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## HOE VALLEY SCHOOL FEEDBACK POLICY

Person Responsible:	Assistant Head Teacher
Date Adopted:	September 2016
Date of last review:	Summer 2021
Date of next review:	Summer 2022

Hoe Valley School, as supported by research, 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.
- Student engagement in DIRT work is improved when grades/marks have been withheld until after students have responded to teacher feedback.

### **Our whole school expectations to feedback:**

#### **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 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 as this will help them make progress in their own work.

### **Students are given DIRT time in lessons**

We provide *opportunities within lesson time for students to reflect on, understand and respond to their feedback* (Directed Improvement and Response Time). During this time, students should respond to feedback provided by their teacher in green pen. The feedback provided encourages students and makes them think hard.

### **Summative assessment**

We formally assess students at least three times a year. This work should be graded and will inform whole school data drops. These grades should be recorded by teachers. Summative assessment feedback should also support students to make progress and develop their skills.

### **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 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.
- Ensure teachers in their faculties keep accurate records of assessment in order to enable them to monitor student progress and intervene as necessary.

**Written feedback is given in a timely fashion:**

Students will receive a combination of formative and summative written feedback every half-term.

At key stage three, written feedback must be given at least twice per half-term. At key stage four, written feedback should be given at least three times per half-term. Written feedback should be communicated to students as promptly as possible after work is taken in for marking.

**Feedback is formative:**

Students will be given a WWW and EBI as part of their written feedback, when appropriate this will be supported by use of pink/green highlighting in order to exemplify this to students. As part of their EBI students will be given a question to think about in order to develop their work further. WWW and EBI comments should be explicitly linked to the success criteria for the unit outlined on the green sheets.

**Students' skills in peer and self-assessment are developed:**

Students should engage in peer or self-assessment at least twice per half-term. This should be supported by the use of an explicit success criteria linked to the assessment criteria on the green sheets. Peer or self-assessment should be completed in green pen so that it is clearly visible in students' exercise books. Class teachers should ensure that they are monitoring how well students are engaging in peer and self-assessment to ensure that it is meaningful.

**Students are given DIRT time in lessons:**

Students must be given a sufficient amount of time (at least half an hour) in which to respond to their written feedback. Responses to feedback should be completed by students in green pen. The class teacher is expected to provide resources and scaffolding which support students in understanding how to address their EBI. During independent response time students should be working independently and in silence.

**Summative assessment:**

In the English and Media faculty, summative assessment is carried out at the end of each unit of work (usually at the end of a half-term). Following a summative assessment students should receive written feedback as outlined above and be given a grade for their work. Students also complete two end of year exams to assess their progress over the year as a whole.

**How is feedback monitored?**

Feedback will be monitored through learning walks and book looks. Class teachers will receive this feedback through blue sky and general trends will be discussed at faculty meetings.

### **General**

Never be afraid to tell a student their work is not good enough for you to spend time marking if you feel they have not made an effort/presentation is unacceptable. Allow up to 24 hours for improvements in these circumstances.

Feedback should be motivational and developmental in nature. It should be clear to the student how to improve the piece of work and their overall learning rather than be about a grade. It should encourage student reflection and progress. Do not make corrections but give personalised support for them to correct their own work (guided steps, video links, open questions, etc). If necessary, reteach anything students haven't quite grasped.

Be specific in your comments on how to improve their work - e.g. ensure you line decimals up in the correct columns to aid with addition. Relate your comments to the most important learning points. Do not write comments such as "well done" or "good work"; It does nothing to improve the students' understanding.

The hard work should be for the students receiving feedback, not the teacher giving it.

Know your students and adjust your feedback accordingly. Know their starting point and their learning trajectory.

If marking is automatic (online work) then personalised feedback must still be given to aid progress eg. Diagnostic Questions, Dr Frost or the PiXL Maths App.

Improvement and Response Time must be provided in a timely manner after each marking to allow students to reply and improve. All DIRT work is to be completed in green pen, in their books.

### **KS4**

#### **Year 11**

To be completed fortnightly, via a mixture of WTM, Practice Papers and additional work. E.g. WTM on a Monday, students have until the following Monday to complete as prep. Monday - Friday time for teacher to mark, Friday Feedback lesson.

Additionally, Mock Exams will be marked, and used to guide teaching and student revision. Personalised Revision checklists are to be generated via PiXL.

#### **Year 9 and Year 10**

Be selective about what you are marking - can be classwork or prep but needs to have a purpose.

You can use the Unit tests as per KS3 if you wish as these will not be in the SOW. Foundation students may like to use the Check Up borrowed from KS3 if needed.

Feedback should be given at least once per unit, in addition to any assessments (unit or termly).

### **KS3**

“Check up” tasks to be completed per unit and used to guide revision/further work. This can be Peer or Self Marked, as long as you give some guiding feedback for each student.

Unit Tests are to be marked, and the Feedback sheet used to show areas of strength and weakness. Targeted comments/follow up questions (individual students and whole class) to be used for feedback. No Grades given for these unit tests, but they are to be used to guide future revision & teaching.

Per Term, a larger test combining the previous 2-5 Units. This is a Summative Assessment and grading may be given. Again the Feedback Sheets are to be used to show strengths and weaknesses, and response/reteaching/further practice time must be given.

## **Assessment and Feedback**

### **Overview**

As per whole school policy, students will receive feedback and should be seen to be moved on in their learning in every lesson. Students will receive regular informal feedback from the teacher, self reflection, prep quizzes and from their peers as part of regular classroom activities. Students will also receive a deep, formal feedback of 2 pieces of work, determined by and guided by their teacher, once per half term. The aim of the current Science assessment and feedback policy is reduce the time the Faculty spends outside of lessons marking, such that the Faculty have more time to plan bespoke, amazing lessons, and to empower students to be more reflective and independent in critiquing and improving their work.

