Marking and Feedback Policy

'The most important activities for teachers are the designing and teaching of the lessons. Marking and feedback strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.'
Dylan William (2014)

Contents

Aims and Objectives

Aim

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

Objectives

- To encourage a dialogue between student and teacher, enabling students to reflect upon their work;
- To encourage resilience and independence in our students;
- To ensure that planning for a lesson or teaching sequence takes into consideration opportunities for feedback, including how and when students should act upon it.
- To ensure that there is consistency across the whole school;
- To ensure students make progress;
- To inform our planning and structure the next phase of learning;
- To facilitate effective and realistic target setting for student and/or the teacher;
- To ensure that marking and feedback is appropriate to the task, subject and student. There is no 'one size fits all' model;
- To ensure all marking is purposeful, informs next steps for both student and teacher, and does not unnecessarily add to workload.

Key Vocabulary

- Throughout this policy, 'marking' refers to an act of signalling to a student whether their solution to a problem or answer to a question is correct or indicating to them where an error has been made (such as by circling or underlining).

- In contrast, 'feedback' (written or otherwise) refers to a qualitative comment, question or prompt intended to provide some form of guidance, support or challenge.

- Marking and feedback are not interchangeable terms.

-Literacy and Numeracy Policy
-Assessment Policy

Marking

Marking is a vehicle for feedback which changes learning behaviours and drives progress.

The process of marking involves the teacher looking critically at work completed either in or outside the lesson, measuring outcomes against the objective or assessment criteria, and writing feedback in the form of comments, questions, or agreed abbreviations (eg. for literacy) which support the student to improve and move forwards. Marking summative assessments will also involve formulating a grade or percentage to measure a student's progress.

High quality marking informs your practice and planning, allows you to address gaps in pupils' knowledge, and equips you with the knowledge to promote progress in your lessons.

What should be marked?

Marking for the sake of marking (eg. flick and tick, 'Good' - non-purposeful comments) is time consuming, adds to teacher workload and has no purpose for both students and teachers. **This is not required in our marking policy.**

Work which has been completed as a class (eg. making notes on a concept which is being taught) or completed collaboratively (eg. a planning mindmap copied from the board to develop ideas) does not usually require marking unless there are errors to be addressed.

Work should be marked when:

- It has been completed independently by the student;
- There are evident errors or misconceptions.
- The work demonstrates a student's progress against a target or outcome (eg. summative assessment)

At Maplewell, we expect to see comprehensive marking and maintenance marking:

Comprehensive Marking

Comprehensive marking will clearly identify the **strengths** and **strategies for improvement** that students will then act upon. Comprehensive marking will most often be used for independent practice and summative assessment

When a summative assessment is marked, teachers should use an assessment grid which clearly outlines the expectation for the piece of work in line with the department's assessment criteria. The assessment grid should show the criteria both above and below the standard achieved, allowing students the autonomy to formulate strategies and next steps to move themselves forwards.

Example of assessment grid

Maintenance marking

This type of functional marking will be carried out more frequently and may identify specific issues such as addressing a misconception in a lesson, literacy/vocabulary errors and presentation issues; students should act upon these as soon as possible. Maintenance marking can happen during a lesson as errors are addressed as soon as teaching or support staff spot them, and can be amended immediately by students.

Literacy and numeracy errors must be addressed where necessary in all written marking following the guidelines in the school's literacy and numeracy policy.

Frequency of marking

Frequency of marking will vary between subjects and key stages. However, the expectation in every subject is that:

- Low stakes knowledge checks are completed and marked at least twice in between summative assessments – this could be peer marking or self marking.
- Summative assessments are completed and comprehensively marked at least three times throughout the year.

- Maintenance marking is completed at a frequency which allows no student to fall behind as a result of errors or misconceptions.

Please see individual department marking policies for subject-specific information.

