



Marking and Feedback Policy

Department: **Social Science - Sociology KS5**

Date: **12th September 2017**

1. Formative written feedback, during the unit of work.

1a. Timing: Formative written feedback to students timed to maximise learning and progress

Subject Policy on Timing of Feedback:

Each teacher will aim to complete at least one piece of formal assessed work per half term, with detailed feedback given relating to the level achieved according to exam board criteria, compared to ALPS target and next steps about how to improve both this piece of work and the next piece of assessed work (equating to a minimum of 2 per half term)

This will be supplemented by key comments written on other preparatory work marked by the teachers.

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

Subject Policy on Sharing Success Criteria:

Students will be given a copy of generic exam board essay mark scheme for each assessment, which correlates to specific question types. They will engage with this document by analysing their work and responding with targets for self improvement.

Lesson objectives will regularly refer to, demonstrate and model the criteria required to achieve higher levels, and the type of work that results in lower levels being awarded, and strategies that students can use to move from lower to higher levels.

Model answers will be circulated to students to illustrate how to improve assessed work to the next level.

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

Subject strategies and resources:

All students will be given tracking sheets before/after their first formal assessment in each subject. They will record their ALPS target, and current/predicted grade as they are given (Autumn Term Profile), and update these in the Spring Term (full Year 12 report).

Progress logs will be issued to all students in each subject with the tracking sheets in order for students to keep track of how they are performing in reference to their target and relating improving, deteriorating or consistent performance to the strengths and weaknesses of each assessment. These will be kept in the admin section of their day folder, which they are expected to bring to every lesson.

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

Subject Policy on Engagement with Feedback:

Feedback always includes a target which enables students to improve performance in their assessed work, or advice on how to maintain consistently high performance.

All staff complete a formal feedback sheet for each piece of key assessed work, which outlines what students have done well and how they need to improve. These will be designed to the specific nature of the question (ie 10 mark response, 20 mark response, 30 mark response)

At least once per term, each subject should direct lesson time towards making improvements to an assessment in class, e.g. using exam board criteria/mark scheme. For all formal assessments, students who fall below their target grade should be encouraged to make improvements using success criteria to at least the target grade.

Improvements made by students are assessed by the teacher and improved mark noted/recorded.

1e. Marking and Feedback on Literacy

Subject 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.

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

Subject Policy on Nature of Feedback on Summative Assessment:

Summative assessment will always occur at the end of each topic/unit in the form of a test/mock exam, which 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).

Marks/grade earned for each formal assessment will be recorded in teachers mark book and on Go4schools.

3. Monitoring of Marking and Written Feedback

Subject Policy on Monitoring of Marking and Feedback

TiC to complete work scrutiny, regularly. Good practice collated and shared with all KS5 teachers.

Tic's to organise when and which assessments will be formal assessments.

Tic's and HOD to check progress/monitor management of Go4Schools mark book.

2. Subject Policy on Verbal Feedback

Students who are identified as being below target will have a 1:1 mentoring session where verbal feedback can be given on their current performance and the student can discuss any issues in their learning

Verbal feedback will be given at a whole group level after key assessments, highlighting common areas of strength and areas to improve. This will compliment the written feedback.

Verbal feedback is always a major focus of learning walks and observations

3. Collecting Feedback for ourselves

- Student evaluation sheets
- Evidence from folders
- Q&A
- Learning walks and lesson observations – as part of the accountability cycle.

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 long run (responding to the end of year reviews we conduct with teaching groups)

Requesting exemplar papers from exam board to analyse student performance, to enhance our moderation.

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
KS5	Admin section in day folder	Fortnightly	Admin section of day file	Admin section of day file	Admin section of day file

Members of staff involved in working for the examination boards

Subject Teacher	Year involved and exam / Role	Exam board
Zoe Rayner	Since 2014 and ongoing – examiner for paper 1	AQA

Examples of best practice