



HOE VALLEY SCHOOL FEEDBACK POLICY

Person Responsible:	Deputy Head Teacher
Date Adopted:	September 2016
Date of last review:	Summer 2025
Date of next review:	Summer 2026

Hoe Valley School, as supported by research ([EEF 2021](#), +6 months of progress), believes that:

- Feedback is most effective when it provides clear, specific guidance for students about how to improve, instead of simply pointing out errors.
- Feedback must engage students and leave them with something to do; the students must be engaged in some form of '*detective work*' that makes them think about their work and feedback.
- Feedback should recognise and value student effort, improvement and progress, in addition to providing next steps for improvement.
- Student engagement in DIRT ("directed improvement and reflection time") work is improved when grades/marks have been withheld until after students have responded to teacher feedback.
- Feedback can take many forms and every student should receive some in every lesson; teachers should use a combination of AFL techniques and DIRT of summative assessments, or significant pieces of work, to diagnose the state of learning, which leads to the evolution of the lesson sequence.

Our whole school expectations to feedback:

Feedback is given in every lesson

Teachers at Hoe Valley School are expected to operate in a constant state of assessment in lessons. This involves continually testing the level of knowledge, understanding and skills of all of their students using a variety of techniques such as mini white boards, quizzes and other tools. Such techniques make the learning of all visible and enable the teacher to determine what, if any misconceptions, needs addressing as well as identifying next steps for the students' learning journey.

Feedback is given in a timely fashion

We assess students' work frequently and provide **timely feedback** on this work. This is monitored by the Head of Faculty in line with their individual Faculty Feedback Policy (see below).

Feedback is formative

Hoe Valley School values students' effort and teachers are expected to acknowledge their achievements. We provide **specific, clear and constructive advice** for students on how to improve their work. This may take the form of 'EBI's ("Even Better If"s) or targeted questions to move students on. Each individual faculty will have a subject specific feedback policy and further details about what formative feedback looks like across the school can be found within these.

Students' skills in peer and self-assessment are developed

Hoe Valley School teachers are expected to **teach students how to provide meaningful feedback** to themselves and others. This will help them make progress in their own work and ensures they are actively engaging in feedback and assessment, as opposed to remaining passive learners.

Students' metacognitive behaviours are developed

Students will be encouraged to reflect on their learning behaviours and preparation for assessments as part of the summative assessment cycle. Teachers will aid students' understanding of revision techniques and enable them to set self-reflective targets for revision and assessment preparation.

Students are given DIRT time in lessons

We provide *opportunities within lesson time for students to reflect on, understand and respond to their feedback*. During this time, students should respond to feedback provided by their teacher in purple pen. The feedback provided encourages students and makes them think hard. The teacher should acknowledge that they have seen the students' purple pen work to "close the circle" of marking and feedback. Teachers checking student responses to feedback is considered "deep marking and feedback". DIRT time needs to be planned for, could take a whole lesson or more and should take priority over moving on in the curriculum.

Summative assessment

We formally assess students at least three times a year. This work should be graded at KS4 and KS5 and will inform whole school data drops. These grades should be recorded by teachers and moderated by Subject/leads. Summative assessment feedback should also support students to make progress and develop their skills. Summative assessments should focus upon the testing of threshold concepts and knowledge outlined at the appropriate stage of the subject's [Curriculum Journey](#).

In KS3, students are given a percentage for their assessment to compare against a class average. We want our students to focus on the process of development and improvement through effective feedback not on attaining specific grades. Percentage data will also be gathered 3 times a year in data drops.

Heads of Faculty must:

- Develop a faculty feedback policy which provides specific expectations about what feedback should look like in their subject areas. (See appendices). These policies should be faculty specific and provide details about a feedback policy appropriate to the specific requirements of the relevant faculty.
- Ensure faculty policies support the whole school approach to feedback, and provide clear guidance for teachers within the faculty about expectations within the team.
- Monitor the quality of feedback given to students within their faculties, and the quality of DIRT reflections in order to ensure whole school and faculty approaches are being followed, thereby empowering students to make progress.
- Address and challenge areas of underperformance within their faculties, with support from their line managers as necessary.
- Collate and monitor accurate records of summative assessment completed by students, in order to enable them to monitor student progress and intervene as necessary.
- Ensure that the quantity of deep marking and feedback is commensurate with the subject's curriculum loading e.g. 2 pieces of deep marking and feedback per half term for core subjects.