### **Feedback in lessons as part of the HV6**

Students should self and peer-assess in **green pen** most lessons. Nearly all resources in our Programmes of Study have accompanying mark schemes; if you find one that doesn't, you should create one for the Faculty in the appropriate folder.

You should always have a red pen handy for feedback on the fly in class. Preferably, you should also like to have a green highlighter to highlight misconceptions and errors that you notice for students to think on and correct. A highlighter will encourage deeper thinking than corrections in a red pen and should save time.

“Learning Check” activities are embedded throughout our programmes of study Slides, across all lessons. These are effectively mini plenaries, which a teacher can do when and if appropriate. They provide waypoints for a teacher to gage whole class understanding and what to move onto next. You are encouraged to add more to our existing slides.

### **Formal/deep Feedback**

In Science, students should receive 2 pieces of “deep marking” and feedback per half term. In Science, “deep marking” is usually referred to as that which follows a process of diagnosis of a student’s What Went Wells (WWW) and Even Better Ifs (EBIs), followed by their own green penned responses to these EBIs and a final teacher check/correction/additional prompting in red pen. We often talk about “closing the circle” in our marking.

Students will naturally receive the following:

1. 1 marking and feedback of a mid-unit 6 mark question 1 marking and feedback of a formal assessment - one at the end of each unit

## Marking Books and Mid-unit 6 Mark Questions

As of September 2020, we no longer formally mark work in books. However, it is now expected that exercise books will be covered with student green pen and evidence of teacher informal feedback on the fly. As a replacement for the “traditional” deep marking of student’s book work, teachers will now set a mid-unit 6 mark question (underdevelopment) such that students become more confident in attempting these in the GCSE exams and that student become more skilled in decoding what is being asked of them in a 6 mark question.

Students will sit these 6 mark questions under exam conditions in class, which will then be collected and marked by their teacher. Initially, students will be provided with differentiated scaffolds to help them access these questions, which will be removed as the year’s go on.

As the teacher marks a class set of these, they would build a list of numbered WWW/EBIs on a Slides, which they can present to students in class as a starting point for the feedback process. Students will be required to diagnose an appropriate WWW and EBI from this list. To help students diagnose their WWW you should highlight work that needs development or is wrong **green (green for growth)** or work that is excellent **(tickled) pink**.

To set up your feedback/DIRT lesson - students should stick in their mid unit assessment, which is always completed on paper (like an extended exam paper), on a double page spread and complete their green pen work on the opposite page.

29/8/18

WWW -

EBI -

## Formal Assessments

### *Creation of Formal Assessment*

For consistency and to ensure an element of robustness, the Head of Faculty or 2iC will create formal assessments. It is the teacher's responsibility to inform the HoF or 2iC that they are approaching a Formal Assessment at least a week before the assessment. The Hof/2iC will use Testbase (old SATs questions) to create KS3 assessments and ExamPro to create KS4 assessments.

All formal assessments should be able to be completed within 45 minutes, + 9 minutes for those students who need extra time, such that an assessment can be completed in 1 hour. At KS3, questions will be selected to cover an even spread of the old NC levels 3 to 7 for KS3 - there is no tiering. At Combined Science GCSE level in year 9, there is also no tiering; questions should be selected for an even spread of marks across question bands 1 to 3 on ExamPro. At Combined Science GCSE level beyond Year 9, Foundation Assessment should contain an even spread of question bands 1 and 2, whilst Higher Assessments should contain an even spread of questions bands 2 and 3. All Triple Science assessments from Year 9 onwards should be higher tier only.

All assessments, regardless of KS must contain an extended response, which must be a 6 marker that has been developed or copied from ExamPro/Testbase. Where, appropriate, all

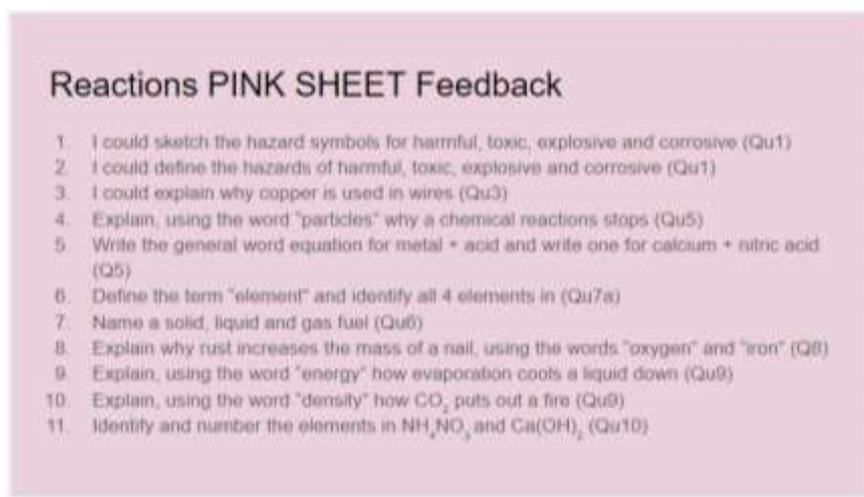
GCSE assessments should include a question, or part of a question, linked to a relevant required practical.

As of 2020, all assessments must contain 2 questions from a previously assessed unit. The Faculty need to develop a grid to ensure an even spread of topics. Students should be told in advance which previously taught topic will come up and be provided materials to revise from.

### ***Marking and Feedback of Formal Assessment***

Teachers always mark formal assessments - students never do; however, students are required to engage in your marking through a PINK Sheet lesson.

