three literacy targets, so as not to demotivate students.

Literacy Codes

Sp. = Spelling mistake

// = Start a new paragraph

P = Lack of punctuation

? = This sentence does not make sense/is unclear

FS = You need to write in full sentences

WW = Wrong word choice

V+ = You could use a better word or include some subject terminology here.

Individual Department Policies

Department	Page	Department	Page
Art	3 - 5	Business Studies	6 - 7
Design Technology	8 - 9	Drama	10 - 12
English & Media	13 - 14	Geography	15 - 17
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Music	25 – 28	PSHCE & Careers	29
Physical Education	30 – 31	Science	32 - 35
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Type and frequency of feedback in Art

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> • High 5 activity to start lessons for recall of previous learning; instigating a deeper knowledge and understanding; introducing a development of the project. Students are encouraged to follow the school’s oracy charter requirements. • Verbal feedback is given in each lesson as a group and as individuals • Written feedback is given through post it notes to develop their work • Written feedback is given at the end of a project • Peer and self-assessments/evaluations are used through the curriculum • Summative assessments are completed at the end of a project and at the TSR points throughout the year. • Student work will be marked in line with the school’s literacy policy as well as Art and Design AOs 	<ul style="list-style-type: none"> • High 5 activity to start lessons for recall of previous learning; instigating a deeper knowledge and understanding; introducing a development of the project. Students are encouraged to follow the school’s oracy charter requirements. • Verbal feedback is given in each lesson as a group and as individuals. • Written feedback is given through post it notes to develop their work on a personal level. This is to develop each student towards the completion of evidence required for the assessment objectives. • Formal feedback and assessment is given at the end of a piece of work if required or at the end of a project. • Feedback regarding grades against the AOs will be given at TSR points and parents evenings. • Student work will be marked in line with the school’s literacy policy as well as Art and Design AOs. 	<ul style="list-style-type: none"> • High 5 activity to start lessons for recall of previous learning; instigating a deeper knowledge and understanding; introducing a development of the project when required. Students are encouraged to follow the school’s oracy charter requirements. • Termly individual student work is marked with detailed written feedback against specific AOs. • Forecast grades are given linked to student abilities and expected performance • Current attainments grades are given based on previous assessments and their performance currently. • One to one feedback is given verbally every lesson to each student. • Feedback is given regarding progression linked to AOs through post it notes. • Feedback is given relating to AO task sheets and the progression towards their forecast grade. • Student work will be marked in line with the school’s literacy policy as well as Art and Design AOs.

Quality Assurance

KS3 Coordinator	KS4 coordinator	KS5 coordinator
<ul style="list-style-type: none"> • Ensure consistency in the delivery of schemes of work through: <ul style="list-style-type: none"> - Week by week PowerPoints. - Detailed schemes and deadlines. - Resources/ booklets. - Management of materials relating to the schemes. - Examples of good practice. - Development of G&T, PP. - Correlation of OOSH activities with schemes. - Links with outside providers and external opportunities. • Termly 'progress checks' of class books and outcomes. • 'Conversations for learning' with mixed ability cohort of students about their work, progress, understanding and links with GCSE. • Review and refine schemes of work to ensure a broad curriculum that covers main artistic practices. • Enabling career opportunities in the creative sector. 	<ul style="list-style-type: none"> • Ensure consistency in the delivery of schemes of work through: <ul style="list-style-type: none"> - Week by week PowerPoints. - Detailed schemes and deadlines. - Resources – Art and Photography student packs. - Management of materials relating to the schemes. - Examples of good practice at GCSE and A Level. - Development through the curriculum and targeted support for G&T, PP and under achieving students. - Correlation of OOSH activities to promote independent learning. - Links with outside providers and external opportunities such as degree shows. • Termly 'progress checks' of class books and outcomes. • 'Conversations for learning' with mixed ability cohort of students about their work, progress, understanding and links with GCSE. • Review and refine schemes of work to ensure a broad curriculum that covers main artistic practices. 	<p>Y12 Induction Project</p> <ul style="list-style-type: none"> - PowerPoints relating to each experimental area. - Detailed schemes and deadlines. - Resources – Art and Photography student packs. - Management of materials relating to the schemes. - Examples of good practice at A Level and degree level. - Development through the curriculum and targeted support for G&T, PP and under achieving students. - Promotion of independent learning, research and exploration. - Links with outside providers and external opportunities such as degree shows and exhibitions. <ul style="list-style-type: none"> • Progress checks, task sheets and deadlines are made clear for students and staff. • Mini exhibition for assessment of induction work in January. • Weekly conversations for learning with each student to encourage, inspire and ensure the development of their work. • Visits to inspire their ideas for Y13 work.

		<p>Y13</p> <ul style="list-style-type: none">• Task sheets updated• KS5 co-ordinator progress checks every term• KS5 co-ordinator and class teacher to discuss students' progress and solutions to ensure their achievement-extra sessions, study plus, phone home, targeted support.
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Type and frequency of feedback in Business Studies

Key Stage 3	Key Stage 4	Key Stage 5
	<p>Exam Policy</p> <ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Student exam work is marked as required with detailed written feedback • Mock examinations and questions will be used where appropriate and marked to the exam board criteria. • Written comments are not given for class notes, unless SPAG/presentation errors are being addressed. • Exercise books will be checked by class teachers at least termly for maintenance marking. This will check for expected lesson notes, homework, (literacy including the use of subject specific terms), presentation and numeracy. <p>Coursework policy</p> <ul style="list-style-type: none"> • Coursework marked in depth at key deadlines in line with exam board recommendations. • Recommended marking during the interim to highlight areas of development. This will be tracked on the department tracking sheet. 	<p>Exam policy</p> <ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Student exam work is marked as required with detailed written feedback • Mock examinations and questions will be used where appropriate and marked to the exam board criteria. • Written comments are not given for class notes, unless SPAG/presentation errors are being addressed. <p>Exercise books will be checked by class teachers at least termly for maintenance marking. This will check for expected lesson notes, homework, (literacy including the use of subject specific terms), presentation and numeracy.</p> <p>Coursework policy</p> <ul style="list-style-type: none"> • Coursework marked in depth at key deadlines in line with exam board recommendations. • Recommended marking during the interim to highlight areas of development. This will