Pen colours

- Black pen - student ordinary work
- Green pen - student extra time
- Purple pen - student feedback responses
- Red pen - Staff
- Blue pen - scribes in exams/assessments

Feedback is given in a timely fashion:

- Written feedback is provided either in Green Planning Journals or digital tracker sheets (Photography) and must include written 'deep' feedback which is both formative and summative assessment - minimum once per half term for KS4/5 and twice per KS3 rotation
- Peer/self assessment will take place in personal planning journals using purple pen and least once every two weeks for KS4/5 and at least 4 times per rotation at KS3

Feedback is formative:

- Teachers write clear feedback for KS3, providing a WWW/EBI comment and a summative assessment is recorded using the Developing, Secure and Excelling rankings.
- For KS4/5, Teachers provide written feedback in Personal Journals linked to the development of skills and progression of work. In line with Ofqual guidance any NEA feedback must be general and a grade must not be provided. However progress linked to grade descriptors will be shared at least once each half term and the teacher will ask targeted comments for students to reflect on. This also helps to develop their autonomy.
- Verbal feedback is given as a minimum to each student every week. This will follow the same WWW/EBI, targeted questions and comments that get them to reflect on how they can improve their work or techniques.
- DIRT in lessons are given at least twice in each rotation. Students record their reflections on their digital tracker sheets. Students are also encouraged to write annotations after each piece of work, following the WWW/EBI format.

Students metacognitive behaviours are developed:

- Students in KS4/5 will use Planning Journals to support self target setting, reflection and time management.
- Students in KS3 should write WWW/EBI annotations and set themselves targets based on the success criteria provided.

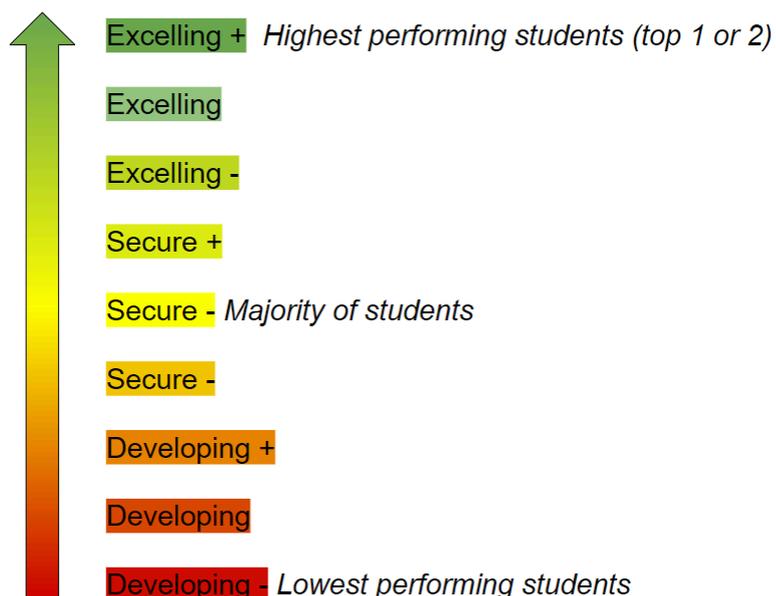
Students are given DIRT time in lessons:

- In KS3, students are given a purple pen to annotate their work after each piece. Specific guidance is given to them on how to write detailed reflective comments. These work in conjunction to the success criteria provided in the lesson. Students will also be asked to set targets by writing an 'I Need To...' comment.

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Summative assessment:

- KS3 Students are given a more formal Summative assessment at the end of each rotation. This is recorded in a trackers sheet in the students book.
 - Data is recorded in the Technology rotation tracker sheet in edulink and can be used for subsequent data drops.
- The following rating system is used:



In KS4 (Y9-13), summative assessment is once per half term or mock exam periods in line with the school assessment calendar. For this we provide a markband rather than a grade (in line with Ofqual requirements)

Written Feedback in Planning journals or digital tracker sheets (Photography). The feedback provided encourages students and makes them think hard.

We formally assess students at least three times a year. This work should be graded at KS4 and KS5 and will inform whole school data drops. These grades should be recorded by teachers on their own record sheets as well as in Sims/Edulink.

Teachers will offer verbal feedback at least once each week to every student.

Teachers should acknowledge that they have seen the students reflection in their journals and may add green pen or verbal feedback in order to “close the circle” of marking and feedback.

Year 11 and 13 Students are required to submit NEA at the start of the spring term

Feedback is given in a timely fashion:

- Written feedback in red pen takes place twice per half term in Business Studies, one of which will be a mid unit assessment or end of unit assessment)
- Students should complete peer or self assessment one per week in their books.
- All students will be given verbal feedback at least once a week in their Business lessons.
- For travel & Tourism students will complete a practice Pearson Set Assignment Question once per half term where teacher feedback will be given.
- Students should complete group, peer or self assessment at least once per week in their Travel and Tourism lessons.

Feedback is formative:

- Written feedback in Business and Travel & Tourism lessons should provide clear steps for moving forward using WWW and EBI.
- WWW and EBI comments should be closely linked to the assessment sheets in student feedback folders for the current unit of work.
- In Business only mid unit and end of unit assessments are graded.
- In Travel & Tourism the PSA Question will be graded and feedback given.

