



Marking and Feedback Policy

Department: **KS3 Science**

Date: **7th 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:

Work will be marked midway through a topic, using a common practical assessment (CPA), approximately on a 6 lesson basis and feedback will be given at that point. End of module tests approximately 12 lessons students will have the opportunity to review their result with the teacher and receive feedback.

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

Department Policy on Sharing Success Criteria:

Targets put into front of books so students are aware, this will be marked by teacher on visual representation of progress tracker sheet.

CPAs are marked using a CPA grid where criteria achieved are highlighted/ticked off. This allows pupils to see what is needed.

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

Department strategies and resources:

Common assessment marking sheets will be used to assess CPAs. These will allow for student feedback and response. All students will have progress grids in the front of their books where they will be expected to transfer targets from CPA, mid-point, marking.

All tests will allow students to review their progress and allow for student feedback and response.

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

Department Policy on Engagement with Feedback:

Students will be required to respond to CPA marking within a minimum ten minute period. Students will be expected to respond to teachers questions, evaluate their performance, create targets based on formative feedback, make corrections, finish off any appropriate work or similar. This will be done using **green pens** which are held in the Dept and available from the Technicians. This will fulfil several criteria and allow staff to show progress and student response easily.

Formative feedback is also given online, using kerboodle, at the end of homework practice tests.

1e. Marking and Feedback on Literacy

Departmental Policy on Marking and Feedback on Literacy:

Staff will expect a good standard of presentation and will correct appropriate spelling mistakes.

Although all work will be monitored and standards upheld, there will be a focus on literacy with the key marking/assessment pieces.

Marking of spelling with regards to grades/pathways will follow up to date exam board guidelines

Marking for literacy will utilise the school marking codes.

2. Feedback on Summative Assessment

2a. Nature of Written Feedback on Summative Assessment

Department Policy on Nature of Feedback on Summative Assessment:

Summative assessment is via regular module tests approximately every 12 lessons at ks3 once per half term. Teachers will assess long answer questions, based on skills assessed in formative CPA, and provide feedback on how to respond.

Teachers to feedback any key points either individually or as a group and students given time to review their assessment and make corrections or action plans going forward.

These scores will be recorded on trackers.

Summative feedback is also given online, using kerboodle, at the end of homework tests.

3. Monitoring of Marking and Written Feedback

Department Policy on Monitoring of Marking and Feedback

Work scrutiny completed as part of accountability cycle.

Evidence of good practice to be collected by key stage lead and shared with those in need of guidance.

Work scrutinies will be used monitor timing and impact of written feedback. These then used to inform necessary action points.

Department Draft Policy on Verbal Feedback

This should be used in conjunction with other forms of feedback and is generally a well undertaken activity by this Department.

We use this on an individual basis when circulating the class and may wish to write in the student book to show we have done some work with that student. An example may be a particular equation exemplar or labels on a diagram.

Whole class feedback may be given in the correct circumstances such as a good performance by the group or an area they have engaged or understood particularly well. It is also effectively used to counter misconceptions. Whole group verbal feedback will commonly be used following assessment to avoid repetition of improvement e.g. add units to your answers.

Department Draft 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), 'all student response' systems, tasks which promote discussion, tasks which celebrate thinking, tasks which encourage students to communicate their thinking etc.

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		Every 6 lessons	Resources	Front of books	Front of books

Members of staff involved in working for the examination boards

Subject Teacher	Year involved and exam / Role	Exam board
e.g. Teacher X	2010 + 17 - GCSE Eng Lang Paper 1 2017 - AS Eng Lang Paper 2 2018 – Aiming for GCSE Eng Lit	OCR AQA AQA

Examples of best practice