Feedback

Feedback, as a result of marking, is integral to progress and attainment. The EEF defines feedback as:

> *'information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.*
>
> *Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).'*

Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning.

Feedback can take different forms, including but not limited to peer, self, group, written and verbal. The best teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

Encourage 'growth mindset' through feedback by:
- Praising students' efforts and specific work strategies ("process praise") and outcomes when they do well, rather than praising them for their intelligence ("person praise").
- Discouraging students from attributing successes and failures to things over which they have no control (poor luck, or how clever they are)

Principles of feedback

- Feedback is personalised to particular subjects, groups and individual students so that they can actively engage with the feedback;
- A dialogue, both verbal and written, should be created between teacher and student. When marked books/assessment are returned to students it is **essential** to plan time and specific strategies for students to read and engage with the feedback;

- Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
- Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
- Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.

Type and frequency of feedback

Frequency of student engagement
All types of feedback should be engaged with and responded to at the earliest opportunity. Direction to engage with and respond to feedback is not a 'one off' event, nor should it be reserved for summative assessment. Whilst opportunities should be built into schemes of learning, as teachers

Verbal feedback
- **Verbal feedback is the most frequent type and will be evident in all lessons** and like all types, will result in students making immediate corrections and changes to their written work or verbal answers;
- It should be evident during learning walks and lesson visits;
- It has immediacy and relevance as it leads to direct student action;
- Verbal feedback may well be directed to individuals or groups of students; these opportunities may or may not be formally planned;
- All adults in the room should be providing positive feedback with ways forwards/next steps to encourage students to find ways to take responsibility for their learning;
- This does not have to be recorded but students are expected to act upon the feedback.

Written feedback
The provision of written feedback should be both efficient for the teacher and effective for the student. Dylan William (2014) identifies two principles for feedback:
- If students do not use the feedback to move their own learning forward, it's a waste of time.
- Feedback should be more work for the student than it is for the teacher.

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

Consequently, curriculum leaders should plan opportunities for students to engage with feedback at relevant points in each scheme of learning. Teachers should adapt their own

lesson planning to ensure this is most purposeful for individual groups.

Teachers should give students clearly signposted opportunities to engage with written feedback, for example:

- Direct questions to focus thinking: *'Why is there 'darkness and mist' in the present but in the past it is 'bright and cold'?*
- Colour coded marking – in the example, 'pink = think!' – students know to stop and engage with pink highlighter in their books.
- Opportunities to redo and improve after engaging with feedback: *'Have another go at Q1 below'.*

Self and Peer feedback

This is shown by research to be one of the most effective modes of feedback when used correctly. It can be used in conjunction with other types of feedback – eg. whole class feedback or verbal feedback.

Effective self and peer feedback involves:
- rigorous structure and modelling by the teacher;
- students well trained over time to effectively peer assess one another or themselves;
- clear and explained criteria against which to assess;
- clear leading, scaffolding and monitoring by the teacher.

Whole Class feedback

- Group feedback, if delivered properly, can be used to help students to reflect on their learning. Using clear guidelines, led by the teacher, students can then self-assess their work.
- Group feedback can significantly reduce teacher workload.

Example of whole class feedback

Strengths	Misconceptions	Literacy errors
Knowledge of the plot Use of terminology to discuss quotes	Lady Macbeth doesn't kill Duncan - she frames the guards afterwards Not 'all women' were oppressed/housewives - be careful not to generalise	Mispelling of characters' names Paragraphing Capital letters for proper nouns and titles eg **L**ady **M**acbeth

Next steps
Aiden - make sure each point is supported by quote.
Aaron - make sure each point is supported by a quote.
Erin - develop your analysis by making links to context.
Phoebe - develop your analysis by making links to context.
Thomas- make sure each point is supported by a quote

Monitoring and Evaluation

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

Grading Work

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

Style Guide

Colour	Where teachers have written comments they should stand out from the students' work by using a **GREEN pen**.