When you are marking their assessments, you should create a selection of WWW/EBI statements on a Slide, which should be stored in the Assessment folder within each unit on the Google Drive, Students will use this to self diagnose their WWW and EBIs using this Slide, which should be shared on Google Classroom e.g..



As a Faculty, we will be building a set of PINK Sheet Slides for each assessment, which should mean less work each year. These will form the basis of a PINK sheet lesson.

### **Responding to Feedback**

#### **"Green Pen" Lessons for Mid-unit 6 Mark Questions**

Students will need to select a WWW and EBI for the Slides of options you have given them, based on the green and pink feedback you have given them. Apart from highlighting, you should not have written on students' work; they should be encouraged to think hard on what WWW and EBI are most appropriate for the work they have completed.

In a "green pen" lesson, the main focus of the lesson should be for students to complete their EBIs. Students can be allowed to read a book, complete additional work or do prep if they have finished so that you can move other students on towards completion of their EBIs. If this takes a whole lesson for the whole class to have completed their green pen work, so be it.

### PINK SHEET Lessons

In a PINK Sheet lesson, students should be taken through, as a minimum, the most challenging questions; mark schemes can be shared, temporarily, with a class through Google Classrooms for the checking of simpler questions. You should encourage your students to write their corrections in green pen and to hunt for those extra marks that you might have missed.

After you have gone through the assessment, each student must complete an [Assessment Reflections Sticker](#) (PINK SHEET), which must be printed on pink paper.

HVS Science Faculty Assessment Reflections	
Assessment =	Date =
Score =	Grade =
My Target Grade =	
<u>WWW</u> 1.  2.	<u>EBI</u> 1.  2.

Reflections of Formal Assessments will represent a “deep mark” and therefore, as well as completing a pink sheet, students should formally respond to both of their EBIs in green pen, underneath their pink sheet in their books.

During the PINK sheet lesson, you will need to circulate with your red pen, checking students responses and moving them on to deeper thinking, if required. You should set aside a whole hour or more, if need be, in your planning, to enable this to happen for the whole class effectively.

An example of PINK SHEET deep marking. Students should stick the completed

HVS Science Faculty Assessment Reflections	
Assessment = <b>Food</b>	Date = <b>24.9.18</b>
Score = <b>24</b>	Grade = <b>5</b>
My Target Grade =	
<b>WWW</b> 1. I can label parts of the digestive system. 2. I can describe what enzymes do.	<b>EBI</b> 1. explain why fibre is not used by the body 2. explain why athletes need to eat more meat
<b>EBI</b> ① fibre can not be broken down by enzymes so instead it helps food go through your intestine. <i>Awesome!</i> ② Athletes need to eat meat because it has protein <sup>sp</sup> <del>but</del> <sup>h</sup> which gives you <del>muscles</del> <i>is needed to grow your muscles.</i> <i>Muscles are made from protein</i> <i>26/9/18.</i>	

## Tracking and Progress

### Green Sheets

As per school policy, all units should be preceded with a [Green Sheet](#), that encourages students to reflect on their understanding and progress at the start and end of a unit. Each Programme of Study should have one in its folder. Teachers are responsible for printing their own and ensuring their completion at the start and end of each unit is part of classroom routine.

At KS3, the outcomes on the green sheet are lifted directly from the Learning Outcomes on the PoS-associated Slides. At KS4, the outcomes are taken from the PLC (Personal Learning Checklists) provided by PiXL, which summarise the AQA specifications' content, which are then, in turn, used by us to build our PoS around.

### Data input and Reporting

On completion of a formal assessment, you need only transfer the raw score to the Faculty Tracking Sheets for each Year Group, which can be found under the [Science Data](#) folder. If grade boundaries exist for that assessment, it will automatically calculate a 1 to 9 grade for each student and inform you who is **above target**, **on target**, **one below target** or **more than**

1 below target, which you can then report back to students once OK'd with your Head of Faculty.

At KS3 grade boundaries will be determined independently for each assessment. Grade boundaries will be determined by seeking a normal distribution of grades once all grades have been collected. This is what exam boards do.

At KS4 grade boundaries will be set using those set by AQA in terminal exams, and will be reviewed each year.

### **Tracking, Progress and Intervention**

The Faculty Tracking sheets will enable use as a Faculty to determine our priorities at a Faculty and individual teacher level.

The Deputy Head in charge of data will inform us how they wish for us to present our intervention; however, the basis of this will usually be for you to pick your 3 most red students and then plan and review interventions that will help them to make progress that half term.

At a Faculty level, the Head of Faculty will present and lead a discussion on our priority students or areas in one of the Faculty meetings each half term.

## APPENDIX 4

### COMPUTER SCIENCE FACULTY POLICY

- 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.
- Student engagement in DIRT work is improved when grades/marks have been withheld until after students have responded to teacher feedback.

The Royal Society has identified three distinct strands within computing, each of which is complementary to the others: Computer Science (CS), Information Technology (IT) and Digital Literacy (DL). Each component is essential in preparing pupils to thrive in an increasingly digital world. This is based on a framework for assessing attainment in computing which is derived directly from the National Curriculum. The main points of this framework are broken down into individual statements and are organised into three areas for CS (Computer Science), IT (Information Technology) and DL (Digital Literacy) and then placed into a possible order of increasing complexity.

#### **Feedback is given in a timely fashion:**

Through Google Classroom and Kami, teachers are encouraged to use a variety of feedback techniques, such as written and verbal feedback. During the lessons at KS3, students should expect to receive written feedback from the teacher at least twice a term. At KS4, all project assignments and NEA should be marked by the teacher, self or peer assessed in a timely fashion.