Students metacognitive behaviours are developed:

- Post assessment all students should fill in their feedback tracker which is located in their feedback folders which is kept separately to their books/ class notes.
- Students in KS4 and KS5 should also complete a reflection sheet after each assessment to reflect on their independent study and assessment experience. This will be available on Google Classroom and will be completed by all students in Business Studies/ Travel & Tourism.
- When finished the assessments will require students to assess incorrect answers using a purple pen and then completing the reflection activity on Google Classroom
- At the end of each unit in Business students should complete the self-testing "Check Up" Seneca activity relating to the unit they are working on.
- Post assessment all students will have a minimum of 1 lesson, often more, to complete purple pen improvements using the official mark schemes, and complete follow up questions on their areas of weakness as directed by their teacher.

Students are given DIRT time in lessons:

- Students are expected to use a purple pen to demonstrate improvements and responses to feedback.
- Purple pen must be used for corrections, peer assessment, and self-assessment.
- Following each assessment, a full lesson will be allocated to directed improvement tasks based on students' EBIs.

Summative assessment:

- Summative assessment takes place midway through each unit in Business and at the end of each unit of work in years 9.10 and 11.
- This is a minimum of once per half term and may include past exam questions from previous papers.

- For Y11-13, this is once per half term or mock exam periods in line with the school assessment calendar
- In Business all class assessments should take no more than 45 minutes to complete.
- In Travel & Tourism this will include attempting one PSA question from either Component 1, 2 or 3 in Years 9 & 10.
- Travel coursework will be submitted in the following ways: Component 1 Year 10 at the end of March and Component 2 in Year 11 at the beginning of November.
- Preparation for Pearson Set Assignments (PSAs) will take place in class under teacher supervision. The formal assessment will then be completed under exam conditions in the examination hall across two days. All work will be internally assessed and subsequently submitted to Pearson for external moderation.
- Students will be given exam access arrangements for in class assessments, particularly the use of laptops and extra time. Students with extra time will be given a minimum of an additional 10 minutes to be completed in green pen. Yellow slips will then be completed and provided to the SEN department for access arrangement evidence.
- Summative assessment pieces for all students will be stored in their assessment folders and kept in school.

Feedback is given in a timely fashion:

- The approach to feedback in Computer Science will be a focus on utilising online assessment tools like Quizalize, Formative strategies and Google Forms. These tools offer immediate automated feedback for multiple-choice and other objective-type questions. Additionally, teachers can provide written feedback on specific student responses as well as using these tools to identify areas requiring further explanation during class.
- Exposing our students to various online platforms offers a multitude of advantages beyond just assessment, fostering the development of crucial digital literacy skills such as exposure to diverse interfaces, enhancing communication and collaboration, information literacy and critical thinking, building online responsibility and self-management and promoting Digital Fluency.
- Through Google Classroom, Google Forms and Gmail, teachers are encouraged to use a variety of feedback techniques, such as written and verbal feedback. At KS3, students should expect to receive feedback from the teacher through 1 to 1 learning discussions, as well as written feedback via the classroom. The feedback taken will be dependent on the type of assessment undertaken.
- At KS4, all project assignments and NEA will be marked by the teacher. Additionally all mock exams for KS4 and KS5 students will be given individual verbal feedback and students will be provided with written feedback as well to help support their theoretical practise and approach to formal exams.

Feedback is formative:

- At the start of the year all KS3 students are supplied with a copy of the Curriculum Journey. Before each Topic is started, the students will receive a Google Form sheet for that Unit. Each statement in the Unit is linked to the Learning Journey. The topics will be interleaved. Each term students will be given feedback so that they can check progress by assessing the success criteria which can then inform the WWWs and EBIs.yh
- At KS4, an overall view of Paper 1, Paper 2 topics will be emailed to the students during the year. Students will be provided with self evaluation forms themselves for each one of these topics.
- At KS5, each topic covered will be assessed via the use of Google Form, every half term a summative assessment will be carried out on all topics covered thus far.

Students are given DIRT time in lessons

- The teachers need to provide opportunities within lesson time for students to reflect on, understand and respond to their feedback (Directed Improvement and Response Time).

Summative assessment:

- In Computer Science, summative assessments are carried out at the end of each term. Feedback should be received by the students as outlined above and in a timely fashion, with DIRT allocated. Students will be given some form of grade for each summative assessment they complete and teachers are required to record their grades both independently and on a central Faculty document.

How is feedback monitored?

- Feedback will be monitored through the use of learning walks, class observations and 'book looks'. It is important for progress that students are aware of what their targets and improvements are and what steps they can take to achieve them.

