



Marking and Feedback Policy

Department: R.E

Date: 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:

Students should not have to wait longer than 2 weeks (3 if necessary) for work to be marked. Students' classwork should be marked before any assessment takes place to enable them to use this as an accurate resource.

KS3

The time given to RE does not allow a 'draft copy' of an assessment to be reviewed and commented on by the class teacher as standard practice.

KS4/5

On receiving their assessments, students will have a feedback lesson and complete their feedback forms and be given a variety of targeted differentiated activities.

HOD has a variety of examples (hard copy) Targeted activity may be paired work, peer assessment, answering questions etc

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

Department Draft Policy on Sharing Success Criteria:

Good practice would find students having a glossary for each topic that should be interacted with by students. Teachers should look for progress with regards to the glossary. This could be with spelling of key terms, learning the meaning of words or their correct use in sentences. A rewards system could be set up to encourage this. Teaching staff could cover this in a different style if they wish. An 'SP' to be put next to spelling corrections when it is a key term or common mistake.

Expectations should be laid out by the class teacher on basic grammar errors which affect meaning and presentation. Students should be aware of what system is in place to enforce this. Each child should have a grammar sheet to stick in their book that they and teachers can refer to.

Teachers should provide extension and enrichment tasks for students. Again teachers could set up a system of rewards to encourage students to engage with these materials.

KS3

Each assessment should start with students being given the marking criteria. This should be placed in their books for reference. Teachers can give students a target, or students could select their own target, or both. The value of students selecting their own target without teacher interference, is that they may choose an aspirational target rather than sticking to the confines of their predicted target. Target setting should be based on what students have previously shown they can do and what they feel they can do on this particular task. Marking should make reference to the marking criteria success and a target given about how to progress in the next assessment.

KS3 marking revisions will be trialled by EHU.

KS4

The Student Target sheet includes sections where students can review previous progress targets. There is an area to review their performance. Students are then asked to set their own target based on this information. These are

then reviewed by the class teacher and a teacher target is set. We are thinking about adding a peer assessment sheet / section to the sheet, but will trial the KS3 ideas first.

KS4 student feedback sheet was trialled during 2016-17. A final version has been selected and is available from EHU, to be put on the shared area.

KS5

As EHU is new to teaching A level, KUP will continue with her marking policy. She has shared this with EHU. However, we would like EHU to take a more informed decision about marking in KS5 and so will wait until the Winter term to review the policy so it is inclusive of all members of the teaching team.

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

Department strategies and resources:

Please see 'student engagement with feedback policy'. This could be adapted to fit in with self or peer assessment.

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

Department Policy on Engagement with Feedback:

Next step comments should be given and 'GROWTH' (Good reflection on written tasks and homework) time provided on both classwork, homework and assessments. The department has adopted the use of 'GREEN for GROWTH' after reviewing the success of the trial. Students are given a green pen and asked to respond to questions written during the marking of work. Please see Minutes of previous RE meetings for more detailed examples of this. Key grammar and spelling errors should be corrected and comments made about unacceptable presentation but not all next step comments should focus on these. Students' progression in their key skills in RE should be the focus. Where tasks have been left, pupils should be expected to complete.

HOD has a variety of examples (hard copy)

1e. Marking and Feedback on Literacy

Departmental Policy on Marking and Feedback on Literacy:

Key grammar errors which affect meaning and spelling errors should be corrected. Both in terms of key RE words (see SOW) and more generic common mistakes. E.g. Capital letters, correct use of their, there, they're etc. A guide to grammar punctuation should be stuck in their books. This hand-out is supplied by the department.

2. Feedback on Summative Assessment

2a. Nature of Written Feedback on Summative Assessment

Department Policy on Nature of Feedback on Summative Assessment:

(The following also applies to 6th form marking)

A generic target should be given which is transferable to the next assessment and focused on improving their RE skills relative to the marking criteria. Any previous assessment targets should be reviewed before starting a new assessment. This should be written at the top of any new assessments before they begin it (or in front of them on their Student Target sheet) Both teacher and students should take steps to ensure that these targets are acted upon. In shared classes, please make yourself aware of any targets supplied by the other member of staff.

Comment should be made by both pupil and teacher after the assessment about whether the targets were achieved or not. Students and teacher should reflect on the impact of completing their target or the reasons / impact of not completing it. This information should then be entered on the Student Target sheet or evaluation by the student. Examples of evaluation questions supplied by KUP upon request.

If the student has significantly underachieved in their assessment, students should retake the assessment or part of the assessment. Students should aim in this retake to complete their target. The class teacher should mark the retaken work on whether or not the student has achieved their target. This is to show whether or not the student has made progress. Before it is marked by the teacher, students should be asked to highlight where they believe they have achieved their target. If the student has still not made progress, good practice would be to have a conversation with the student about the way forward.

HOD has a variety of examples (hard copy)

If the student continues to significantly underachieve, the HOD should be made aware via Go4Schools.

3. Monitoring of Marking and Written Feedback

Department Policy on Monitoring of Marking and Feedback

Please see Head of Department for exemplar work.

Department follows the Accountability Cycle.

Periodic teacher and student evaluation of policies are conducted within the department.

Department Policy on Verbal Feedback

The religious education department recognises the importance of verbal feedback as an effective tool in ensuring active progress in students.

Colleagues are expected to use a variety of techniques some of which are recommended below:

*** Peer assessment**

This should not be set in isolation, teaching staff should oversee the process.

The benefit of peer assessment within the department can include the fact that during the process students engage with the marking criteria and it helps them to recognise what is required to achieve their potential.

In addition, if directed correctly, it should help develop an atmosphere of trust and positive encouragement.

If peer assessment is used regularly, the repetition of this process should reinforce its benefits.

*** Assessment of students understanding**

Verbally checking that students have taken in instructions and information. Encouraging them to apply what they have learnt.

*** Use of open and closed questioning technique,**

No hands up, Socratic questioning, Contrast, Hinge, Statements rather than questions, P.P.P.B, Hotseating, Snowballing, Basketball, Popcorn

Use of ABC cards, Mini whiteboards, Exit passes and Physical line/corner of classroom with follow up questioning.

*** Asking the students to respond to each other in discussion rather than the teacher leading the questioning.**

* A balance of verbal feedback either to a whole class or to an individual. For example, feedback on a piece of homework may lend itself to highlighting common problems or misconceptions, while more personal comments may be directed on a more individual, private basis.

Verbal feedback should include basic class expectations as well as communicating what may be required for a student to extend their learning.

An e version of this document can be found:

<https://wymhigh.sharepoint.com/teachingLearning/Draft%20Department%20Marking%20and%20Written%20Feedback%20Poli/Forms/AllItems.aspx>

Department Policy – Collecting Feedback for ourselves

Accountability cycle

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					
KS4					
KS5					

Members of staff involved in working for the examination boards

Subject Teacher	Year involved and exam / Role	Exam board

Examples of best practice