#### **Feedback is formative:**

At the start of the year KS3 Students are given an overall Assessment Sheet with each statement linked to one of the relevant three strands as mentioned above.

Before each project is started, the students will receive a Unit of Work Sheet. Each statement in the Unit of work is linked to the overall Assessment Sheet. This Unit of Work Sheet will be emailed to them with teacher feedback on this Unit of Work Sheet. Students can then check progress on their Unit of work Sheet to their overall Assessment sheet.

The students are also able to use the statement links to self evaluate and ensure that most of the work is done before the teacher has to assess. The success criteria can then inform the WWWs and EBIs you give them. If appropriate to the task, the use of pink/green highlighters can show students examples of these in their work. In KS4, the file name or naming convention must be adhered to with the students surname, name, topic.

### **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). During this time, students should respond to feedback provided by their teacher in green pen. The feedback provided encourages students and makes them think hard.

### **Summative assessment:**

In Computer Science, summative assessments are carried out at the end of each topic (which usually falls every half-term). Feedback should be received by the students as outlined above and in a timely fashion, with DIRT allocated. Students should be given a 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 checks. It is important for progress that students are aware of what their targets and improvements are and what steps they can do to achieve them.

### **Strategies to Employ:**

**Delayed grading:** Hold off giving the student their grade until they have completed green pen improvements. When checking the quality of their improvements, give them their 'second' grade.

**Live marking:** 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, Google templates, spelling mats and vocabulary lists.

**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, provide students with a success criteria to ensure they hand up work that is their best effort. Encourage students to identify the best section of their work and what they think is the weakest.

### **Source:**

[https://www.computingschool.org.uk/data/uploads/cas\\_secondary.pdf](https://www.computingschool.org.uk/data/uploads/cas_secondary.pdf)

<https://community.computingschool.org.uk/resources/2078/single>

**Written feedback:**

Students will receive a combination of formative and summative written feedback each half term in-line with the Faculties Green sheets that can be found in student folders, class books or sketchbooks.

At Key Stage 3, written feedback will be given no less than twice per half-term to complement the verbal feedback given during all practical lessons/ activities. At Key Stage 4, written feedback will be given in students' folders, class books or sketchbooks no less than 3 times. Dedicated lesson time will be given to working on this feedback to ensure students are working towards their target grades. This will then be returned to students so that they can track and monitor the grade they are working towards in their books. Students will also receive peer feedback during practical activities to complement the work that they are working on. Students will track this feedback and link the outcomes to the GCSE grade criteria in order to map practical attainment in line with all new specifications.

Written feedback will be given to students after completion of all practical activities whether that be a piece of artwork, food practical exam or finished product made in the workshop. This will be in-line with the school feedback policy. This feedback will help support all learners in working towards achieving target grades which will then be logged using green sheets.

**How is feedback monitored?**

Teachers will work together to moderate feedback after each assessment point to ensure a consistent approach across the faculty. This will allow for timely progression through all coursework and exam elements of courses delivered in the Creative Arts faculty. Students will be monitored through individual subject tracking sheets to make sure all aspects of coursework and exam content is covered in a timely fashion.

**Students are given DIRT time in lessons:**

Students will be given a sufficient amount of time - built into the SOW - in which to respond to their written feedback. Responses to feedback should be completed by students in green pen where necessary. This can also include verbal dialogue with the class teacher or peers. In particular, when discussing finalised products students will be encouraged to reflect on time management, practical outcomes and all written aspects of the work they have completed.

**Green Sheets**

At KS3 grading criteria used on the green sheets is mapped against KS4 knowledge and understanding to create a foundation for Key Stage 4.

At KS4 all class content will be delivered taking into account the grading criteria referenced within the green sheet. This allows students to develop their written and practical skills in each subject area within the faculty. Students should be able to map their progress and identify which level they are working towards and whether this is in line with their target grade.

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

Teachers are encouraged to use a variety of feedback techniques, such as written and verbal feedback and this will be embedded into everyday lessons with prep quizzes, mid-unit questions, 5-a day starters, etc.. At KS3, students should expect to receive written feedback from the teacher at least twice a term. At KS4, all extended pieces of written work, such as extended exam questions, should be marked by the teacher, self or peer assessed in a timely fashion, with the expectation of DIRT reflections to follow. These should be set at least every three weeks.

**Feedback is formative:**

Wherever possible, provide students with a success criteria to ensure that most of the work is done by students before you have to assess. The success criteria can then inform the WWWs and EBIs you give them. If appropriate to the task, the use of pink/green highlighters can show students examples of these in their work. Written comments must always be specific and helpful. Vague praise like 'great work' may not encourage students to repeat specific strengths. Ideally, positive comments should also be based on something specific the student has recently learned to do. Do not accept substandard work - if a student is handing in work that is clearly incomplete or of poor quality for their age and ability, expect them to rewrite before marking it. Use your judgement to ascertain an appropriate amount of time for the student to complete this. If you are willing to spend your time marking it, then they should be expected to spend time writing it. Where you believe that work is of an outstanding quality, students should be given a follow-up task which will further their thinking.

**Students' skills in peer and self assessment are developed:**

Teachers should be aware that students may not peer and self-assess correctly unless you specify how you want them to do it. Spend time modelling feedback in front of the whole class to ensure they are aware of exactly what you want from them. The use of visualisers can help. Students should complete peer and self-assessment using a green pen. Peer and self-assessment should be used at least twice per half-term, and monitored by the teacher for quality.

**Students are given DIRT time in lessons:**

When improving work, students should be spending more time than you did marking it, ideally at least 20 minutes. They should respond to improvements in green pen.