Strategies to Employ:

- **Delayed grading:** Hold off giving the student their grade until they have completed purple pen improvements. When checking the quality of their improvements, give them their 'second' grade.
- **Live marking/modelling:** Teachers should mark as much as they can while in class. This helps students to make improvements as they go along and reduces the amount of time outside of class for marking.
- **Questioning:** A 'no hands up' approach is a good way to ensure that all students expect to be called on and so are ready with a response. The teacher should target individuals with differentiated questions where appropriate. Students should be given 'wait time' after a question is posed.
- **Scaffolding:** Students who need extra support should be afforded it, in the format of writing frames, sentence starters and even 1 to 1 prompts from teachers. As per Ofsted guidelines though, we aim to remove these scaffolds over time so all students can cope with the rigour and demand of live exams.
- **Showcase work:** Teachers should showcase the improvements that students make through class activities, departmental work and displays, and students should also have indicators of what different work looks like at different levels.
- **Success Criteria:** Wherever possible, but in particular in IT. Students will be provided with a success criteria to ensure they hand in work that is their best effort. Encourage students to identify the best section of their work and what they think is the weakest.

Feedback is given in a timely fashion:

- Written feedback will happen once during Year 7 and 8. Written feedback will happen twice in Year 9 and 10. Written feedback will be happen three times during Year 11, 12 and 13
- Students should complete group, peer or self assessment at least once per week.
- All students will be giving or receiving verbal feedback in each drama lesson.

Feedback is formative:

- Written feedback should provide clear steps for moving forward using WWW and EBI.
- WWW and EBI comments should be closely linked to the assessment sheet for the current unit of work.
- Only the end of unit assessments are graded.

Students metacognitive behaviours are developed:

- Post assessment KS3 students should fill in their "Unit of Reflection" form
- In year 10 students will be completing their coursework whereby they detail the progress in this component.
- Year 12 and 13 will be completing their reflective report detailing their rehearsal process.

Students are given DIRT time in lessons:

- In every lesson, students will have a PIT stop (Performance improvement time) where students would have either had a teacher demo or shown an example before responding to verbal feedback.
- For end of term assessments, students will be given a lesson to rehearse and perform it in the following lesson.

Summative assessment:

- Summative assessment takes place at the end of each unit of work.
- For Y7-10, this is once per half term.
- For Y11-13, this is once per half term or mock exam periods in line with the school assessment calendar.
- Y10 Drama coursework should be submitted for marking by the end of the Autumn in Year 11.
- All in class assessments will vary depending on the success criteria.
- Students will be given exam access arrangements for in class assessments, particularly the use of laptops and extra time. Students with extra time will be given a minimum of an additional 10 minutes to be completed in green pen. Yellow slips will then be completed and provided to the SEN department for access arrangement evidence.

Feedback is given in a timely fashion:

- Written feedback in red pen is provided to all students a minimum of twice per half term, one of these will be the end of unit assessment.
- Students should complete peer or self assessment at least once per week.

Feedback is formative:

- Written feedback should provide clear steps for moving forward using WWW and EBI.
- WWW and EBI comments should be closely linked to the assessment sheet for the current unit of work.
- Only end of unit assessments are graded.

Students metacognitive behaviours are developed:

- Post assessment all students should fill in their feedback tracker which is located in their books.
- Students in KS4 and KS5 should also complete a reflection sheet after each assessment to reflect on their independent study and assessment experience.

Students are given DIRT time in lessons:

- In every lesson, students should be using purple pen to make corrections to their work following feedback.
- All students responses to written feedback, as well as peer and self assessment, should be completed in purple pen.
- After an assessment students should be given a whole lesson in which they are given directed tasks to complete linked to their EBIs.

Summative assessment:

- Summative assessment takes place at the end of each unit of work.
- For Y7-10, this is once per half term.
- For Y11-13, this is once per half term or mock exam periods in line with the school assessment calendar.
- Y11 media coursework and Y13 English/media coursework should be submitted for marking by the end of the Autumn term.
- All in class assessments should take 45 minutes to complete.
- Students will be given exam access arrangements for in class assessments, particularly the use of laptops and extra time. Students with extra time will be given a minimum of an additional 10 minutes to be completed in green pen. Yellow slips will then be completed and provided to the SEN department for access arrangement evidence.
- Summative assessment pieces for all students will be stored in their assessment folders and kept in school.

Feedback is given in a timely fashion:

- Written feedback will be provided in both formative and summative format twice per half term, one of which will be provided by end of unit assessments.
- Peer assessment and self assessment will occur at least once per week in a purple pen. Providing WWW and EBI where appropriate.
- Year 12 and 13 will receive more regular personalised feedback based on interim and end of unit assessments along with essays.

