



Marking and Feedback Policy

Department: **Geography**

Date: January 2018

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

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

Department Draft Policy on Timing of Feedback:

Teachers should ensure prompt feedback for assessed work and monitor classwork. 6F will have periodic folder checks.

Key assessments, carried out once per half-term, should be returned promptly and teachers should remember to let pupils reflect on marked work, particularly COMMON ASSESSMENTS, at the beginning of lessons, to have time to write up comments/ new targets onto **target sheets in their exercise books (KS3)/ folders (KS4/5)**

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

Department Draft Policy on Sharing Success Criteria:

Teachers to share the success criteria for an assessment with students.

Teachers will model good/ successful work.

Teachers will give regular, effective feedback to students that:

- Focuses on the task and learning objective.
- Indicates what is good, what needs attention and which aspects need further improvement. Enables students to act on advice in subsequent assessments. i.e. Formative marking at the end of common assessments should be useful for the next assessment, (i.e. not too assessment-specific). This runs alongside the assessment-specific comments running through the assessment.
- Prompts a response *if appropriate* (using questioning).

Department policy: It is acceptable to 'number-comment' when appropriate – to encourage pupils to internalise targets/ areas for improvement.

SEN feedback needs to be appropriate for the individual in terms of their SEN eg language used/ colour of paper and or other special considerations.

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

Department strategies and resources:

Teachers should:

- Set pathways for each student in line with the school calendar. At GCSE these pathways will be based on FFT data. They should be discussed with students.
- Relate assessment to learning objectives which are shared with students. Share the specific assessment criteria with students and, as appropriate, parents; making sure that these criteria can be easily understood by all.
- Show students how to use assessment criteria to assess their own work.
- Make objectives clear and explicit within lessons and task instructions.
- Share examples of work so that students can see the standards they are aiming for whenever possible. i.e. Use examples of work to highlight the ways that assessment criteria are met.

- Include in their teaching, activities designed to model the necessary skills.
- Use effective questioning techniques to give vital feedback on the current level of understanding.
- Give students oral feedback regularly.
- Provide regular opportunities for self-assessment and peer assessment:
 - Students will be given opportunities to learn by assessing their own work and that of their peers. Teachers will ensure students develop the skills required for peer and self- assessment. Students will be encouraged to:
 - Reflect on their own work.
 - Identify the standard they are trying to achieve.
 - Think about how to bridge the gap between aspiration and achievement.
 - Take time to work problems out for themselves.

REQUIREMENTS

1. KS3 common assessments will be assessed according to Pathways.
2. KS4 assessments will be exam-question based and will be scored as a percentage and if appropriate, according to the 9-1 system.
3. Geography merits (e.g. star stamps) can be given for A/ A+ **or at the teacher's discretion**. Three merits gain a curriculum credit. Credits should be awarded for outstanding work (inc. outstanding progress).
4. Common assessments should run to the given calendar – pupils should be given the opportunity to improve their attainment, and re-submitting a piece of work is acceptable - at the student's discretion.

FORMAL ASSESSMENTS

The Department follows the Schools Assessment Policy Statement (see School Handbook). Specific to the department:

Each year group (KS3, KS4, KS5) will complete *at least five common assessments* through the year. It is important for tracking purposes and for equality of opportunity that teachers adhere to the schedule within the schemes of work and programmes of assessment.

Students should be asked to assess their own work first and to write down an assessment statement for each piece. Departmental moderation of these pieces will occur periodically.

All students should be offered the opportunity to re-submit common assessments.

- **KS3: Common assessments and topic tests** will be carried out for each teaching unit. Pathways will be applied for assessments and scores for tests. See POA.
- **GCSE: Common assessments (past paper questions)** will be carried out during and at the end of each topic (at least *two* per topic). Scores will reflect GCSE attainment. Common assessment marking at GCSE follows the criteria laid down by the examination board. See POA
- **KS5:** Assessments should follow the question format of exams and at least two formal assessments per half term should be carried out. Grades should reflect exam board criteria.
- **Internal examinations** are carried out in year 10, 11, 12 and 13. Marking of formal Y10, Y11 and Y12 coursework will follow an agreed timetable for completion and marks will be recorded on Go4Schools. The schedule for exams is available from September.

Teachers should record grades/ pathways/ scores for all common assessments/ topic tests in Markbook (Go4S).

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

Department Draft Policy on Engagement with Feedback:

If appropriate the teacher should pose questions to the student to check understanding and to provoke consideration of how best the student could demonstrate progress. If a question is posed, students are expected to respond.

Students will sometimes comment on their own work and how it relates to the assessment criteria prior to teacher assessment as appropriate. This is appropriate for common assessments/ key assessments.