**Summative assessment:**

In Humanities, summative assessment is carried out at the end of each topic (which usually falls every half-term). Feedback should be received by the students as outlined above and in a timely fashion, with DIRT allocated. Students should be given a grade for each summative assessment they complete and teachers are required to record their grades both independently and on a central Faculty document. Every student in Humanities will have access to a physical assessment folder, which is stored by the teacher in their classroom. Student assessments are stored within, and students complete a faculty assessment record

that is stuck in/on the assessment folder. KS3 students should have their folder throughout their two years, and KS4 students throughout their three years of study. **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. Teachers will receive this feedback through BlueSky and faculty trends will be discussed at meetings.

### **Strategies to Employ:**

**Delayed grading:** Hold off giving the student their grade until they have completed green pen improvements. When checking the quality of their improvements, give them their 'second' grade.

**Live marking:** 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.

**Marking codes:** This can be used effectively with marking for Literacy and Numeracy. Create a marking code to display on the board when students are focusing on DIRT.

**Marking to inform planning:** Marking written work takes time and therefore should always have a focus on planning future lessons. One ideal way is to keep brief notes on whole class targets.

**Plus, minus, equals:** Mark students' work in relation to their last piece to encourage students to reflect and 'upgrade'.

**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, spelling mats and vocabulary lists.

**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, provide students with a success criteria to ensure they hand up work that is their best effort. Encourage students to identify the best section of their work and what they think is the weakest.

### **MFL Department Feedback and Marking Policy**

- Formative feedback is ongoing throughout lessons and enables our students to assess their progress against the learning objectives and within the 'Big Picture' of learning.
- Feedback can be immediate within the lesson, verbally and in the Target Language. It should strike a balance between praise, recognition of the students efforts but also enable for sensitive correction e.g. of pronunciation.
- The use of Mini-Whiteboards is an important feedback tool in the MFL Teachers Tool Kit.
- At KS3, students should receive written feedback in their exercise book from the teacher at least twice a term (in addition to assessment). DIRT reflection time will be built into lessons for students to green pen / INT.
- At KS4, exercise books will be checked at least once a half term. In addition, all extended pieces of written work should be marked by the teacher, self or peers in accordance with the criteria outlined below. DIRT reflection time will be built into lessons for students to green pen / INT.
- At KS3 and KS4, all extended writing will be completed on A4 paper which each student will hold in a ring binder (to be kept at school). This will be the students' Portfolio of Writing and will provide clear evidence of progression.
- At KS4, this folder may also hold preparatory notes for the General Conversation of the Speaking Exam, as they will use their written work to help formulate their answers.

#### **Systems for marking in the MFL Department:**

- 1) **Pink Pen Green Pen** Against a set of clear criteria

Pink pen errors / green pen corrections or where criteria have been met

**Example:** I mark a student's work. We have been working on the simple future in French.

I pink-pen any errors in the simple future.

I hand the books back out.

I build in time for students to reflect on their work (DIRT)

The student goes back and either adds in corrections which they green-pen OR they redraft and green-pen corrections.

Ongoing progress is shown in the next piece of work – they green-pen correct examples following on from their last EBI.

Students can use pink pen green pen when peer-assessing.

2) [www.ebi](http://www.ebi)

Date:

WWW: (what went well)

EBI : (even better if)

Written by Class teachers or peers

- Students take responsibility for working on the EBI's set by their teacher.
- To do this they will write 'INT' (I need to ...) comments underneath EBIs.
- Teachers build in time where students 'green pen' their work to show they have taken on board advice – see above.

### 3) Touch Marking

I would like Touch Marking to be in place across the Department this year.

This is a method whereby students can evaluate and assess their work as they are writing and provides them with a framework within which they can ensure greater grammatical accuracy as they identify key elements within the remit of the grammatical point they are learning and / or consolidating.

#### ***What it is:***

- A technique used to encourage students to check the accuracy of their grammar, by underlining their different parts of a sentence (eg. person, form of aller, infinitive verb), and connect them together by drawing a line underneath, to check they've used their tenses accurately. Regular touch-marking in my lessons drills a sense of routine into tenses and grammar.
- Also really good for adjectival agreements – or anything in which there is a sense of using information in another word to match to/agree with another word in the sentence.

#### ***Why it is useful:***

- Good for higher ability students –technical grammatical terms, awareness of the specifics they're looking for.
- Good also for lower-ability students who might struggle with tenses. This drawing line routine encourages them to look for all the parts.
- Good for that progress jump between Grades 4/5/6 at KS4 as it is particularly useful for tense accuracy.
- It enables the student to annotate a grammar model sentence "tip" by touch-marking it, for reference and use in the next written piece – good for a "grammar section" or grammar book
- Good AfL, also encourages students to take responsibility for their own progress.
- Not just useful for tenses – modal verbs, conditionals. Helpful for students to start to see links and patterns.
- Good for revision if used neatly and appropriately – students can easily see where and how they've used tenses when checking back.
- Demonstrates good literacy: keywords, proofreading, use of key terms etc.

### ***When to use it in lessons:***

- During DIRT, when students are checking their work after writing tasks. Rather than ask them to 'check', this is more purposeful. E.g. They look specifically for their verbs, and drawing the line matches them up.
- Linked to this, self-marking or peer-marking
- Reading activities or during WAGOLL tasks – e.g. “touch mark” this reading text, looking for the different tenses used.
- Starters – e.g. touch marking using the Smartboard or on mini-whiteboards to reinforce grammar.
- Extension activity for writing tasks. Or as homework if class time is used for writing

### **4) 54321 strategy in Years 9, 10 and 11.**

This relates specifically to the preparation of 90 word writing tasks as per the AQA Specification and is directly linked into the mark scheme. It can however be adapted for the 150 tasks and any speaking task.