	<p>Comments can be made either in depth or class improvements and feedback can be use to address common misconceptions. SPAG/presentation errors are being addressed using whole school comments.</p>	<p>be tracked on the department tracking sheet. Comments can be made either in depth or class improvements and feedback can be use to address common misconceptions. SPAG/presentation errors are being addressed using whole school comments</p>
Quality Assurance		
	<p>Coursework</p> <ul style="list-style-type: none"> • Internal verification as required by the exam board. • Discussion within department in meetings • Student voice 	<p>Coursework</p> <ul style="list-style-type: none"> • Internal verification as required by the exam board. • Discussion within department in meetings • Student voice

Type and frequency of feedback in Design Technology

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> • High 5 activity to start lessons recap on previous learning; introduction of an additional skill or piece of core knowledge; explanation of how this new skill piece of knowledge can expand the learning and development of the project. Students are encouraged to follow the school's oracy charter requirements. • Verbal feedback is given in each lesson as a group and as individuals. • Written feedback is given at key assessment points during the project. • Peer and self-assessments/evaluations are used throughout the key stage. • Student work will be marked in line with the school's literacy policy as well as the Design Technology and Design marking policy. 	<ul style="list-style-type: none"> • High 5 activity to start lessons recap on previous learning; introduction of an additional skill or piece of core knowledge; explanation of how this new skill piece of knowledge can expand the learning and development of the project. Students are encouraged to follow the school's oracy charter requirements. • Verbal feedback is given in each lesson as a group and as individuals. • Written feedback is given at key assessment points during the project. • Peer and self-assessments/evaluations are used throughout the key stage. • Student work will be marked in line with the school's literacy policy as well as the Design Technology and Design marking policy. 	<ul style="list-style-type: none"> • High 5 activity to start lessons recap on previous learning; introduction of an additional skill or piece of core knowledge; explanation of how this new skill piece of knowledge can expand the learning and development of the project. Students are encouraged to follow the school's oracy charter requirements. • Termly individual student work is marked with detailed written feedback against specific Design Briefs. • Current attainments grades are given based on previous assessments and their performance currently. • One to one feedback is given verbally every lesson to each student. • Feedback is given regarding progression linked to target grades. • Student work will be marked in line with the school's literacy policy as well as the Design and Technology marking policy.

Quality Assurance

<ul style="list-style-type: none"> • Ensure consistency in the delivery of schemes of work through: <ul style="list-style-type: none"> - Week by week PowerPoints. - Detailed schemes and deadlines. - Resources/ booklets. - Management of materials relating to the schemes. - Examples of good practice. - Development of G&T, PP. - Correlation of OOSH activities with schemes. - Links with outside providers and external opportunities. • Conversations for learning' with mixed ability cohort of students about their work, progress, understanding and links with GCSE and BTEC courses. • Professional conversations around the input of TRS Data. • Review and refine schemes of work to ensure a broad curriculum that covers main artistic practices. 	<ul style="list-style-type: none"> • Ensure consistency in the delivery of schemes of work through: <ul style="list-style-type: none"> - Week by week PowerPoints. - Detailed schemes and deadlines. - Examples of good practice at GCSE and BTEC. - Development through the curriculum and targeted support for G&T, PP and under achieving students. - Links with outside providers and external opportunities such as educational trips and visits. • Conversations for learning' with mixed ability cohort of students about their work, progress, understanding and GCSE and BTEC. • Review and refine schemes of work to ensure a broad curriculum that covers main artistic practices. 	<p>Y12 Induction Project</p> <ul style="list-style-type: none"> • PowerPoints relating to each experimental area. • Detailed schemes and deadlines. • Development through the curriculum and targeted support for G&T, PP and under achieving students. • Promotion of independent learning, research and exploration. • Links with outside providers and external opportunities such as degree shows and exhibitions. • Progress checks, task sheets and deadlines are made clear for students and staff. • Weekly conversations for learning with each student to encourage, inspire and ensure the development of their work. • Lead teacher to check progress every term. • Lead teacher and class teacher to discuss students' progress and solutions to ensure their achievement-extra sessions, study plus, phone home, targeted support.
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Type and frequency of feedback in Drama

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. <ol style="list-style-type: none"> Observations of group and individual work are conducted in each practical lesson. Relevant verbal feedback is given accordingly. Students undertake three practical assessments in KS3 over the course of the project. Each assessment is linked to a specific dramatic skill that is to be developed. These are: <ul style="list-style-type: none"> Using the Voice in a Dramatic Context Using the Body in a Dramatic Context Contributing to a Dramatic Interpretation Students will create statements of intent for each assessment criteria and teacher and self feedback will be used to assess whether these have been met following the each assessment. After each performance, students will make one target that they will be working to improve before the final performance at the end of the project. This will ensure that students are consistently improving their skills in each of the three areas of skill. 	<ul style="list-style-type: none"> Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. <p>Eduqas: GCSE - Drama</p> <ol style="list-style-type: none"> There are 2 non examined units. One is internally assessed and one is assessed by a visiting examiner. Teachers are able to review work before it is handed in for final assessment. However, this will be in 'general' terms to enable learners to take the initiative themselves in making amendments. General advice will be given during rehearsals and performances; however suggestions on how the assessed piece is to be improved are not allowed to be given directly by the teacher. The third unit is a written examination, externally assessed. Formative assessment is offered in every lesson, predominantly through verbal feedback, that identifies strengths and areas for improvement. Small group work, pair work, and solo work is also assessed by monitoring student learning, and teaching. 	<ul style="list-style-type: none"> Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. <p>Eduqas: A Level - Drama and Theatre Studies</p> <p>This A level follows a linear structure and is made up of 3 components. The summative assessment of Components 2 and 3 take place in year 13. Component 1 will be completed at the end of year 12.</p> <p>Component 1</p> <p>This is a practical coursework based unit. It is internally assessed and externally moderated.</p> <ol style="list-style-type: none"> The written portfolio will receive one formal written and verbal feedback of the Portfolio's penultimate draft as per requirement of the specification. Regular peer and self-evaluation feedback will be part of the lessons. Drama staff will support the students through the devising process but not direct the piece. At least one 'Dress' performance will be delivered per performance to gain feedback from audience members prior to the exam.