	Please note that if a piece of work needs to be submitted for GCSE/Entry Level etc. and requires marking in a different colour then this should take priority. Students will use **PURPLE pens** when using self and peer assessment.

Type and frequency of feedback by Key Stage: English

KS3 – Curriculum Coverage	KS4 – GCSE (exam) and Step Up to English (NEA)	KS5 – Functional Skills (exam and NEA S+L)
• One assessment piece per unit will be comprehensively marled according to the Mastery grid (reading, writing or speaking and listening) at the stage relevant to the students' abilities. A DIRT task will follow this (see guidance below) • Interim knowledge quizzes and vocab quizzes will be recorded three times per unit, with mini-DIRT activities planned into the scheme of learning to ensure retention of knowledge • Other pieces of work to be comprehensively marked are written into schemes of work with DIRT tasks • No expectation of ticks and non-purposeful comments • Peer feedback/self-assessment will be used where purposeful and groups will be trained in how to use it – there is no expectation to peer or self assess in the same way, but a template is available	**All KS4 qualifications** • Literacy errors will addressed in maintenance marking and used to inform future planning • Verbal feedback is a regular feature of all lessons and does not need to be recorded in books • Interim knowledge quizzes and vocab quizzes will be recorded three times per unit, with mini-DIRT activities planned into the scheme of learning to ensure retention of knowledge • Other pieces of work to be comprehensively marked are written into schemes of work with DIRT tasks • No expectation of ticks and non-purposeful comments • Peer feedback/self-assessment will be used where purposeful and groups will be trained in how to use it – there is no expectation to peer or self assess in the same way, but a template is available	• Literacy errors will addressed in maintenance marking and used to inform future planning • Verbal feedback is a regular feature of all lessons and does not need to be recorded in books • Interim knowledge quizzes and vocab quizzes will be recorded three times per unit, with mini-DIRT activities planned into the scheme of learning to ensure retention of knowledge# • Other pieces of work to be comprehensively marked are written into schemes of work with DIRT tasks • No expectation of ticks and non-purposeful comments • Peer feedback/self-assessment will be used where purposeful and groups will be trained in how to use it – there is no expectation to peer or self assess in the same way, but a template is available

• Literacy errors will be addressed in maintenance marking and used to inform future planning • Verbal feedback is a regular feature of all lessons and does not need to be recorded in books	**GCSE** Expectation of **at least one exam question per week after teaching of content (see schemes of work)**, marked comprehensively and with coversheet attached. **Step Up to English** Expectation of at least **one assessment-style piece of writing per half term**, marked with feedback depending on stage of teaching. Final papers must be marked according to guidance from AQA.	**Functional Skills** Expectation of **at least one assessment-style task per week,** marked using a coversheet, with feedback depending on stage of teaching Speaking and listening assessments must be filmed and marked using the documents from AQA.
DIRT Tasks DIRT tasks will be completed on extended writing as outlined in the SOL. Teachers should highlight a section of the work in pink and use written feedback to guide students to improve. The marking grid with the correct stages should be included with the DIRT sticker. 	**DIRT Tasks** DIRT tasks will be completed on extended writing as outlined in the SOL. Teachers should highlight a section of the work in pink and use written feedback to guide students to improve. The marking grid should be included with the DIRT sticker.	**DIRT Tasks** DIRT tasks will be completed on extended writing as outlined in the SOL. Teachers should highlight a section of the work in pink and use written feedback to guide students to improve.