The 54321 strategy is something I developed during my work as an examiner to support students in their writing.

It stands for:

- 5 5x5 grid
- 4 Bullet points
- 3 time-frames
- 2 opinions
- 1 WOW piece of writing

### **How it works:**

Students will need a 5x5 grid. The idea is that they hone their grid into one which is theirs, that is to say, they can use the same grid each time to support their writing/speaking task, as it includes structures that they are confident in using. It is essentially a memory peg but enables them to check that they have met the criteria by which they will be assessed.

I would recommend organising the grid in the following way:

Top row - past tense sentence starters or key verbs

2nd row- present tense sentence starters or key verbs

3rd row - future/conditional tense sentence starters or key verbs.

4th row - opinion phrases / connectives and conjunctions

Bottom row - WOW sentence starters / phrases which are Target Graded.

### **How we check that they have embedded it:**

This is reflected in the students work by the following annotations (which are directly linked to the AQA Examiner marking annotations)

**B1 B2 B3 B4**

where a bullet point is covered

**P PR FT**

where a different time-frame is used – in line with NC levels ref coverage.

**O1 O2 J1 J2**

where at least two opinions + 2 justifications are used. (Justifications are only applicable in the 150 writing task but should be encouraged).

Students will become confident in critiquing their own work before submitting

### **5) The marking of translations:**

#### **Into the Target Language:**

##### **In Years 7 and 8:**

2/2/2/3/3 and sentences to be translated into French/German become more difficult

##### **In Year 9:**

#### **Key Messages = 6 marks**

We introduce the idea of 13 key messages in a paragraph to be translated for Set 1, which equates to:

13 key messages = 6 marks

11/12 key messages = 5 marks

8/9/10 key messages = 4 marks

5/6/7 key messages = 3 marks

3/4 key messages = 2 marks

1/2 key messages = 1 mark

0 key messages = 0 marks

Students are taught to break down their paragraphs into 13 sections / key messages.

#### **Grammatical knowledge = 6 marks**

<b>6</b>	Excellent knowledge of vocabulary and structures. All verb forms correct.
<b>5</b>	Very good knowledge of vocabulary and structures. Verb forms largely correct. Highly accurate on the whole.

<b>4</b>	Good knowledge of vocabulary and structures. Verb forms mostly correct. Generally accurate on the whole.
<b>3</b>	Reasonable knowledge of vocabulary and structures. More accurate than inaccurate.
<b>2</b>	Limited knowledge of vocab and structures. Some gaps or English words. More inaccurate than accurate.
<b>1</b>	Very limited knowledge of vocab and structures. Lots of gaps or English words. Definitely more inaccurate.
<b>0</b>	Random words translated. A lot of gaps and English words.

## APPENDIX 8 PE FACULTY POLICY

- Classwork/homework and presentation in books/folders should be monitored and if it falls below what is expected of the student the teacher should set a detention in line with the School's Behaviour Policy
- Homework will be the main source of marking. Through the RAG system of homework pupils will be showing their learning through knowledge organisers, exam questions and revision preparation.
- Feedback Tasks/Tests must be marked and feedback should be given using a Feedback Sheet (APPENDIX A). Where appropriate, differentiation should be used via scaffolding (APPENDIX B)
- Tests should also report a mark/grade, follow up feedback tasks do not need to include a grade to allow the student to focus solely on the feedback provided
- Exams should be marked and feedback given which includes specific strengths and specific areas for development (WWW and EBI)
- Each programme of study to be outlined at the start via a Green sheet (APPENDIX C)
- All students have access to the course specification and key terms. This is located in the student's folder and referred to on a regular basis.

### **Practical Assessment: PE and Games lessons**

- During lessons students will receive DETAILED feedback on their performance to help them understand how to improve. This would mirror 'live marking' in a classroom setting. For example "Great serve, you made contact at the right point and followed through over your shoulder accurately" rather than "Great serve". To improve it would be "Next time try standing sideways before hitting the ball so you can transfer more power" rather than "Not the right technique".
- Students' should be made aware of the lesson objectives at the start of every lesson which fall in line with the assessment criteria. This gives students a focus on what it is they need to achieve by the end of the lesson. To check the level of students' understanding, feedback from the student may be given via a verbal response of a thumbs up/down.

### **Formative assessment**

Ongoing verbal feedback. Students are made aware of what they need to do to improve. This can be linked to summative assessment and use of the sporting criteria sheets.

### **Summative assessment**

- To take place at the end of every activity including GCSE.
- Students are aware of the current standard and understand what it is they need to do to achieve better next time round.
- Examples and guidance can be found in the Key Stage Three Assessment folder on Google Drive. [Click here](#)

## Theory lessons

As per the Whole School Policy, all units should be preceded with a 'green sheet' that encourages students to reflect on their understanding and progress at the start and end of a unit. Each Programme of Study should have one at the start of every unit.

## Feedback Lessons/DIRT

After Feedback Tasks/Tests/Exams are marked, teachers should carefully plan their feedback lesson so that sufficient time is allowed for students to read, reflect and act upon the feedback given to demonstrate progress. Common misconceptions or mistakes should be addressed with specific learning activities or homework before moving on with the next lesson/topic. Teachers' feedback to be given via green sheets, red pen in books or identified verbal cues. Students should always complete follow up action in a green pen.