Feedback is formative:

- Formative feedback is given using WWW and EBIs with structured and personalised targets to enable students to improve their knowledge and application of skills.

Students metacognitive behaviours are developed:

- Students will complete feedback tasks in a lesson post assessment to enable them to identify inconsistencies in application of skills and knowledge.
- Students use DIRT time to readdress learning gaps.
- Self/Peer assessment completed regularly throughout the year.

Students are given DIRT time in lessons:

- Students are expected to use a purple pen to demonstrate improvements and responses to feedback.
- Purple pen must be used for corrections, peer assessment, and self-assessment.
- Following each assessment, a full lesson will be allocated to directed improvement tasks based on students' EBIs.

Summative assessment:

- In KS3 all students are set assessments every half term which is followed by summative information.
- In KS4 all students are set assessments at the end of each topic. They are also assessed in mock exams.
- End of topic assessments are used for data collection, end of year assessments are holistic in content for the whole year of study. Question types vary in skills from recall to application.
- Data for KS4 is generated through mock exams or timely assessments which are also holistic in content from the GCSE course. Past paper exam questions are used.
- All access arrangements are catered for to the best of our ability in a classroom setting. Any work completed in extra time is written in green pen.

Feedback is given in a timely fashion:

Summative assessment:

Year	Type	Approx. Frequency and Turnaround
7 & 8 (KS3)	Prior Knowledge online set as homework/ Independent Study	Once or twice a half term (9 per year). Feedback to be given at the start of each unit.
7 & 8 (KS3)	Assessments	Once a half term, sometimes less. Year 7 initial exams are open book. Feedback lessons are usually 1 week after the assessments, except End Of Year Exams.
9 & 10 (KS4)	Prior Knowledge blue sheet set as homework/ Independent Study	Once a half term (5 – 7 per year) Feedback to be given at the start of each unit.
9 & 10 (KS4)	Assessments	Once a term. Feedback lessons are usually 1 week after the assessments, except End Of Year Exams.
11 GCSE Year	Prior Knowledge blue sheet set as homework/ Independent Study	Once a half term (5 over the year) Feedback to be given at the start of each unit.
11 GCSE Year	Mocks	When stated on the school calendar. Feedback given approx 2 weeks after the Mocks finish but before the end of term.
11 GCSE Year	Practice Papers	Throughout the year but mainly April & May. Feedback is usually within the lesson, or the following lesson. Mainly self-marking.
KS5	This will vary due to class make-up, previous levels, year group, time of year and A Level vs FM. This is not as prescriptive as will be more based upon the class needs. KS5 coordinator will share the schedule and further details with staff and students at the start of each year.	

Feedback is formative:

Students are given DIRT time in lessons:

Year	Type	Marking Type and Structure of Teacher Feedback. Expectations of DIRT lessons
7 & 8 (KS3)	Prior Knowledge online set as homework/ Independent Study	Online - Self-marking. Dr Frost Question Level Analysis on printed blue paper. Clear statements of key errors and which Key Skills to improve within the DIRT lesson. Students complete all work in Purple Pen.
7 & 8 (KS3)	Assessments	Teacher Red Pen marking. Feedback and Reflection Sheet printed on pink paper. Hints and tips given on how to improve key skills, as well as specific follow up questions to complete during DIRT lesson. Students complete all work in Purple Pen.
9 & 10 (KS4)	Prior Knowledge blue sheet set as homework/ Independent Study	Teacher Red Pen marking. Dr Frost Question Level Analysis on printed blue paper. Clear statements of key errors and which Key Skills to improve within the DIRT lesson. Students complete all work in Purple Pen.
9 & 10 (KS4)	Assessments	Teacher Red Pen marking. Feedback and Reflection Sheet printed on pink paper. Hints and tips given on how to improve key skills, as well as specific follow up questions to complete during DIRT lesson. Students complete all work in Purple Pen. EOY assessments include QLA for future revision.
11 GCSE Year	Prior Knowledge blue sheet set as homework/ Independent Study	Teacher Red Pen marking. Feedback and Reflection Sheet printed on pink paper. Hints and tips given on how to improve key skills, as well as specific follow up questions to complete during DIRT lesson. Students complete all work in Purple Pen.
11 GCSE Year	Mocks	Teacher Red Pen marking. Reflection sheet completed. Students complete all work in Purple Pen. QLA completed creating individualised revision lists.
11 GCSE Year	Practice Papers	Mainly self or peer purple pen marking. Teachers uses to inform revision lessons.
KS5	This will vary due to class make-up, previous levels, year group, time of year and A Level vs FM. This is not as prescriptive as will be more based upon the class needs. KS5 coordinator will share the schedule and further details with staff and students at the start of each year.	