Type and frequency of feedback by Key Stage: Performing Arts

Key Stage 3	Key Stage 4	Key Stage 5
• Observations of group and individual work are conducted in each practical lesson. Relevant verbal feedback is given accordingly. • Students undertake six practical assessments in KS3 over the course of the year. Each of these is recorded. Teachers make observations and judgments during the process and a final learning ladder mark (out of 18) is recorded in each student's Drama Passport. The level of progress (B,D,S) is calculated and saved on Go4Schools. • A feedback session follows each assessment; they will receive their learning ladder marks. Teacher, self and peer assessments are used at this point to help students identify individual 'Strengths' and 'areas for improvement' in the form of 'Strengths', 'Weaknesses' and 'Next Steps'. There is both written and verbal feedback given throughout. • At the end of the year students will take a Drama written exam. This will test the understanding of key Drama terminology and the skill of analysing their own performance. Students will be given a final level of progress for the year. This will be based on both the written exam mark and an	**BTEC** • Formative assessment is offered throughout the course, which includes one-to-one verbal feedback that identifies strengths and areas for improvement. Small group work, pair work, and solo work is also assessed by monitoring student learning, and teaching. • Assessments with feedback will take place throughout the course both written and practical. • Throughout the year students will receive at least one written feedback per term from the teacher in the shape of Strengths, Weaknesses and Next Steps on a practical element of the course. • Extended learning which is written will be marked and feedback in the form of 'DIRT' • Summative assessments (practical mocks and 1 written) and final coursework assessment marks will be recorded on Go4schools.	N/A

| average of the practical performances marks completed over the 3 terms. | • Written teacher feedback will be in green pen, students will write in purple. (Students are given time within lessons to do this).
 • At least one 'Scratch' performance will be delivered per final assessed performance to gain feedback from audience members prior to the exam. | |

Type and frequency of feedback by Key Stage: P4A, Humanities & Belief and Ethics

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

Type and frequency of feedback by Key Stage: Art

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

Key Stage 3	Key Stage 4	Key Stage 5
1. All teachers will mark extended written work to correct paragraphing, sentence structure and elements of punctuation plus spelling errors. 2. Peer assessment and self-marking is used where we deem it appropriate. 3. The assessment marking grids are written in student accessible language, and will include information about attainment and how they can improve. 4. In years 7, 8 and 9 we assess all project work with main areas being printed work and kept in books/folders and marked by staff. All students should receive (DIRT) written feedback at least once a term. 5. All books/folders should evidence maintenance marking of students work where appropriate.	▪ Written feedback is given after each assessment. This ties in with the teaching of a set product, (provided by the exam board). ▪ The timings of these depend upon the set product but will be at least twice per half term. ▪ When a component is completed, an 'exam style' question will be marked with more detailed feedback given and DIRT completed. ▪ Throughout the course 'maintenance marking' of folders will address common errors/patterns and in most cases students will be expected to self-correct their work. ▪ Verbal feedback is given through questioning methods, in which all students will need to engage; this is in addition to 'one to one' conversations post mock-examinations. ▪ Peer feedback is developed over the course of the programme of study. Students will be trained to interpret and apply the examination criteria effectively and be able to both peer and self-evaluate/review. ▪ During NEA work, students are provided with 'guidance', as per the exam board conditions. This will take many forms but we aim to develop our students with their own critical toolkit,	1. Teachers will mark extended written work to correct paragraphing, sentence structure and elements of punctuation plus spelling errors, where appropriate. 2. Peer assessment and self-marking is used where we deem it appropriate. 3. Students should be given at least one formal opportunity to improve work against the mark grids if the assessment regulations allow. 4. Exam preparation will be assessed using the mark grids or written feedback.

	through which they develop a critical autonomy in reviewing their own and their peers' work.	