<p>5. The role of the teacher at KS3 is one of moderation, with the students using the assessment criteria to create personalised statements of intent and targets for improvement. Feedback will inform students whether they are developing, secure or exceeding in each skill.</p> <p>6. After performances for each area of skill have been completed the students will create a piece of work that incorporates all of these areas for a final performance.</p> <p>7. The final grade will be in the form of developing, secure, exceeding based on the incorporation of the skills and assessment criteria from all three areas, as shown in the final performance.</p>	<p>4. Mock assessments with written feedback will take place before each TSR period. These will always include a practical and written element to accurately monitor student progress in all areas of the course.</p> <p>5. Books will be marked once per half term and feedback at this point will be written, identify strengths, areas for improvements and SPAG. Regular maintenance marking will take place though, to help to inform planning for progress.</p> <p>6. At the end of the year 10 students will take a Drama written exam. This will test the understanding of key Drama terminology and the skill of analysing their own performance. Students will be given a final level of progress for the year. This will be based on data submitted into the Drama tracking document.</p> <p>7. Student logbooks will be checked fortnightly to ensure that students are preparing in the best way for non examined assessments.</p> <p>8. At least one 'Dress' performance will be delivered per final assessed performance to gain feedback from audience members prior to the exam.</p>	<p>5. A minimum of fortnightly Log book checks will be conducted by Drama staff to ensure consistency in approach.</p> <p>Component 2</p> <p>1. This is externally assessed by a visiting examiner in the final year of the course. Staff will provide regular formative and summative verbal and written feedback throughout this component.</p> <p>2. Drama staff will Direct the Group Performance and support the students in their rehearsals.</p> <p>3. Peer and self-feedback are an integral part of every lesson and will be used to show understanding and develop knowledge. Filming the performance work will be used as a resource to help to support this.</p> <p>4. A minimum of one 'Dress' performance prior to the exam will be conducted in order to provide audience and staff feedback for the students to make progress.</p> <p>Component 3</p> <p>1. This is the written exam paper that takes place in the final year of the course. It is externally marked.</p> <p>2. Regular one-to-one verbal and detailed written feedback is given to students for extended learning and independent study tasks.</p>
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		3. Detailed written and verbal feedback is given for responses to mock examination questions.
Quality Assurance		
<ul style="list-style-type: none"> Staff will work in Challenge Partners three times per year. During this time learning walks will be completed with the sole focus on implementation of the feedback policy. Feedback will be given in Curriculum Teams and areas of best practice will be shared. Areas for improvement will be identified and acted upon by support within the team, or from a buddy in another department. 	<ul style="list-style-type: none"> Staff will work in Challenge Partners three times per year. During this time learning walks will be completed with the sole focus on implementation of the feedback policy. Feedback will be given in Curriculum Teams and areas of best practice will be shared. Areas for improvement will be identified and acted upon by support within the team, or from a buddy in another department. 	<ul style="list-style-type: none"> Staff will work in Challenge Partners three times per year. During this time learning walks will be completed with the sole focus on implementation of the feedback policy. Feedback will be given in Curriculum Teams and areas of best practice will be shared. Areas for improvement will be identified and acted upon by support within the team, or from a buddy in another department.

Type and frequency of feedback in English

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> Two key assessments, one at the mid-point and one at the end of the unit, are deep marked with individual targets for improvement provided. Students immediately complete these in purple pen. Teachers only write things in books that will lead to progress. Coded marking can be used. Deep marks, like all other forms of assessment, must form the basis of future planning. For units of work that last for 4 weeks, only one end of unit key assessment is deep marked Other significant pieces of work are sample marked (5 books deep marked) and then modelled to rest of class for them to make their own improvements in purple pen. Alternatively they are peer/self-assessed and improved using the relevant mark scheme. At the start of lessons, a high 5, assesses previous learning, enabling the teacher to address mis-conceptions and make informed decisions about the content of that lesson/future lessons. Differentiated verbal questioning is central to every lesson and, over the course of a unit, involves all the students in the class. 	<ul style="list-style-type: none"> At least one response to an exam type question is deep marked every 4 weeks with individual targets for improvement provided. Students immediately complete these in purple pen or complete a similar follow up piece of work, which includes the improvements required. Teachers only write things in books that will lead to progress. Coded marking can be used. Deep marks, like all other forms of assessment, must form the basis of future planning. Other significant pieces of work/exam type questions are sample marked (5 books deep marked) and then modelled to rest of class for them to make their own improvements in purple pen. Alternatively they are peer/self-assessed and improved using the relevant mark scheme. At the start of lessons, a high 5, assesses previous learning, enabling the teacher to address mis-conceptions and make informed decisions about the content of that lesson/future lessons. Differentiated verbal questioning is central to every lesson and, over the course of a unit, involves all the students in the class. 	<ul style="list-style-type: none"> At least one response to an examiner type question is deep marked every fortnight with individual targets for improvement provided. Students immediately complete these in purple pen or complete a similar follow up piece of work, which includes the improvements required. Teachers only write things in books that will lead to progress. Coded marking can be used. Deep marks, like all other forms of assessment, must form the basis of future planning. Other significant pieces of work/exam type questions are sample marked (5 books deep marked) and then modelled to rest of class for them to make their own improvements in purple pen. Alternatively they are peer/self-assessed and improved using the relevant mark scheme. At the start of lessons, a high 5, assesses previous learning, enabling the teacher to address mis-conceptions and make informed decisions about the content of that lesson/future lessons. Differentiated verbal questioning is central to every lesson and, over the course of a unit, involves all the students in the class.

<ul style="list-style-type: none"> • Opportunities are found for teachers to sit with students one to one to discuss specific pieces of work and targets for improvement. E.g. When class working in silence on individual writing tasks; whenever DVD clips being shown etc. • Teachers regularly circulate and check progress, offering feedback. They initial the student's response to their comments. • Students will write a previous target/s at the start of a piece of work to remind them of what they are trying to achieve. • Live marking, either by teacher or selected students, takes place on the visualiser. • Assessment and feedback should also take the form of hot-seating/ask the expert activities. 	<ul style="list-style-type: none"> • Opportunities are found for teachers to sit with students one to one to discuss specific pieces of work and targets for improvement. E.g. When class working in silence on individual writing tasks; whenever DVD clips being shown etc. • Teachers regularly circulate and check progress, offering feedback. They initial the student's response to their comments. • Students will write a previous target/s at the start of a piece of work to remind them of what they are trying to achieve. • Live marking, either by teacher or selected students, takes place on visualiser. • Assessment and feedback should also take the form of hot-seating/ask the expert activities. 	<ul style="list-style-type: none"> • Opportunities are found for teachers to sit with students one to one to discuss specific pieces of work and targets for improvement. E.g. When class working in silence on individual writing tasks; whenever DVD clips being shown etc. • Teachers regularly circulate and check progress, offering feedback. They initial the student's response to their comments. • Students will write a previous target/s at the start of a piece of work to remind them of what they are trying to achieve. • Live marking, either by teacher or selected students, takes place on visualiser. • Assessment and feedback should also take the form of hot-seating/ask the expert activities.
Quality Assurance		
<ul style="list-style-type: none"> • A marking buddy (Corresponding set teacher in other half of year group or the teacher who shares the class) checks their partner's marking for accuracy at the end of each half term. They sign and date the work checked, offering feedback as required. • The HOD interviews selected students to discuss progress using their exercise books. • Teachers of Years 11 and 13 will sit with the HOD/Head of Sixth Form English to discuss the progress of their class. • Traditional moderation of key assessments takes place before each TSR point. • Learning walks and observations will check that lessons start with a high 5 and that verbal questioning is central to all lessons. 		