## How work should be marked (APPENDIX D)

- Feedback Sheets used for all Feedback Tasks
- Feedback Sheets should be specific to the task by providing differentiated assessment objectives or success criteria
- when marking Feedback Tasks/Tests
  - specific positives should be identified (where possible in relation to the assessment objectives/success criteria). These are labelled WWW and RAG rated via the [feedback code](#).
  - specific areas for improvement should be identified (where possible in relation to the assessment objectives/success criteria) with an explanation of how this should be improved on. These Verbal feedback (VF) or Even better if (EBI) and RAG rated via the [feedback code](#).
  - Questions should be posed or follow up activities with time given to provide an opportunity for students to act upon the feedback and demonstrate progress. Opportunities to discuss and identify GCSE criteria in terms of AO1, AO2 and AO3 (Identify, Explain, Justify)
  - for all Tests a mark/grade should also be given
  - literacy should be marked by addressing the following errors with the corresponding codes and asking the students to rewrite the word/phrase as appropriate. Spelling with Sp and Grammar with Gr.

## Marking/feedback frequency

- A minimum of one Feedback Task and one test should be marked by the teacher per half term
- Mid-Year Exams/End of Year Exams/Mocks Exams replace a test at that particular time
- Formative assessment must be given regularly during lessons via verbal discussion of LIVE red pen.
- Self and peer assessment should take place on a regular basis

### Marking of Prep:

- Year 9: Prep marked fortnightly
- Year 10: prep marked fortnightly
- Year 11: Prep marked weekly

Prep is to be marked fully, giving specific feedback. This is vitally important for the exam question element of prep work. All students will be expected to reach this level. The exam questions should be marked using the mark scheme and give clear feedback on exam technique and content knowledge.

Effective marking is shown in the principles below:

Marking is effective when it has clear purpose	Ineffective marking may include
<ul style="list-style-type: none"> <li>• to correct misconception</li> <li>• to provide further clarification</li> <li>• to increase effort</li> <li>• to increase aspiration</li> <li>• to build student confidence</li> </ul>	<ul style="list-style-type: none"> <li>• marking that does not involve students in responding to the feedback</li> <li>• marking that does not inform planning</li> <li>• marking that uses inaccessible language for students</li> <li>• extensive written comments which could be summarised more concisely</li> </ul>

### APPENDIX A

#### Feedback Sheet

<b>Assessment = Mock exam (Paper 1 and 2)</b>	
<b>Date</b>	
<b>Target grade=</b>	<b>Grade=</b>
<b>Assessment Objectives</b>	
Go through your paper and self-assess, break down AO1, AO2 and AO3 using the mark scheme provided, have you:	
AO1- Stated and defined key words from ethical issues (use AQA key word glossary to support)? Grades 1-3	
AO2- Outlined and provided sporting examples to describe ethical issues? Grades 4-5	
AO3- Discussed ...Grades 6-9	
<b>Strengths: (WWW)</b>	
<u>1.</u>	
<u>2.</u>	
<b>EBI</b>	<b>Key Terms</b> 
<u>1</u>	

2

Improvement task to be completed

Therefore, I will:

Signed

Date:

APPENDIX B

Feedback Sheet

**Overall mark : / 39**

Assessment Objectives/Success Criteria/Task (Peer feedback)

End of topic test:

AO1- Identify and explain engagement patterns, sponsorship, media, commercialisation and social groups

AO2- Understand and explain the impact that media and sponsorship have had on sports performers.

WWW (Highlight/tick)

- Social groups
- Engagement patterns
- Factors affecting participation
- Types of media
- Types of sponsorship
- Commercialisation of sport
- Impact that the media and sponsorship have on sport

EBI

(List one from the above)

Key Terms

1

2

3

<b><u>Improvement task to be completed</u></b>	
Complete sheet and identify the correct questions to be completed.	

Everyone needs to improve their 9 mark question, with most people needing to restart the question. Use the slides as guidance, below are some sentence starters.

Different types of media include...

Different types of sponsorship include...

The positive side of this...

However, the negative side of this...

## **APPENDIX C**

### Year 11 GCSE PE: Socio-Cultural Influences

In this unit, you will learn how :-

- Current trends in sport in the UK
- Major bodies that try to influence trends in sport
- The barriers to sport and activity participation in the UK
- Ways in which sport and activity are promoted in the UK
- What commercialisation is and its role in the world of sport
- Ethical issues related to sport

## Assessment Task / Criteria

<b>Grade 7,8,9</b>	<ul style="list-style-type: none"><li>• Be able to compare and contrast different trends in the UK and explain why the trends have occurred</li><li>• Be able to explain the barriers to participation and how they affect participation levels</li><li>• Be able to link strategies to overcome barriers to each barrier</li><li>• Be able to explain how participation is increased via PPA</li><li>• Be able to explain the effects of commercialism on different sports and compare the effects</li><li>• Describe how the golden triangle links together and explain how it could support/influence a sportsperson</li><li>• Be able to give multiple examples of sportsmanship and explain why it is important</li><li>• Be able to give multiple examples of gamesmanship and deviance in support and explain how they affect individuals in a competitive environment</li></ul>
Grade 5, 6	<ul style="list-style-type: none"><li>• Be able to describe different trends in UK and explain why they have occurred</li><li>• Describe how different barriers to support affect individuals</li><li>• Describe what strategies are used to increase participation</li><li>• Describe how different media can influence sport together</li><li>• Be able to give an example of commercialism in different sports</li><li>• Explain how the golden triangle links together</li><li>• Give an example of sportsmanship and explain why it is important</li><li>• Give an example of gamesmanship and deviance and explain how they can affect a sport</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Be aware of different sources which inform about trends in the UK (Sport England, NGBs)</li><li>• Know how different social groups and sports are affected by the trends</li><li>• Be able to identify the different barriers to participation</li><li>• Know the strategies used to increase participation in sport</li><li>• Describe how different forms of media influence sport</li><li>• Know what commercialisation is</li><li>• Describe the components of the golden triangle</li><li>• Know what sportsmanship is</li><li>• Know what gamesmanship and deviance are in sport</li></ul>
Grade 3	<ul style="list-style-type: none"><li>• Name the different barriers to sport</li><li>• Name some trends in UK sport</li><li>• Know the different types of media that influence sport</li><li>• Know the components of the golden triangle</li><li>• Know what sportsmanship is</li></ul>
Grade 1, 2	<ul style="list-style-type: none"><li>• Name some barriers to sport</li><li>• Name a trend in UK sport</li><li>• Know the major forms of media in sport</li><li>• Give an example of sportsmanship</li></ul>

## Self-assessment

- My target for this unit is Grade ..... I feel that this is ambitious / fair / easy for me.
- My assessment result was.....