Students metacognitive behaviours are developed:

- The start of each lesson is a retrieval practice starter, allowing continual revision and reflection on past topics.
- Every lesson students self mark their work and make improvements in purple pen.
- At the start of each unit students state how they are going to improve and how they are going to motivate themselves going forward (greensheet) This is reflected on throughout the unit.
- At the end of each unit students complete the self-testing "Check Up" lesson, using their books and class slides for reference, but in test conditions.
- When finished they purple pen their work, completing the greensheet table to create their "Strengthen" and "Extend" revision lists for the following lesson or two. The work in these lessons is all completed in purple pen as it is a response to their self-testing and marking.
- Post assessment and mocks all students should fill in their feedback reflection form which includes a question topic list on how to improve.
- Post assessment all students will have a minimum of 1 lesson, often more, to complete purple pen improvements using the official mark schemes, and complete follow up questions on their areas of weakness as directed by their teacher.

Feedback is given in a timely fashion:

- All students in Languages receive regular feedback on written and spoken work during lessons, through the use of mini whiteboards or in smaller group/carousel work with the teacher and/or FLA.
- At KS3, students receive written feedback in their booklets (German, Spanish, Yr7 French) or exercise books (Yr8 French) from the teacher at least once per half-term. This may include the end-of-unit assessment.
- Students complete peer or self-assessment at least once per half-term, which may respond to written feedback.
- At KS4 and KS5, written exercises completed in the yellow writing portfolio are marked by the teacher at least once per half-term.
- KS4 and KS5 students redraft and improve all extended pieces of writing after they are marked in line with specific question level mark-schemes.
- This includes feedback for preparation for Speaking Exam questions which will be prepared in specific booklets.

Feedback is formative:

- Written feedback includes clear steps for improvement and refers to one of the following as appropriate: PEEP, 54321, PALMWOJ, or a specific question-level mark scheme.
- Touch marking is used to highlight grammatical errors.
- WWW (What Went Well) and EBI (Even Better If) comments follow extended pieces of writing and refer to specific question-level mark schemes.
- Only end-of-unit written and/or spoken assessments are graded.

Students metacognitive behaviours are developed:

- After each assessment, all students complete their feedback tracker, located in their booklets (KS3) or writing portfolios (KS4).
- KS4 and KS5 students also complete a reflection activity after each assessment, evaluating their independent study and assessment experience.
- Pink Pen/Purple pen against specific criteria, ie a grammar checklist or 54321

Students are given DIRT time in lessons:

- Where appropriate, students use purple pen to correct and/or pink pen to improve their work following feedback.
- All responses to written feedback, as well as peer and self-assessment, are completed in purple pen.
- After an assessment, students should be given a whole lesson to complete directed tasks linked to their EBIs. This may include 1:1 work with the FLA for spoken work.

Summative assessment:

Summative assessment takes place at the end of each unit.

- For Years 7–8, this is broadly once per term.

- For Years 9–13, this is once per half-term or during mock exam periods in line with the school assessment calendar.

Speaking exams:

- Year 9: Informal in-class assessment with FLA, including a Read Aloud task, follow-up questions, and Picture Task only.
- Year 10: Formal Mock Speaking Exam including preparation time, Read Aloud Task + follow-up questions, Role Play, and Picture Card (excluding General Conversation).
- Year 11: Full Mock Speaking Exams including General Conversation. Students should select their preferred thematic context for the Picture Card at least two working weeks in advance, in line with exam board guidance.
- Year 12: 2 x A2 stimulus cards (Summer Term).
- Year 13: 1 x full mock with 'practice' IRP before the real Exam in May.

All in-class assessments should take 40 minutes to complete. Students in KS3 will be assessed via a self-marking Google Form to assess Listening and Reading comprehension.

Assessment at all key stages should be cumulative and test prior knowledge.

Exam access arrangements must be applied during in-class assessments. This includes the use of laptops and additional time. Students entitled to extra time will be given a minimum of 25% additional time, with this work completed in green pen. Yellow slips must then be completed and submitted to the SEN department as evidence.

All summative assessments are stored in student booklet folders (KS3) and yellow writing portfolios (KS4/KS5).

Feedback is given in a timely fashion:

Practical Environment

- Students given specific verbal feedback every lesson on their performance

Examination Theory Environment

- Students will receive live marking feedback a minimum of once per half term
- Students will be giving verbal feedback on their current work during lessons
- Students will have formal assessments marks and returned
- Peer/Self assessment occurs a minimum of once per half term

Feedback is formative:

Practical Environment

- Students will receive specific feedback on their performance in relation to the Physical, Mental and Social criteria in CORE PE
- At KS4 and above this will be in line with the NEA assessment rubric

Examination Theory Environment

- Use of the terms AO1, AO2 and AO3 in assessment marking, relating it to the final assessment marking criteria
- Live marking to highlight

Students metacognitive behaviours are developed:

- Students will complete a diagnostics sheet in their feedback lesson to spot common themes within their mark
- Students use DIRT time to readdress learning gaps
- Self/Peer assessment completed regularly throughout the year to increase capability

Students are given DIRT time in lessons:

- Pupils to correct their 'Do Now' tasks at the start of the lesson in Purple pen
- Pupils to respond in purple to any feedback given
- Pupils to use purple pen when reviewing assessments in a full lesson focused upon feedback for that particular assessment

Summative assessment:

CORE KS3 Lessons

- Pupils assessed at the end of a unit according to their Physical, Mental and Social performance
- They must meet all the criteria to achieve that level of performance
- Their year grade is produced from the best three activities they take part in throughout the year

GCSE Practical

- Pupils assessed in moderation windows throughout the year, this currently stand at 3 opportunities Winter, Spring and Summer.

GCSE Theory

- Yr9/10 have a content based assessment every half term, this consists of 20 mark exams for both papers. These are completed in one lesson and last 40 minutes, allowing time for those who are entitled to additional time
- Yr9/10 have a full paper assessment at the end of every term. Two lessons are set aside to complete assessment, with each lesson being assigned a paper. The assessments again last 40 minutes each to allow for extra time.
- Yr11 they will be assessed in 3 separate mock examination periods throughout the year in line with the whole school approach.
- 6th Form students will be assessed at the end of units in their respective topics. This will vary between sections of the course. They will also sit mock examinations in line with the whole school process
- Summative assessments will be reviewed by students and then stored in their folders for the academic year.

Feedback is given in a timely fashion:

- Written feedback in red pen is provided to all students a minimum of twice per half term, one of these will be the end of unit assessment.
- Students should complete peer or self-assessment at least once per week.

Feedback is formative:

- Written feedback should provide clear steps for moving forward using WWW and EBI.
- WWW and EBI comments should be closely linked to the assessment sheet for the current unit of work.
- Only the end of unit assessments are graded.

Students' metacognitive behaviours are developed:

- After each assessment, all students complete their feedback tracker, located in their folders.
- KS5 students also complete a reflection activity after each assessment, evaluating their independent study, re-doing the assessment and targeting areas for improvement.
- Purple pen against mark scheme and annotations made

Students are given DIRT time in lessons:

- In every lesson, students should be using purple pen to make corrections to their work following feedback.
- All students' responses to written feedback, as well as peer and self-assessment, should be completed in purple pen.
- After an assessment students should be given a whole lesson in which they are given directed tasks to complete linked to their EBIs, Hashtags & Mark Schemes
- A limit of 3 or 4 corrections is to be made for each extended piece of writing to ensure working memory is not overloaded.

Summative assessment:

- Summative assessment takes place at the end of each unit of work.
- For Y12-13, this is twice per half term or mock exam periods in line with the school assessment calendar.
- All in class assessments should take 30 minutes to complete.
- Students will be given exam access arrangements for in class assessments, particularly the use of laptops and extra time. Students with extra time will be given a minimum of an additional 10 minutes to be completed in green pen.
- Summative assessment pieces for all students will be stored in their assessment folders.

Feedback is given in a timely fashion:

- Students will receive a combination of formative and summative written feedback every unit of work.
- Summative written feedback will take place twice per unit. This will be in the form of a mid-unit assessment and an end of unit assessment. These pieces of work will be marked promptly by teachers in red pen and written feedback provided to students.
- Peer or self assessment will take place every lesson in the form of purple pen work on a range of different tasks.

Feedback is formative:

- AfL will be used every lesson to allow teachers to diagnose understanding and identify gaps in learning. This will allow teachers to plan the next steps in the learning for the students in front of them. This will be in the form of Do No activities and independent study.
- Students will determine at least two WWW and EBI after each assessment. Students will respond to specific EBIs using purple pen on the learning reflections proforma.
- Use of question level analysis on all summative assessments will allow for students to keep track of their strengths and weaknesses for each topic.

Students metacognitive behaviours are developed:

- The use of a pink sheet learning reflections proforma will provide students with a way to understand which learning behaviours and aspects of a unit of work need to be worked on.
- Question level analysis trackers will be used to highlight areas of strength and weakness for students to reflect on.

Students are given DIRT time in lessons:

- After each mid unit assessment, 30 minutes of DIRT time will be planned into lessons to give students sufficient time to make progress on their areas of weakness.
- After the end of unit assessment, a full lesson will be dedicated to DIRT time. This will include the completion of the learning reflections proforma on pink paper.
- All DIRT tasks should be completed using a purple pen.