Type and frequency of feedback in Geography

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> • Every lesson starts with a <u>High 5</u> activity where students respond to questions based on recall of previous learning. Instant feedback is given. • <u>Peer Scrutiny</u>: Students will complete a peer book scrutiny once per half term. Students will use a checklist to mark each other's work, identifying key spelling and grammar errors and checking that titles have been underlined and sheets have been stuck in. Students will be given time to reflect on this feedback and make necessary changes. • <u>Homework projects</u>: Students will complete a formal project each term. Students will be given an effort grade and whether they have <u>MET</u>, <u>EXCEEDED</u> or <u>NOT MET</u> expected their outcomes. Teachers will give whole class feedback on common misconceptions and errors and use the visualiser to demonstrate good practice. Students will complete a green A4 sheet to evidence an improved answer to part of the assessment based on teacher target/s set. 	<ul style="list-style-type: none"> • Every lesson starts with a <u>High 5</u> activity where students respond to questions based on recall of previous learning. Instant feedback is given. Most lessons also contain a "fascinator" to tease out a specific skill pertinent to the syllabus • <u>Peer Scrutiny</u>: Students will complete a peer book scrutiny once per half term. Students will use a checklist to mark each other's work, identifying key spelling and grammar errors and checking that titles have been underlined and sheets have been stuck in. Students will be given time to reflect on this feedback and make necessary changes. • <u>Assessments</u>: Students will complete 14 formal assessments over the 2 year period (including 2 mock exams) based on GCSE exam papers; students will receive a percentage and GCSE grade based on previous grade boundaries. Mark schemes are available for all these assessments. Teachers will give whole class feedback on common misconceptions and errors and students will rework a particular weakness to their assessment based on target/s indicated 	<ul style="list-style-type: none"> • Every lesson starts with a <u>High 5</u> activity where students respond to questions based on recall of previous learning. Instant feedback is given. Most lessons also contain a "fascinator" to tease out a specific skill pertinent to the syllabus • <u>Assessment</u>: Students will complete 6 end of topic assessments in class based on past A-level papers, along with 3 mock examinations. Students will receive a percentage and a grade based on previous grade boundaries. Teachers will give whole class feedback on common misconceptions and errors and students will rework a particular weakness to their assessment based on target/s indicated by their teacher. AQA annotations are used to indicate where credit is being given. The visualiser will be utilised to demonstrate examples of good practice. There are also numerous 6, 9 and 20 mark questions that students complete throughout the course. Some are specifically given and are completed in class as a flipped learning exercise... whilst others are attempted by the students by their own free will. Again, these are marked and

<ul style="list-style-type: none"> <u>In class assessment:</u> Teachers will give feedback on a pre-selected piece of work every half term. Students will be made aware of the success criteria for the piece before they begin and feedback will reflect progress towards that criteria. Common misconceptions and errors will be highlighted to the whole class, exceptional work may be used as a learning tool for others. 	<p>by their teacher. These are kept in a dedicated blue assessment file. AQA annotations are used to indicate where credit is being given. Although many of these assessments are homework, the extended writing questions are completed in class as part of our “flipped learning” policy. The visualiser will be utilised to demonstrate examples of good practice.</p>	<p>graded in the same way as mentioned previously, but with more targeted verbal feedback.</p> <ul style="list-style-type: none"> Some one to one interviews will take place with our higher targeted students based around additional reading resources they will be asked to complete. This will take the form of a VIVA interview with oral feedback.
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AQA annotation codes (red relevant only to A –level)

BASIC (simple response)

DEV (basic point is developed)

L1 (basic)

L2 (clear)

L3/L4 (detailed)

ASSESS (assessment)

SYN (synopticity)

LINKS (between data sets)

RTQ (read the question)

NC (no credit)

EVAL (evaluation)

C/S (case study detail)

KNOW (knowledge)

VAGUE (unclear point)

Quality Assurance

<p>Mark schemes will be created for all class and homework assessments. Departmental meetings will focus on moderation and the creation of exemplar materials for basic, clear and detailed responses.</p> <p>A learning walk will focus on the quality of materials, work scrutiny and student voice to ascertain the validity of these assessments.</p>	<p>Monitoring of the shared spreadsheet to ensure grades are inputted on a regular basis to ensure an overview of progress is being seen at all times</p> <p>A learning walk will focus on the quality of staff marking, and the subsequent setting of targets and progress answers as a result of this.</p> <p>A bank of grade 8/9 mark and grade 4/5 responses continues to develop in the shared area for staff to utilise after relevant assessment.</p> <p>Staff member/s continue to mark/team lead for the AQA exam board to bring a unique & dynamic insight into our assessment.</p>	<p>Monitoring of the shared spreadsheet to ensure grades are inputted on a regular basis to ensure an overview of progress is being seen at all times</p> <p>A learning walk will focus on the quality of staff marking, and the subsequent setting of targets and progress answers as a result of this.</p> <p>A bank of 9 and 20 exam questions with model answers continues to develop in the shared area as exemplars of good practice</p> <p>Assessments are set from past exams with the AQA mark schemes to ensure accuracy of assessment.</p>
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Type and frequency of feedback in Health and Social Care

