



# Marking and Feedback Policy

Department: **Computing**

Date: **11<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:

In lessons students receive verbal feedback from the teacher and/or peers. Regular DIRT activities are used to share success and encourage students and peers to reflect on quality of work and identify areas of improvement.

Students complete common milestone projects/ assignments at least two per term as per schemes of work which are assessed against AFL grids (see 1b below) using a range of clear feedback from: student, peer and teacher. This feedback informs student of next steps to improve their skills set. DIRT activities are used to enable students to engage with the AFL and set targets. Feedback is in booklets at KS3 and feedback sheets at KS4/5

On theory units at KS4 and KS5 each unit include tests which use DIRT activities to encourage future progress. Students seriously underperforming in a test are expected to re-test.

Mini Socrative online tests are used to check understanding and progress and staff are using Kahoot quizzes for quick fun AFL in lessons.

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

### Department Policy on Sharing Success Criteria:

Practical assignments at GCSE and A Level use AFL grids that are shared with students at the start of the assignment with success criteria that correlate to exam board mark bands / grades (new courses starting 2017/2018)

Previous exemplar work and current best work is shared regularly to help students visualise and understand high/expected standards

At KS3 department has developed pseudo NC Levels for Life after Levels in booklets .

On theory units at KS4 and KS5 tests knowledge/skills/ exam technique is discussed before and after tests use DIRT activities to encourage progress. This should be revisited when and where appropriate.

On mock exams knowledge/skills/ exam technique is discussed extensively before and after using DIRT activities.

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

### Department strategies and resources:

The department uses AFL grids (see 1b) for practical assignments that are student accessible / student friendly and relate either to life after levels or exam board mark bands/grades/pathways.

Teachers meet regularly to moderate and discuss student work - share best practice and ensure consistency across the department and against national and exam board standards.

Mini Socrative online tests are used to check understanding and progress.

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

### Department Policy on Engagement with Feedback:

*Students and where applicable peers comment on their own work and how it relates to the criteria and where possible identify 2 stars and areas for future improvement.*

*Teacher feedback on milestones includes one or two next steps which enables students to improve in their assessed piece of work for the unit. Students are expected to respond to feedback by completing a "dirt" task.*

## 1e. Marking and Feedback on Literacy

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

SPAG is assessed where appropriate with emphasis on subject specific terminology and literacy issues that impact on the readability and therefore perceived quality of the work.

Also as part of exam preparation we teach mini-essay skills.

## 2. Feedback on Summative Assessment

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

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

*On milestone assignments and tests a mark/grade is given clearly linked to the success criteria given at the start of the assignment.*

*Enough commentary should also be given so student understands mark/grade and work can be moderated by other team members to ensure consistency.*

## 3. Monitoring of Marking and Written Feedback

### Department Policy on Monitoring of Marking and Feedback

*Evidence of good practice collected and shared in department meetings by individual teachers / HoD.*

*Programmed work scrutinies and/or learning walks to monitor timing and impact of written feedback.*

*Information from teachers and students is used to evaluate the impact of written feedback on learning / pupil progress and subsequently used to revise departmental policy.*

### Department Policy on Verbal Feedback

Verbal feedback is our main feedback tool in practical units.

In practical and theory lessons teachers are expected to circulate and engage with the students, *In particular the timing of formative verbal feedback is considered to ensure learners move forwards.*

*Verbal feedback should not be teacher dominated - pupils should have an active role in peer assessment, small group and whole group feedback.*

*Verbal feedback is also used to support written feedback to ensure students make rapid gains.*

*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.*

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

*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).

Evidence of developments in departmental use of verbal feedback can be found in:

- Learning walks and PM lesson observations.
- Peer observations which feed into departmental T&L plans.

#### **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: questioning (types and timing), Socratic online tests, tasks which promote discussion, tasks which celebrate thinking, tasks which encourage students to communicate their thinking etc.

Acting on the information collected in the short cycle (in or between lessons) is prioritised.

The links between written and verbal feedback and the collection of information for ourselves are understood. For example: Some marking is diagnostic and completed to provide information for the teacher rather than the student; The timing, type and quantity of verbal feedback will have an impact on our ability to collect useful information for ourselves.

Evidence of developments in departmental use of techniques which allow teachers to collect information for themselves in the classroom can be found in:

Departmental T&L development plans in which trials are recorded.

Learning walks and PM lesson observations.

Peer observations which feed into Departmental T&L development plans.

#### **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>
KS3	Paper assessment booklets	Once a half-term milestone assessments /projects. As per booklet	Common practical milestones as per SOW	Assessment booklets	Assessment booklets
KS4	Hard and soft copy assessment sheets	Once a half-term milestone assessments /projects. Plus end of unit tests (plus homework) in exercise books for computing.	Common practical milestones and theory unit tests as per SOW	In their folders for ICT and exercise books and folders for computing	In their folders for ICT and exercise books and folders for computing
KS5	Hard and soft copy assessment sheets in folders	Practical milestone assessments and end of unit tests. 3 per half-term.	Common practical milestones and theory unit tests as per SOW	Student folders	Student folders and mark book on Go 4 Schools

#### **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>
None at present –		

Are in regular contact with 2 ex colleagues who are examining the GCSE theory paper in computing and the A Level paper.		
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**Examples of best practice**