Students will act on feedback – seeing improvements in subsequent assessments as appropriate. Some students will opt to re-submit assessments to demonstrate progress.

1e. Marking and Feedback on Literacy

Departmental Draft Policy on Marking and Feedback on Literacy:

Marking across the key stages should also include consideration of literacy - it is departmental policy to use the whole-school agreed 'codes' to highlight literacy issues on work as appropriate. Key spelling errors should be indicated, corrected and the pupil should write these out three times. Specific issues highlighted (e.g. use of capital letters), should be corrected by the student, in the body of the marked work.

Teachers should continue to remind pupils about presentation. Some pupils have a tendency to revert to lower standards if not constantly reminded! All work should reflect high teacher expectations and appropriate levels of challenge for pupils. It should be clear from pupils' work that progress has been made (knowledge, understanding, skills).

2. Feedback on Summative Assessment

2a. Nature of Written Feedback on Summative Assessment

Department Draft Policy on Nature of Feedback on Summative Assessment:

A pathway mark is given, clearly linked to the success criteria given at the formative stage.

Teachers will:

- Use a range of assessment formats.
- Place emphasis on feedback (both oral and written) and students acting on it in subsequent assessments.
- Record the progress of individual students.
- Adjust teaching to take account of the results of assessment.

3. Monitoring of Marking and Written Feedback

Department Draft Policy on Monitoring of Marking and Feedback

The HOD will periodically carry out pupil exercise book audits to check that marking is formative and that pupils know what pathway they are performing at and what they need to do to improve. Staff will receive the relevant notice/ paperwork in advance of any audit.

Evidence of good practice collected by HoD will be shared.

Evaluation by teachers and students will inform revision of the marking policy.

Department Policy on Verbal Feedback	<i>Exemplar</i>
<p>Strategies for teaching staff to try to:</p> <ul style="list-style-type: none"> • Counting elephants (pause to allow answers!) • Bounce more. • Create positive environment / pupil confidence. • Try getting pupils to feedback (correct answers) rather than teacher. • Feedback in timely fashion. • vary between individual and whole class questioning. • Should use questioning to elicit understanding. • Use AfL strategies 	<p><i>Verbal feedback is used to support written feedback to ensure students make rapid gains.</i></p> <p><i>In particular the timing of formative verbal feedback is considered to ensure learners move forwards.</i></p> <p><i>Verbal feedback is differentiated. For example: a range of feedback is given to cover not only task/product level but also process and self-regulation levels.</i></p> <p><i>A balance of whole class and individual verbal feedback is used to ensure that feedback can be as specific and focused as possible.</i></p>

<ul style="list-style-type: none"> • Peer and self-assessment using mark schemes. • Triangle of learning. • Dots (green and red). • Use of model answers. • Recap activities. • Promoting confidence in pupils to ensure genuine AfL. • 'Mantle of the expert'. • Improving answers by grading and building on the initial answer. 	<p><i>A range of strategies is being trialled to develop the use of verbal feedback. For example: the use of questions rather than statements, the use of one-to-one mini tutorials, peer and self-assessment to reduce teacher intervention, reduction in volume of verbal feedback, descriptive verbal feedback (not just simple praise).</i></p> <p><i>Evidence of developments in departmental use of verbal feedback can be found in:</i> <i>Departmental T&L development plans in which verbal feedback trails are recorded.</i> <i>Learning walks and PM lesson observations.</i> <i>Peer observations which feed into departmental T&L plans.</i></p>
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<p>Department Draft Policy – Collecting Feedback for ourselves</p>	<p><u>Exemplar</u></p>
<p>Feedback – Instant, resulting from oral feedback. Instant, resulting from monitoring in class. Timely, resulting from frequently marked work, including end of unit tests.</p> <p>For future reference, resulting from common assessments.</p> <p>For future reference, resulting from mock exam results.</p>	<p><i>A range of techniques is employed to vary the ways in which teachers routinely collect information for themselves in the classroom. For example: questioning (types and timing), 'all student response' systems, tasks which promote discussion, tasks which celebrate thinking, tasks which encourage students to communicate their thinking etc.</i></p> <p><i>Acting on the information collected in the short cycle (in or between lessons) is prioritised.</i></p>

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	With the relevant assessment.	Five formal assessments and five topic tests per year	Common assessments are in exercise books	Tracker sheets are in the front of exercise books	
KS4	In assessment folders	Minimum of five formal assessments plus topic tests and exams	In assessment folders	Progress log and tracker sheets - In assessment folders	
KS5	In the front of folders	At teacher discretion.	In their folders (at the front)	With assessments in the front of folders.	