Key Stage 3	Key Stage 4	Key Stage 5
	<p>General</p> <ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Student exam work is marked as required with detailed written feedback • Mock examinations and questions will be used where appropriate and marked to the exam board criteria. • Written comments are not given for class notes, unless SPAG/presentation errors are being addressed. • Exercise books will be checked by class teachers at least termly for maintenance marking. This will check for expected lesson notes, homework, (literacy including the use of subject specific terms), presentation and numeracy. <p>Coursework policy</p> <ul style="list-style-type: none"> • Coursework marked in depth at key deadlines in line with exam board (Pearson BTEC) recommendations. • Recommended marking during the interim to highlight areas of development. This will be tracked on the department tracking sheet (Per unit) Comments can be made either in depth or class improvements and feedback can be used to address common misconceptions. • SPAG/presentation errors are being addressed using whole school comments. 	<p>General</p> <ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Student exam work is marked as required with detailed written feedback • Mock examinations and questions will be used where appropriate and marked to the exam board criteria. • Written comments are not given for class notes, unless SPAG/presentation errors are being addressed. Exercise books will be checked by class teachers at least termly for maintenance marking. This will check for expected lesson notes, homework, (literacy including the use of subject specific terms), presentation and numeracy. <p>Coursework policy</p> <ul style="list-style-type: none"> • Coursework marked in depth at key deadlines in line with exam board (Pearson BTEC) recommendations. • Recommended marking during the interim to highlight areas of development. This will be tracked on the department tracking sheet. (Per unit) Comments can be made either in depth or class improvements and feedback can be used to address common misconceptions. SPAG/presentation errors are being addressed using whole school comments

Quality Assurance

Coursework

- Individual Units hand in and Internal verification dates, as required by the exam board, - see dept. BTEC assessment plans Level 2 and Level 3.
- Discussion within department in meetings
- Student voice

Teaching (From September 2018)		(T) = External test	
Singles (360 credits)		Doubles (720 credits)	
Year 1	Units 1 (90- T) Unit 5 (90)	Year 1	Units 1 (90 -T) Unit 5 (90), Unit 2 (120 -T), Unit 14 (60)
Year 2	Units 2 (120 - T) Unit 14 (60)	Year 2	Units 4 (120-T) Unit 8 (90), Unit 7(90), Unit 11(60)

Externally tested units

Mock examinations and end of topic questions will be used where appropriate and marked to the exam board criteria.

External Verification of Coursework

- EV as required by the exam board. Standards verifier appointed annually.
- IV /discussion conducted as per exam board regulations within department in meetings.
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Type and frequency of feedback in History

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • <u>Focussed feedback</u>: Teachers will give feedback on a pre-selected piece of work every 2-3 weeks. Students will be made aware of the success criteria for the piece before they begin and feedback will reflect progress towards that criteria. Common misconceptions and errors will be highlighted to the whole class, exceptional work may be used as a learning tool for others. • <u>Peer Scrutiny</u>: Students will complete a peer book scrutiny once per half term. Students will use a checklist to mark each other's work, identifying key spelling and grammar errors and checking that titles have been underlined and sheets have been stuck in. Students will be given time to reflect on this feedback and make necessary changes. • <u>Homework tasks</u>: These will be regularly checked for completion with one pre-selected piece per project marked by the classroom teacher. 	<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • <u>Focussed feedback</u>: Teachers will give feedback on a pre-selected piece of work every 2-3 weeks. Common misconceptions and errors will be highlighted to the whole class, exceptional work may be used as a learning tool for others. • <u>Homework tasks</u>: Homework tasks are based around practice exam questions. Strengths and learning tips will be given based on common misconceptions. Model answers will be used where necessary to demonstrate learning points. <ul style="list-style-type: none"> • <u>Assessments</u>: Students will complete 3 formal assessments per year based on GCSE exam papers; students will receive a percentage and GCSE grade based on previous grade boundaries. Teachers will give whole class feedback on common misconceptions and errors. 	<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • <u>Focussed feedback</u>: Students complete extended written responses to examination based questions (typically essays) twice every half term. Some of these will be done under timed conditions in the classroom. These will be marked using the department matrix and crib sheet. • <u>Verbal feedback</u> is given through questioning methods and extended one-to-one conversations. These take place following the return of assessments, mock exams and coursework • <u>Mock exams</u>: Students will complete mock exams in line with other written subjects such as English and Geography. These will be timetabled at a whole school level. Teachers reserve the right to conduct additional mock exams if this is deemed beneficial.

<ul style="list-style-type: none"> • <u>Assessments:</u> Students will complete 3 formal assessments per year; students will receive a percentage and teachers will give whole class feedback on common misconceptions and errors 		<p>Students who are under-performing or need additional support will be referred to the sixth form progress tutors with an action plan</p>
<p>Quality Assurance</p>		
<p>QA assurance will take place during learning walks and through student voice activity.</p>	<p>QA assurance will take place during learning walks and through student voice activity.</p>	<p>QA assurance will take place during learning walks and through student voice activity.</p>

Type and frequency of feedback in ICT

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Formative feedback given in all lessons to users as skills are demonstrated on the screen and areas for improvement discussed. • ‘Strengths’ shown in the work via skills demonstrated will be discussed with student and good examples presented for peer assessment and modelling. • Meaningful Extended Learning will be set in each lesson so that development of skills can be assessed appropriately using a range of teacher, peer and self assessment. • Summative feedback given with areas for improvement at the end of each unit of work – recorded digitally. 	<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Formative feedback given within lesson to all students regarding current LO being delivered and work/skills being demonstrated. • Student work is marked on completion of specific LO within the unit being delivered. Detailed written feedback given with reference to unit LO criteria – digitally recorded. • Unit LO feedback discussed with student and improvements identified. • End of unit summative marking completed with detailed feedback given in relation to the 4 LO being addressed in the unit of work. • End of unit grade discussed with students and improvements to be made will be identified. 	<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Students work marked and internally moderated for each assignment LO being completed. – approx. once every 4 weeks depending on the unit being delivered. • Formative feedback is given in each lesson as skills and progression shown against LO for the unit being delivered. • End of LO summative feedback given digitally and one-to-one conversations conducted with each student following the return of coursework. Feedback linked to board unit criteria.
Quality Assurance		
<p>Department progress checks conducted on end of unit pieces of work across KS3 groups. This will generally be on a half term basis for new skills and software being delivered during that series of lessons.</p>	<p>Moderation of internal units of coursework to be conducted on a unit LO basis – completed by department.</p> <p>End of unit work to be internally moderated for consistency by the department once all 4 LO’s have been completed for the unit being delivered.</p>	<p>Range of students work internally moderated by department after the completion of the current assignment.</p> <p>Work then internally verified by Lead internal verifier for BTEC courses (OLV).</p>