Summative assessment:

- This happens twice per unit - mid unit and end of unit assessments.
- Mid unit and end of unit assessments will allow for a number of data to be available for data drops.
- End of unit assessment at KS3/KS4/KS5 will be 40 minutes long to allow for extra time students.
- Mid unit assessments at KS3/KS4/KS5 will be 30 minutes long.
Any students with extra time will complete their extra time work in green pen. Any students not requiring extra time will complete independent work in silence for the remainder of the lesson.

Feedback is given in a timely fashion:**Written Feedback Frequency:**

- Students receive written 'deep' feedback a minimum of once per half term.
- Feedback includes both formative comments during development and summative evaluations following key assessments.

Peer and Self-Assessment Frequency:

- Conducted at least once per fortnight.
- Utilises structured reflection sheets, verbal critique sessions, or group discussion protocols.

Feedback is formative:**KS3 Feedback Practice**

- Teachers provide written feedback using the WWW/EBI format, focusing on key aspects such as design thinking, material application, food technique, or textile accuracy.
- Summative assessment is recorded using the descriptors: Developing, Secure, and Excelling, applied to both practical outcomes and theoretical understanding.
- Feedback covers both iterative design work and final outcomes, with emphasis on how students can improve their technique and decision-making.

KS4/KS5 Feedback Practice

- Teachers provide written feedback in Sketchbooks and/or NEA Online Portfolios, tailored to each subject:
- Design and Technology: Linked to project progression, material choices, and construction methods.
- Food and Nutrition: Focused on preparation skills, hygiene practice, and nutritional analysis.
- Textile Design: Covering experimentation, stitch quality, and design development.
- In line with Ofqual guidance, all feedback for Non-Examined Assessment (NEA) remains general. Specific grades are not provided, but progress indicators based on grade descriptors are reviewed at least once per half term.
- Teachers pose targeted questions to prompt student reflection and encourage autonomy in their creative and technical decisions.
- **Verbal Feedback**
- Delivered weekly as a minimum to each student across all subjects.
- Verbal feedback mirrors the WWW/EBI format and includes probing questions to prompt self-evaluation,

Students metacognitive behaviours are developed:**Reflection Practices:**

- Students maintain personal progress trackers across practical and theory tasks.
- After each summative assessment, students complete a structured reflection sheet focusing on:
 - Preparation and time management
 - Strengths and areas for improvement
 - Plans for future progress

Tools for Reflection:

- Feedback folders and sketchbooks encourage routine reflection.

- Design portfolios and progress journals promote ongoing evaluation, especially at KS4 and KS5.

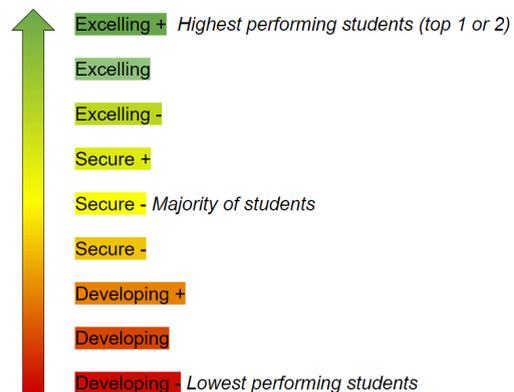
Students are given DIRT time in lessons:

- DIRT sessions are scheduled after major assessments or project milestones.
- Students respond to feedback using purple pen for visibility.
- Tasks may include refining sketches, editing design ideas, enhancing food plans, or improving textile samples.
- Teachers model improvement strategies before students begin.
- Peer collaboration is encouraged, and feedback actions are reviewed in follow-up lessons..

Summative assessment:

- KS3 Students are given a more formal Summative assessment at the end of each rotation. This is recorded in a trackers sheet in the students book.
- Data is recorded in the Technology rotation tracker sheet in edulink and can be used for subsequent data drops.

The following rating system is used:



KS4 and KS5 Assessment Frequency

Summative assessment takes place once per half term or during scheduled mock exam periods, in line with the whole-school assessment calendar.

Assessment tasks vary by subject, including:

- Design iterations or evaluations
- Food preparation and analysis tasks
- Textile samples, design boards, or construction outcomes

Written Feedback is provided via:

Sketchbooks for D&T and Textile Design

Recipe folders or practical journals for Food and Nutrition

NEA online portfolios where applicable

Teachers acknowledge student reflections using purple pen or add constructive verbal comments to “close the circle” of feedback.

At KS4 and KS5, these assessments are graded to inform reporting and tracking.

Grades are recorded on teacher records and in Sims/Edulink platforms for whole-school data monitoring

Verbal Feedback

Delivered to each student weekly as a minimum, integrated into practical, planning, and reflection phases.

Verbal feedback uses the WWW/EBI framework with targeted questioning to guide refinement of technique and understanding.

NEA Submission

Students in Year 11 and Year 13 are required to submit their Non-Examined Assessment (NEA) at the start of the spring term, in line with subject deadlines and JCQ requirements.