



Marking and Feedback Policy

Department: **Comms**

Date: 10th September 2017

1. Formative written feedback, during the unit of work.

1a. Timing: Formative written feedback to students timed to maximise learning and progress

Department Policy on Timing of Feedback:

GCSE KS4 folders marked every 3-4 weeks depending on timetabling and context of learning. This represents every 7-10 lessons. Assessments should be marked within a week. Class notes will not always be marked but 'big' tasks requiring effort, thought and showing clear thinking/understanding, should be. Marking monitoring sheet in front of folders – students can fill in following teacher marking.

KS3 folders to be marked at least once a term. Year 7/8 have 6 lessons a term on average. In reality HWs are marked within and returned by the next lesson meaning work is marked frequently.
Year 9 HWs marked with meaningful comment within 2 weeks.

1b. Success criteria shared with students during the unit:

Department Policy on Sharing Success Criteria:

"Perfect answers" taken from assessments to demo success to class and allow students to identify steps to improvement.

Teacher model answers and previous assessment for students to mark/assess.

Laminated literacy scaffold demonstrating success.

New GCSE spec doesn't have finalised 1-9 grades so success criteria are still being worked upon. Change in exam board means this will become clearer over time.

Clear expectations for tasks so students know what is expected yet no formal levelling at KS3. No pathways at KS3. All assessment on ATL as this will demonstrate that they are committed learners.

1c. Departmental strategies and resources to support Formative Written Feedback:

Department strategies and resources:

DIRT – on assessments at teacher's discretion (could be more positive in outlook).

Act now – arrows/T in a circle on class work.

Tracker for targets and grades of assessment which are kept in folders.

Targets given at KS3 when marked. DIRT as a HW/Starter if teacher desires.

1d. Evidence of Student Engagement with Formative Written Feedback:

Department on Engagement with Feedback:

Feedback includes a target which enables students to improve in their assessed piece of work for the unit.

1-2-1 chats on some assessments depending on circumstances. "Students will have a discussion with the teacher about the assessment in some circumstances where extra support is needed."

Those who are behind pathway a lot, are invited to improve and resubmit. "All in the class are invited to act on their target and hand in again following assessments. Those 2 under pathway have to improve and resubmit."

Students pick out success and ID target from written feedback on CAs and Mocks – Y11.

Whole class feedback on HWs and marking at KS3. 1-2-1 verbal feedback as appropriate.

1e. Marking and Feedback on Literacy

Departmental Policy on Marking and Feedback on Literacy:

Capital letters and full stops always expected.

Standards of presentation.

Key words spelling.

Correct punctuation that affects meaning

2. Feedback on Summative Assessment

2a. Nature of Written Feedback on Summative Assessment

Department Policy on Nature of Feedback on Summative Assessment:

Unit assessment

Mocks

Past papers/questions

All graded - GCSE: Y11 – Letters. Y9-10 – Numbers. Core Y7-9 - ATL. Linked to success criteria available beforehand.

No summative assessment in KS3 (7-9 core). Assessment is linked to ATL and should be recorded on G4S with profiles and in student folders on tracking sheet.

3. Monitoring of Marking and Written Feedback

Department Policy on Monitoring of Marking and Feedback

Programmed work scrutinise to monitor timing and impact of written feedback as outlined by SLT. Half termly.

Evaluation from Teachers and students to inform revision of policy – end of year.

Collection of information to evaluate the impact of written feedback on learning and progress of students – assessment results, progress being made, corrections and targets acted on. This year (15-16) has seen an increase in mock results, higher CA pass rate and targets acted on – especially in mocks.

Y10 Sociology has seen improvement on past papers following sharing of mark schemes.

Summer 16 – record scores in CAs and A-C rate. Y10 Soc had respectable Mock results with good feedback. This resulted in bespoke afterschool sessions being set up for targeted students. All students then improved on their next past paper.

Department Policy on Verbal Feedback

A balance of whole class and individual verbal feedback is used to ensure that feedback can be as specific and focused as possible.

A range of strategies has been used & trialled to develop the use of verbal feedback. For example: verbal feedback stamper (*trialled and not seen as effective*), less teacher talk, peer assessment. Teachers are encouraged to use what works for them.

Whole class verbal feedback given post assessment.

1-2-1 feedback as class works. Also highlighting how they are doing (process) and not just what they are doing (outcome).

Students to use whiteboards to express thoughts and allow teacher to monitor individual and whole class thinking - especially year 9 core comms.

Lesson plans/resources, learning walks and PM lesson observations allow for evidence of this.

Department Policy – Collecting Feedback for ourselves

A range of techniques is employed to vary the ways in which teachers routinely collect information for themselves in the classroom. For example:

The department uses:

- Mini whiteboards
- Post-it notes
- Progress against lesson objectives
- Voting
- Traffic lights
- One-to-one conversations
- Circle time
- Targeted questioning and hands up.

Acting on the information immediately or during the next lesson.

Lesson plans/resources, learning walks and PM lesson observations allow for evidence of this.

Locations of key marking, feedback and assessment practices

	Assessment ladders / Exam Criteria	Suggested written feedback frequency /Location	Where are assessments stored? (Are they common assessments?)	Target recording / End of topic evaluation sheets.	Progress tracking sheets
KS3	In student's folder (ATL tracker)	On homeworks/ meaningful classwork which will be in folders. Once a half term. Y7 have HW books – comments and marking should be within a fortnight of it being handed in and they are kept in student folders.	N/A	Student's evaluate progress and how to improve when recording ATL on tracker sheet.	ATL tracker acts as this. In student's folder.
KS4	Assessment section of folder	All assessments on paper & stored in assessment section of folder. On research projects – comments recorded on student tracker. Approx. every 3-4 weeks. Marking monitoring sheet (front of folder) so student recorded when work has been marked.	Generally common assessments – end of unit and Y10/11 mock. Teachers might do additional assessments. Stored in assessment section of folder.	Student tracker sheets.	Graph in assessment section for Y9-10 on new spec. Y11 on old spec don't have progress tracker but have assessment tracker with target on and their assessment grades.
KS5	N/A				

Members of staff involved in working for the examination boards

Subject Teacher	Year involved and exam / Role	Exam board
Sandall	2016 – GCSE Sociology Unit 2	AQA
Rayner	2013-2017 A Level Sociology	AQA

Examples of best practice