Type and frequency of feedback in MFL

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Verbal feedback conducted in lessons as appropriate using 'no hands up' approach. • 'Strengths' 'major errors' and 'areas for improvement' will be clearly identified for selected/targeted pieces of writing and speaking. • Where suitable, written feedback will be given in the TL. • Meaningful Extended Learning will be set as appropriate to be assessed using a range of teacher, peer and self-assessment. • Improvements or re-drafts should be clearly identified as such. 	<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Student work is marked termly with detailed written feedback against specific AOs for Speaking and Writing tasks. • Verbal/feedback/conversation to be conducted with students each term/for major pieces of work. • Mock examinations, questions and tasks will be used where appropriate and marked to the exam board criteria. • Written comments are not given for class notes, unless SPAG/presentation errors are being addressed. • Exercise books will be checked by class teachers at least once every 2-3 weeks for maintenance marking. This will check for expected lesson notes, homework, (literacy including the use of subject specific terms), presentation and numeracy. 	<ul style="list-style-type: none"> • Not relevant at present

Quality Assurance		
<ul style="list-style-type: none"> • Learning Walks and observations • Targeted student progress conversations/student voice • Data captures TSR/Controles/KA 	<ul style="list-style-type: none"> • Learning Walks and observations • Targeted student progress conversations/student voice • Data captures – GCSE Tracker/Controles/Exams 	

MFL Specialist Literacy Codes

Below are specialist codes for MFL. These have been designed to reflect the whole school codes in as far as is possible whilst exposing students to as much TL as possible.

ort = orthographe = sp = spelling

t = temps

p = ponctuation = punctuation

ac =accords = adjective agreements

// =nouveau paragraphe

g=genre = gender

PC = phrase complète = FS =full sentence

pl=pluriel = plural

? = sens = doesn't make sense/meaning unclear

^= omission

mot = WW =wrong word

om = ordre des mots = word order

vb = verbe

Type and frequency of feedback in Music

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. <p><u>Verbal Feedback</u> This is our most powerful form of feedback, most notably because we work with sound, rather than the written, or spoken word, most of the time. All verbal feedback given by staff will be focused and linked to the Music department assessment framework or the elements of music.</p> <p><u>Frequency of Verbal Feedback</u></p> <ul style="list-style-type: none"> Every lesson to the whole class, small groups, or individual students. <p><u>Written Feedback</u></p> <ul style="list-style-type: none"> Where students do use paper in lessons, corrections are not required as this will be work to support the students in developing their ability as practical musicians. <p><u>Peer Feedback</u></p> <ul style="list-style-type: none"> Peer feedback is a powerful tool in developing our student’s appraising skills and ability to listen critically. As such, any peer feedback will be structured and guided by the Music department assessment 	<ul style="list-style-type: none"> Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. <p><u>Verbal Feedback</u></p> <ul style="list-style-type: none"> Performance: Each time a student performs in a lesson. All feedback linked to the assessment outcomes for the specification Composition: Regularly throughout the creative process with a focus on the development of musical ideas. Listening and Appraising: Linked to student starting points and always targeted by the teacher, rather than volunteered by students. <p><u>Frequency of Verbal Feedback</u></p> <ul style="list-style-type: none"> Students will receive feedback on one of the three components every lesson. After the submission of a performance, or composition draft. <p><u>Written Feedback</u></p> <ul style="list-style-type: none"> Students will complete work in exercise books on a regular basis. Bespoke written feedback will be given to students twice per half term, or more frequently, if a particular need is identified by the class teacher. Feedback will always relate to how the students can improve a particular musical 	<ul style="list-style-type: none"> Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. <p><u>Verbal Feedback</u></p> <ul style="list-style-type: none"> Given against the learning outcomes in the authorised BTEC assignment briefs, but not in a way which leads students too much in how they should improve as per BTEC policy. <p><u>Frequency of Verbal Feedback</u></p> <ul style="list-style-type: none"> Every student in every lesson will receive verbal feedback from the class teacher. <p><u>Written Feedback</u></p> <ul style="list-style-type: none"> Student will have ‘scrapbooks’ which will have work in note form to help them to prepare for the way that they will be required to work in the Unit 2 external assessment. Unit 2 (Delivered at BBS): Feedback will be linked to the assessment outcomes of the authorised BTEC assignment briefs. Feedback will highlight key areas where students can improve the quality of the written responses against the given vocational scenario. <p><u>Frequency of Written Feedback</u></p>

