



# Marking and Feedback Policy

Department: **Politics**

Date: **5<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:

- 1 exam style question set every 3 weeks by each teacher (giving a total of 8 per term, including a full mock exam during the year), *with feedback given after each assessment.*
- Question styles will be rotated so that every exam question type (9 mark, 25 mark essay, 25 mark extract question) will be covered twice each term, followed by a 'choice' question enabling the students and teacher to complete one further assessment to be chosen based on individual student needs.

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

### Department Policy on Sharing Success Criteria:

- [Question styles overview and activity](#) shared with students in the first lessons
- Students have copies of generic mark schemes, with key aims reviewed before each question type is set
- Use of *Politics Review* articles with students outlining the requirements of successful answers
- Use of model answers and exam micro-skills as part of lesson objectives

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

### Department strategies and resources:

- Targets and target codes written in margins of answers – exact codes tbc depending on school policy
- Highlighted mark schemes used as part of feedback for every answer
- All students record feedback from essays...
  - a) on their feedback cover sheet for each individual assessment (teacher writes targets / target codes in margins, student then writes these out in the target section of the feedback sheet)
  - b) in their overall Feedback and Attainment tracker in the front of their folders
- All students not only to *record* targets as above but also to *action* at least one target during the feedback section of the lesson (e.g. redrafting a section, or adding information.
- Marks recorded on go4schools to support teacher formative assessment of current attainment vs targets
- Occasional use of self-/peer-assessment.

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

### Department Policy on Engagement with Feedback:

- Overall Feedback and Attainment trackers in front of folders
- Student-written targets on assessment feedback sheets
- Amendments / redrafting on the original assessment during the feedback session when work is returned
- Students encouraged to write targets from previous relevant assessment at the *top* of the next related assessment they do

1e. Marking and Feedback on Literacy

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

Assessed work should always be clearly and well presented, to the levels required and expected of A-level students; using headings, showing organisation of information and ideas and showing evidence of having checked spelling, punctuation and grammar. Mistakes will be highlighted in feedback.

Key Terms should be referred to in feedback given to students, e.g. underlined, highlighted, absent key words listed.

## 2. Feedback on Summative Assessment

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

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

- Summative assessment will occur in the Spring mock exams, and the End of Year internal exams in the Summer term. As with all exam-style questions, these will be marked according to exam board criteria.
- The mark, % and grade will be communicated to each student, (related to their ALPS target & based on exam skills learned in prior assessments).
- Students will be provided with a specific summative assessment feedback sheet which they will complete (with targets for each question answered) using teacher feedback and examiner's mark schemes.
- Marks/grade earned for each formal assessment as well as the summative assessments will be recorded in teachers' mark books on Go4schools.

## 3. Monitoring of Marking and Written Feedback

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

- TiC to complete work scrutiny, half termly. Good practice collated and shared.
- TiC to organise when and which assessments will be formal assessments.
- TiC to check progress/monitor management of Go4Schools mark book.
- Students to comment on Evaluation sheets (one per year) on how marking has helped make improvements, and how marking could be improved.

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

- Wherever possible students are offered one to one discussion to review written work – this can include questions raised by the student.
- When marking a set of essays staff should note common areas for improvement so that verbal feedback to the whole group will be efficient and effective.
- During lessons, one-to-one discussions and teacher monitoring the class in order to identify needs and then work with particular (and possibly differentiated) groups.

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

- Student evaluation sheets
- Evidence from folders
- Q&A
- Video evidence where available
- Learning walks and lesson observations conducted through CPD programme and performance management

**It is expected that staff will act upon feedback to improve student performance at every opportunity, in the immediate (responding to questions), in the interim (what we can learn from marking essays and assessment) and in the longer run (responding to the end of year reviews we conduct with teaching groups).**

## 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
<ul style="list-style-type: none"> <li>▪ <i>Front of student folders.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>4 exam-style assessments each term from each teacher</i></li> <li>▪ <i>2 summative internal examinations</i></li> <li>▪ <i>All assessments on paper and stored in front of student folder.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>KS5 assessments not common because each teacher teaches a different unit.</i></li> <li>▪ <i>Assessments stored in the Government and Politics Assessment folders on MetroCentral</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Target recording: In trackers in front of student folders</i></li> <li>▪ <i>Topic evaluations: stored in front of the relevant unit in student folders.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>In trackers in front of student folders</i></li> </ul>

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

Subject Teacher	Year involved and exam / Role	Exam board
Currently none.		

**Examples of best practice**