



# Marking and Feedback Policy

Department: PE

Date: 8<sup>th</sup> 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:

KS4: GCSE Folders and Exercise books will be checked and feedback delivered by class teacher on notes and handouts half termly. Homework set as per Academy Policy. Marked with feedback. Standardised tests at end of topic using exam board mark schemes and graded accordingly. Marking always provides targets/areas for improvement.

KS5: A Level Coursework -each weakness draft corrected and feedback given. Final piece marked, graded and areas for future development given.

Homework marked on a weekly basis as set. Ongoing tests marked appropriately with regard to mark schemes and AQA grading expectations. All marked work gives areas for improvement.

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

### Department Policy on Sharing Success Criteria:

Students to be given checklists and targets sheets at GCSE and A level.

Use of high level pieces of work, mark schemes, model answers, coursework examples used throughout delivery. Lesson objectives shared.

FFT and ALPS data used to gauge personal success.

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

### Department strategies and resources:

Tracking and target setting sheet at front of theory files. In place for GCSE and A level.

Each member of staff will use their own preferred formative feedback strategy. Members of staff will develop the strategy which they find suits their teaching style but these will be monitored through work scrutiny.

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

### Department Policy on Engagement with Feedback:

All feedback will include a development target with a task to develop the pupil's understanding of the area covered or to improve on attainment where necessary.

Dirt time to be built into lessons or homework depending on time allowances, planning for tasks to be addressed.

Tracking/target sheets completed by pupils to set own targets for improvement.

1e. Marking and Feedback on Literacy

### Departmental Policy on Marking and Feedback on Literacy:

Literacy to be marked in A2 coursework as effects final outcome.

Other tasks GCSE and A level correct technical terms.

Other literacy corrections will be differentiated approach, focused corrections dependent on student ability. E.g only correcting first 3 spelling mistakes on key words/terms.  
Punctuation errors which affect meaning will be marked on all work.  
Academy Presentation expectations followed at GCSE & A level.  
File checks half termly by teacher to monitor standards.

GCSE – Margin of page in book to be used for spellings of keywords and key terms definitions.

## 2. Feedback on Summative Assessment

### 2a. Nature of Written Feedback on Summative Assessment

**Department Policy on Nature of Feedback on Summative Assessment:**

Marks given on summative work in line with exam board grade boundaries.

Targets still given on summative tasks apart from on formal exams.

Summative assessments recorded on Go4Schools on a half termly basis/ end of topic

## 3. Monitoring of Marking and Written Feedback

**Department Policy on Monitoring of Marking and Feedback**

Work scrutinies/ accountability cycle as part of half termly head of department monitoring programme. Findings to be shared with the department.

Policy updated as necessary to continually progress good practice. Feedback from students and staff .

FFT and ALPs data comparisons.

Team review of work/progress so far carried out.

### **Department Policy on Verbal Feedback**

Verbal feedback is our main tool in our practical teaching and used alongside our written feedback to maximize progress in theory.

Verbal feedback to be used at all points of a lesson to encourage pupils, allow reflection of work and progress and to assess understanding of material covered. It is our main feedback strategy in practical to ensure the progress of pupils. In theory it is to be used alongside written feedback to maximize learning. In both environments it will be differentiated to match pupil's needs.

Feedback will be individual, small group or whole class as appropriate.

Verbal feedback will be a two way process with the pupils to ensure maximum engagement and proactive learning.

Staff will develop a broad range of strategies which included verbal feedback in their teaching.

Staff will ensure that their own verbal feedback does not dominate a lesson and that pupils are given an active role in peer assessment, paired and group feedback and extended questioning.

The use of verbal feedback will be monitored through learning walks and lesson observations.

Discussion on verbal feedback policy are noted on the departmental teaching and learning plan. This was part of the whole school CPD throughout 2016.

### **Department Policy – Collecting Feedback for ourselves**

Teachers will collect feedback continually throughout lessons and lessons will progress in structure and content as a result of this feedback.

The timing of feedback collection will depend on task but teachers will use feedback at hinge points to assess understanding before moving on.

Teachers will use a range of strategies to gather feedback during lessons but also as a tool to plan progression between lessons.

The collection of feedback will tie into the written and verbal policy of the department. The success of feedback collection and use will be monitored through departmental CPD, learning walks and lesson observations.

Staff will build methods of feedback collection into their lessons. It will be an ongoing area for discussion and development and good practice will be shared.

### **Locations of key marking, feedback and assessment practices**

	<b>Assessment ladders / Exam Criteria</b>	<b>Suggested written feedback frequency /Location</b>	<b>Where are assessments stored? (Are they common assessments?)</b>	<b>Target recording / End of topic evaluation sheets.</b>	<b>Progress tracking sheets</b>
	<i>Specifications printed and at front of pupil folders</i>	<i>Homeworks – as set Tests – lesson after they are sat Classwork – once a half term</i>	<i>GCSE common assessments on resources drive on school server A Level – individual tests set by teacher as individual elements taught by each member of staff</i>	<i>Test/ Exam review sheet at A level and GCSE.</i>	<i>Front of exercise books – GCSE Front of folder – A Level</i>
KS3					
KS4					
KS5					

### **Members of staff involved in working for the examination boards**

<b>Subject Teacher</b>	<b>Year involved and exam / Role</b>	<b>Exam board</b>
Mr S Simms	2015 – 2017 – Examiner paper B451	OCR
Miss S Franklin	2016 – 17 – Examiner paper B453	OCR

### **Examples of best practice**