<p>framework and the department's ASPIRE curriculum intent model.</p> <ul style="list-style-type: none"> Form Buddies: Once a year, each form in a year group will have the opportunity to listen to, and provide feedback on another form's work to broaden their experience of what success looks like across the year group. <p><u>Frequency of Peer Feedback</u></p> <ul style="list-style-type: none"> 'Form Buddy' feedback: once per year 2 times per project learning cycle Informally when observing peer performances: Every lesson. <p><u>Literacy Feedback</u></p> <ul style="list-style-type: none"> This will be given verbally, in every lesson, mainly in encouraging responses to develop student skills against the oracy charter. The use of specialist musical language will be encouraged from the first lesson but expected by the end of the key stage. Wall displays and literacy mats will encourage students to use this language in their spoken responses. <p><u>Numeracy Feedback</u></p> <ul style="list-style-type: none"> The development of numeracy skills relates to rhythm and duration predominantly, but also has an impact on a student's ability to perform in time and accurately. Feedback to develop these skills will be verbal, instantaneous and linked to the Music department assessment framework. 	<p>skill, usually linked to the Listening and Appraising examination.</p> <p><u>Frequency of Written Feedback</u></p> <ul style="list-style-type: none"> Performance: After each formal recorded assessment Composition: At 3 regular intervals during the life of a composing activity. Listening and Appraising: As required in exercise books/Detailed feedback after every mock listening assessment. <p><u>Peer Feedback</u></p> <ul style="list-style-type: none"> Feedback will be structured and students will be trained to give meaningful feedback against the assessment outcomes for the relevant components of the specification. Students will be asked to comment on examples of written work using the visualiser after written assessments. Where appropriate students might be asked to feedback in peer exercise books. <p><u>Frequency of Peer Feedback</u></p> <ul style="list-style-type: none"> In most lessons where there is a performance element. Where appropriate in relation to written work. <p><u>Self Feedback</u></p> <ul style="list-style-type: none"> Listening and Appraising: Students will evaluate their own areas of development as musicians in response to teacher feedback of the listening and appraising component. In response to this they will choose lessons and 	<ul style="list-style-type: none"> After the completion of each mock portfolio. <p><u>Peer Feedback</u></p> <ul style="list-style-type: none"> Feedback will be structured and students will be trained to give meaningful feedback against the assessment outcomes for Unit 2. Students will be asked to comment on examples of written work using the visualiser after written assessments. Where appropriate students might be asked to feedback in peer exercise books. <p><u>Frequency of Peer Feedback</u></p> <ul style="list-style-type: none"> Where appropriate in relation to written work. <p><u>Literacy Feedback</u></p> <ul style="list-style-type: none"> Given alongside written feedback and in line with the whole school approach. Always aimed at improving the QWC aspect of the specification.
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	<p>tests to complete outside of the classroom via the online package Focus on Sound.</p> <ul style="list-style-type: none"> • Composition: Students are required to complete a composition log documenting the composing process. This will be completed in composing log books every composition lesson and will be in the form of 'what I achieved' and 'next steps'. • Performance: Students will set targets against the assessment outcomes for the specification which will be taken to their instrumental teachers. <p><u>Frequency of Self Feedback</u></p> <ul style="list-style-type: none"> • After every listening and appraising assessment. • After every composition lesson via the log. • After each formal performance recording. <p><u>Literacy Feedback</u></p> <ul style="list-style-type: none"> • Given alongside written feedback and in line with the whole school approach. • The use of specialist language is expected from all, but student starting points will be considered when feedback is given. • Key vocabulary booklets will be in all student files as prompts and to differentiate tasks. <p><u>Numeracy Feedback</u></p> <ul style="list-style-type: none"> • The development of numeracy skills relates to rhythm and duration predominantly, but also has an impact on a students ability to perform in time and accurately. 	
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	<ul style="list-style-type: none"> Feedback to develop these skills will be verbal, instantaneous and linked to the Music department assessment framework. 	
Quality Assurance		
<ul style="list-style-type: none"> Staff will work in Challenge Partners three times per year. During this time learning walks will be completed with the sole focus on implementation of the feedback policy. Feedback will be given in Curriculum Teams and areas of best practice will be shared. Areas for improvement will be identified and acted upon by support within the team, or from a buddy in another department. 	<ul style="list-style-type: none"> Staff will work in Challenge Partners three times per year. During this time learning walks will be completed with the sole focus on implementation of the feedback policy. Feedback will be given in Curriculum Teams and areas of best practice will be shared. Areas for improvement will be identified and acted upon by support within the team, or from a buddy in another department. 	<ul style="list-style-type: none"> Staff will work in Challenge Partners three times per year. During this time learning walks will be completed with the sole focus on implementation of the feedback policy. Feedback will be given in Curriculum Teams and areas of best practice will be shared. Areas for improvement will be identified and acted upon by support within the team, or from a buddy in another department.

Type and frequency of feedback in PSHCE & Careers

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Verbal feedback conducted in all lesson using 'no hands up' approach. • Exercise books marked every half term with a comment and effort grade. 	<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Verbal feedback conducted in all lesson using 'no hands up' approach. • Exercise books marked every half term with a comment and effort grade. 	Not applicable
Quality Assurance		
<ul style="list-style-type: none"> • Learning walks for each year group will be completed once per half term. 	<ul style="list-style-type: none"> • Learning walks for each year group will be completed once per half term. 	Not applicable

Type and frequency of feedback in Physical Education

Key Stage 3	Key Stage 4	Key Stage 5
<p style="text-align: center;">And Key Stage 4 Core PE</p> <ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Verbal feedback (immediate) is given throughout every lesson by the teacher in their “normal” interactions with the students. It takes the form of instruction, encouragement, re-emphasising key points of a technique, identifying compliance with or contravention of rules and to consolidate skills or develop them to a higher level. • Staff should aim to deliver at least 1 piece of verbal feedback to every student in every lesson. • Visual feedback (immediate) is provided by demonstration, used in all practical settings, to model key points of correct technique, to highlight technical errors in performance and to model how to adapt such errors into the correct movement patterns. • Opportunities for peer and self feedback through task design. • ME in PE should be the main starting point for all feedback. 	<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • ‘Live’ marking used during lessons to prevent errors at the source. • Exercise books will be checked by class teachers at least once every 6 lessons for maintenance marking. This will check for expected lesson notes, homework, (literacy including the use of subject specific terms), presentation and numeracy. <p>GCSE PE</p> <ul style="list-style-type: none"> • Student work is marked at the end of each unit with detailed written feedback against specific AOs. • Use an appropriate and varied range of feedback approaches linked to the unit. E.g ‘Level Up’ task; ‘Explain the mistake’ • Formal assessments (end of unit assessments) marked using exam board criteria. <p>BTEC Sport</p> <ul style="list-style-type: none"> • Deep marking of completed unit task conforming to BTEC standards. 	<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Regular folder check to ensure high quality note taking and classwork. • Verbal feedback is given through questioning methods and extended one-to-one conversations. • Termly strategies sent home to students and parents/ carers informing them of specific actions they need to take. <p>A-Level</p> <ul style="list-style-type: none"> • Students complete extended written responses to examination based questions twice every half term per specification section. • Formal assessments (end of unit assessments) marked using exam board criteria. <p>BTEC Sport</p> <ul style="list-style-type: none"> • Verbal feedback of draft coursework provided on a continual basis. • Deep marking of final coursework conforming to BTEC standards.

Quality Assurance

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| <ul style="list-style-type: none">• Curriculum Leader and SLT link to observe feedback during learning walks.• Learning conversations where students will be able to discuss progress made and next steps. | <ul style="list-style-type: none">• Ensure that the guidelines are being followed and that the range of assessment and feedback practices in use are supporting good progress for learners and in keeping with subject expectations.• Share best practice across the department/ subject area.• Ensure new members of staff are conversant with the guidelines and supported to implement them.• Complete book looks to monitor impact of new practices and to share best practice.• Ensure assessment and feedback is a regular item on dept. agendas so staff can review and evaluate their practice regularly.• Complete student voice surveys to establish the impact of assessment and feedback on student outcomes.• Monitor the assessment and feedback workload of teachers in their team. |
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Type and frequency of feedback in Science