Type and frequency of feedback by Key Stage: Physical Education

Key Stage 3	Key Stage 4	Key Stage 5
1. Verbal feedback is given through questioning methods, in which all students will need to engage; this is in addition to 'one to one' conversations 2. Peer assessment and self-marking is used where we deem it appropriate, peer assessment will take place verbally. 3. The assessment marking grids are written in student accessible language, and will include information about attainment and how they can improve. 4. All students should receive (DIRT) written feedback at least once a term. 5. All books/folders should evidence maintenance marking of students work where appropriate.	1. Verbal feedback is given through questioning methods, in which all students will need to engage; this is in addition to 'one to one' conversations. 2. Peer assessment and self-marking is used where we deem it appropriate, peer assessment will take place verbally 3. The assessment marking grids are written in student accessible language, and will include information about attainment and how they can improve. 4. All students should receive (DIRT) written feedback at least once a term. 5. All books/folders should evidence maintenance marking of students work where appropriate.	N/A

Key stage 5
Continual formative assessment in K5 throughout the academic year. Both written and practical assessments are used.
We use marking stamps for even better if and what went well. We also use stamps for student understanding of the topic from 0-10.
We will look to adapt the marking sticker to better suit K5.
All criteria has to be marked as per the qualification requirements.
We will look at using a question and answer sheet to get students to peer assess each other. Incorporate.
We will continue to ensure that we mark to the qualification and IV guidelines.
Marking sticker to be completed 3 weeks prior to end of term.
K5 teaching and support staff to continue to liaise with Carl Sicilliano for feedback and reflection on their own marking of students work.
K5 staff to continue to complete their TAQWA qualification.
City and Guilds have approved the current marking policy in Post 16 due to IQA and EQA visits. Plus City and Guilds standardisation.

Type and frequency of feedback by Key Stage: Mathematics

Key Stage 3	Key Stage 4	Key Stage 5
1. Verbal feedback is recognised as having the greatest impact on student progress and will be at the core of our everyday teaching.	1. Verbal feedback is recognised as having the greatest impact on student progress and will be at the core of our everyday teaching.	1. Verbal feedback is recognised as having the greatest impact on student progress and will be at the core of our everyday teaching.
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b. Three pieces of marking must be carried out per full term. The advised structure is two pieces of marking following the school's WWW/EBI system, with the third being a DIRT sticker for the end of term assessment. While the WWW/EBI markings may be replaced with DIRT stickers for more in-depth marking,	b. Three pieces of marking must be carried out per full term. The advised structure is two pieces of marking following the school's WWW/EBI	b. Three pieces of marking must be carried out per full term. The advised structure is two pieces of marking following the school's WWW/EBI system, with the third being a

the third piece of marking MUST be a DIRT sticker for the end of term assessment.

c. Teachers will use the school's literacy policy for marking when marking books, with particular focus on the spelling of mathematical key vocabulary.

d. Example of DIRT sticker:

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system, with the third being a DIRT sticker for the Mock examinations* / end of term assessment (For Entry Level students this can be based on a practice component assessment). While the WWW/EBI markings may be replaced with DIRT stickers for more in-depth marking, the third piece of marking MUST be a DIRT sticker for the end of term assessment.

c. Teachers will use the school's literacy policy for marking when marking books, with particular focus on the spelling of mathematical key vocabulary.

d. Example of DIRT sticker (see KS3):

Note: In the percentage/grade box for GCSE students – please specify the GCSE grade (e.g. grade 4) and for Entry Level students – please specify what

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DIRT sticker for the Mock examinations+ / end of term assessment (For Entry Level students this can be based on a practice component assessment). While the WWW/EBI markings may be replaced with DIRT stickers for more in-depth marking, the third piece of marking MUST be a DIRT sticker for the end of term assessment.
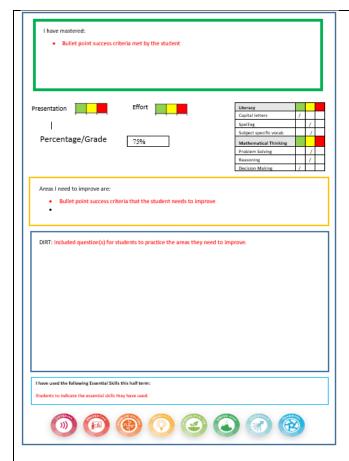
c. Teachers will use the school's literacy policy for marking when marking books, with particular focus on the spelling of mathematical key vocabulary.

d. Example of DIRT sticker (See KS3):

Note: In the percentage/grade box for Functional Skills students – please specify the percentage and for Entry Level students – please specify what

I have mastered:
- Bullet point success criteria met by the student

Presentation

Effort

Percentage/Grade   75%

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

Areas I need to improve are:
- Bullet point success criteria that the student needs to improve
-

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

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

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

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

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

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

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

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

peer's work using purple pen. The teacher (or support) should initial SA to show Self Assessment or PA to show Peer Assessment on the student's work where the marking has taken place.