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Students should complete two key pieces of work each unit for which at least an effort grade will be given. One of these pieces of work will be focus marked using a yellow feedback sheet. Individual targets will be given by the teacher using a numbered system, different for each task. Once they have made their improvements, it will be marked again by the teacher and a progress measure given. • For any marked written work focus should be given to literacy and numeracy with incorrect spellings identified and basic grammar corrected according to the school literacy policy. • All units have an end of topic test, which is marked and a total score given. Grades will be used by staff but not shared with students. Students will be told if they are secure, developing or exceeding expectations in line with whole school policy. 	<ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. • Students will complete one assessing progress style task per unit, with staff completing a yellow feedback sheet per student. This will be a structured task, often extended writing, with clear success criteria shared with students before the task. Upon completion of the task, staff will mark and assign an effort and attainment grade. • An individual target will be given comparing performance to GCSE target grade. The following lesson students complete the improvements to their work, which will then be remarked by the teacher to ensure understanding and progress. Again to help manage workload, targets will be given using a numbering system. • Students will complete an end of topic test for each unit, these will be marked by the teacher and a total score and approximate grade given. These assessments will include work from previous units to engender good habits and secure long term memory learning. 	<p><i>At KS5 the emphasis is to fully prepare students for university by developing independent study skills.</i></p> <ul style="list-style-type: none"> • Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given. <p>A-Level Biology</p> <ul style="list-style-type: none"> • Students complete an assessing progress style extended writing task, allowing individual feedback. This work is then improved by the student then checked to ensure progression. • End of chapter tests to cover at least two units work to promote long term learning. • Mock exams at the end of Yr 12, Christmas of Yr 13 and Easter of Yr 13. All assessment scores are logged to track student progress. • All formal assessments are marked using exam board criteria. • Homework each week in the form of an exam style question or task. Written feedback is given but the majority is verbal at the start of the next lesson. Students are also issued with the mark scheme.

<ul style="list-style-type: none"> • Each unit has at least two homeworks depending on its size. One of which will be a revision based task, to promote good practice of independent work and promoting long term learning. • Students will complete all improvement work in green pen so it can be easily identified by the teacher. • In addition to the above, students will be given regular feedback within lessons directly, some examples may include: verbal feedback via Q and A, self and peer marking with guidance if appropriate, and live marking. 	<ul style="list-style-type: none"> • Students will again use green pen to evidence improvements they make to their answers, demonstrating the progress they have made. • Focus should be given to literacy and numeracy with incorrect spellings identified and basic grammar corrected according to the school literacy policy. • Student will be given homework tasks each week for each Science subject. These will take the form of directed revision from the GCSE specification and then practice exam questions. Homework exam questions are differentiated for course and tier of entry. Staff will mark the exam questions, assign a mark for that exam question, or part question, then give verbal feedback to the class at the start of the following lesson. These 'verbal feedback' starters will form an essential part of the learning cycle with students. Staff can go through the correct answers, as well as answering any questions students have. Staff can then alter any future planning based on their marking. • In addition to the above, students will be given regular feedback within lessons directly, some examples may include: verbal feedback via Q and A, self and peer marking with guidance if appropriate, and live marking. 	<p>A-Level Chemistry</p> <ul style="list-style-type: none"> • Verbal feedback is given through questioning methods and extended one-to-one conversations. • Termly strategies sent home to students and parents/ carers informing them of specific actions they need to take. • Students complete text book tasks after every lesson to reinforce learning. • Exam board questions are set regularly, marked, and verbal feedback given to address misconceptions/deepen knowledge. • Examination technique and independent learning is key. Students complete and self-mark at least one exam paper very week(after sufficient course content has been taught). • Formal assessments (end of unit assessments) marked using exam board criteria. <p>A-Level Physics</p> <ul style="list-style-type: none"> • Students complete, for homework, a booklet of exam-style questions at the end of each chapter. This work is marked and individual feedback given. • Each booklet is used to identify skills deficits. Students are then issued, for homework, with a monthly pack of personalised tasks to address these deficits. These are marked by the lead teacher and individual feedback given.
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		<ul style="list-style-type: none"> • Formal assessments towards the end of the Autumn and Spring terms in Yr 12, covering all topics to promote long term learning. • Mock exams at the end of Yr 12, Christmas of Yr 13 and Easter of Yr 13. All assessment scores are logged to track student progress. • All formal assessments are marked using exam board criteria. <p>BTEC Applied Science</p> <ul style="list-style-type: none"> • Verbal feedback of draft coursework provided on a continual basis. • Deep marking of final coursework conforming to BTEC standards. • Past paper exam questions set as homework to be marked and fed back on a weekly basis (exam modules only). • 2 detailed assessments to be completed per subject with focus on extended written exam questions.
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Quality Assurance

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| <ul style="list-style-type: none">• Curriculum Leader and SLT link to observe feedback during learning walks.• Learning conversations where students will be able to discuss progress made and next steps.• Progress conversations between teachers of different subjects before TSR to discuss progress and highlight any concerns. | <ul style="list-style-type: none">• Ensure that the guidelines are being followed and that the range of assessment and feedback practices in use are supporting good progress for learners and in keeping with subject expectations.• Share best practice across the department/ subject area.• Ensure new members of staff are conversant with the guidelines and supported to implement them.• Complete work scrutiny to monitor impact of new practices and to share best practice.• Ensure assessment and feedback is a regular item on dept. agendas so staff can review and evaluate their practice regularly.• Complete student voice surveys to establish the impact of assessment and feedback on student outcomes.• Monitor the assessment and feedback workload of teachers in their team. |
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Type and frequency of feedback in Social Sciences

Key Stage 5

- Every lesson starts with a High 5 activity where students respond to questions based on recall of previous learning. Instant feedback is given.
- Students complete extended written responses to examination based questions at least twice every half term. Weekly past question responses in examined units. These will receive written feedback and there will be a 'DIRT' task on return to allow time to respond to feedback
- In coursework and controlled assessment units, detailed feedback given on first draft clearly related to the AC criteria to allow students to achieve the top band of marks.
- Verbal feedback is given through questioning methods and extended one-to-one conversations. These take place following the return of assessments, mock examinations and coursework.
- End of Topic Assessment: Students will complete end of topic assessments in examination conditions. Feedback given to examination success criteria.
- There will be a key summative assessment under examination conditions the week before each TSR point and these will be used to set accurate targets

Quality Assurance

- Ensure that the guidelines are being followed and that the range of assessment and feedback practices in use are supporting good progress for learners and in keeping with subject expectations.
- Share best practice across the department
- Complete half termly lesson observations/learning walks/work scrutiny to check policy feeds into practice
- Use of student voice activities to measure the impact of feedback on student progress
- Sample end of term assessments and correlate with TSR data to ensure these are informing accurate forecast