4. Self-assessment stamps should be used at the end of the lesson for students to evaluate their confidence in a topic. Staff should support this by indicating the level of support provided during the lesson. Notation for this can be found in the school marking policy.

5. Individual misconceptions can be identified and addressed in students' exercise books; however, common misconceptions should be address in lesson time as a class. Minor errors, for example due to carelessness, can be corrected without an additional task to follow up.

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Marking, Feedback and Assessment

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

Expectations for Marking/Feedback Across Key Stages

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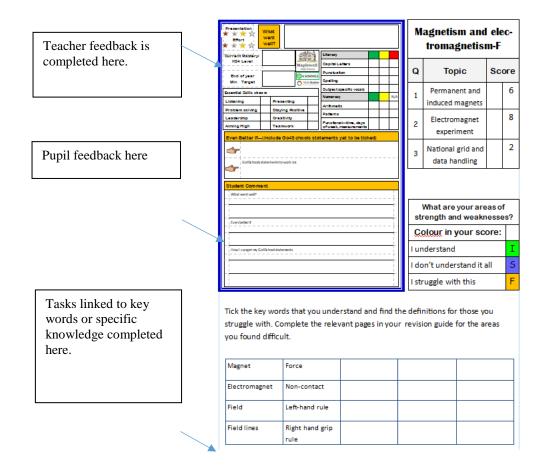
Written Feedback

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

| KS3 pupils should be given ample opportunities for peer/self-assessment where possible, for example; peer/self- marking simple quizzes. | GCSE studies, therefore this should be included as part of DIRT activities (see example below)

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

Example GCSE DIRT Activity

Teacher feedback is completed here.

Pupil feedback here

Tasks linked to key words or specific knowledge completed here.

Type and frequency of feedback by Key Stage: Engineering

Key Stage 3	Key Stage 4	Key Stage 5
With the nature of the subject being predominately practical, verbal feedback will form a significant part of this department's feedback policy. Verbal feedback will also be part of lesson assessment using both hands up and no hands up approach, cold calling will also be employed. For Students with high levels of anxiety. A list of names will be given at the beginning of each lesson to remove anxiety. Feedback will be given at the end the penultimate lesson using WWW/EBI students can respond to feedback in the last lesson of the project. The feedback will consist of effort grading in line with the whole school data. This will be formed by via three project in Yr 7, three projects in Yr8 and Four in Projects in	As per the nature of the key stage 3 curricular being predominately practical, verbal feedback will form a significant part of this department's feedback policy. Continuous maintenance marking will be undertaken of project work, with time for improvements to be made, following the purple pen policy. Working towards the BTEC assessment criteria of Pass/Merit/Distinction. Photos will be used in line with the schools kinteract policy and using the Hastag system to allow for further detailed to be give, whilst also collecting student's evidence. Work is collected and Internally verified by the schools BTEC internal verifier to ensure that work is meeting standards. One to one verbal feedback/written will be given	N/A

Y9. Continuous maintenance marking will be undertaken during the design stages of projects work, with time for improvements to be made. Photos will be used in line with the schools kinteract policy and using the Hastag system to allow for further detailed to be give, whilst also collecting student's evidence Go4Schools will be used to record summative data at the end of each project.	in students learner portfolios, identifying and areas for further questioning to expand on technical knowledge.	