### Strategies to embed effective feedback

#### Practical

- Use of command words linked to LO
- Video clips
- Question/ answer
- Appropriate challenge
- Appropriate activities
- verbal response
- Thumbs up/down (linked to achievement)

#### GCSE

- 1:1 timely and targeted feedback
- Increased prescriptive rather than descriptive feedback
- IDEEAL - GCSE PE Planning boxes for extended questions (let's achieve the IDEEAL answer)<https://docs.google.com/document/d/1uesk9DdUNkD7Su-0oST2NIW-00UNsvIKs4SZoLyBNn0/edit?usp=sharing>
- Connective help
- Use of command words

#### Supporting low ability students

- Work on knowledge initially- remember this constitutes 40% when it is understood, 15% when it is on its own. Check prior and recently learnt knowledge with 'DO NOW' activities at the start of the lesson
- Use of acronyms
- Try to get them to APPLY to their own sport initially, before working on other sporting contexts
- Use inquisitive words- who, what, why, where, how, impact?
- Scaffold learning:[https://drive.google.com/open?id=1H\\_X7XoSDWfY0FdRxNWZn2wy2mooC9JqB](https://drive.google.com/open?id=1H_X7XoSDWfY0FdRxNWZn2wy2mooC9JqB)

#### APPENDIX D

Student feedback and marking examples - [https://docs.google.com/document/d/1a-mHdP\\_Td3ZuRjTVuCUeEwu34d6znA2C4rlCEcRqN4/edit?usp=sharing](https://docs.google.com/document/d/1a-mHdP_Td3ZuRjTVuCUeEwu34d6znA2C4rlCEcRqN4/edit?usp=sharing)

**KS3 -**

**Teacher feedback** - Teacher will provide **verbal feedback** to students in lessons. Feedback can be given at any necessary time to individual students, a pair working together or a group of students (team). During rehearsals and after performances are the optimum time for teachers to issue feedback to students.

At the end of each topic, there is a summative assessment (in Performing Arts this is a practical / performance assessment) and the teacher can give individualised feedback, or with support and guidance, help students realise their own progress and targets through success criteria / assessment levels.

**Peer feedback** - There are many opportunities in Performing Arts lessons for students to offer peer feedback using structured success criteria/ assessment levels or tiered objectives. This type of feedback allows students to develop a deeper understanding of the success criteria and improve their own practice.

**Self-assessment**- This year both Drama and Music have created specific success criteria / assessment levels (equivalent to 'Green sheets' that are offered in other subjects at HVS) that are uniform and provide a solid foundation and building block for progression towards their GCSE journey. Drama and Music are very different to other subjects and therefore assessment levels have been streamlined and focused for each subject area. These documents have been shared with all classes at KS3 in 2020 and students are able to summarise and document their progress and targets at the end of each topic. This has allowed students to take full ownership of their learning, as they assess what has gone well and is to be celebrated and clear targets / next steps.

**KS4 -**

**Teacher feedback** - Teacher will provide **verbal feedback** to students in lessons. Feedback can be given at any necessary time to individual students, a pair working together or a group of students (team). During rehearsals and after performances are the optimum time for teachers to issue feedback to students. Students are continually encouraged to take ownership of their learning, by realising their own progress and targets through success criteria and support and guidance from the subject teacher.

With smaller classes than KS3, the subject teacher attempts to give individualised feedback every lesson where possible. This can be through a range of approaches including verbal feedback (see above) and written feedback (see below).

**Peer feedback** - There are many opportunities in Performing Arts lessons for students to offer peer feedback using structured success criteria / tiered objectives. This type of feedback allows the students to develop a deeper understanding of the success criteria and improve their own practice.

**Self-assessment**- This year both Drama and Music have created specific success criteria / assessment levels (equivalent to 'Green sheets' that are offered in other subjects at HVS) that are uniform and provide a solid foundation and building block for progression as they embark on their GCSE journey. Drama and Music are very different to other subjects and therefore assessment levels have been streamlined and focused for each subject area.

These documents have been shared with all classes at KS4 in 2020 and students are able to summarise and document their progress and targets at the end of each half term. This will allow students to take full ownership of their learning, as they assess what has gone well and is to be celebrated and clear targets / next steps.

**Written Feedback and DIRT time** - There are practical and performance components in both Drama and Music that are examined, as well as theory based coursework and a 40% exam at the end of Year 11 in both subjects. Therefore, written feedback is given when studying specific written components. This may mean that students' work is marked once, or even twice a week for a given time, such as a half term when studying a specific component, or when completing exam questions / mock papers. Written feedback is clear and concise and states what the student has done successfully and targets to improve.

DIRT is given in lessons to allow students to correct and improve work that they have completed independently. DIRT in lessons also gives the students the opportunity to ask questions about grades or comments supplied by the teacher (encourages an open dialogue about their learning). Through this process, gaps in knowledge are identified, understanding is deepened and mistakes are rectified; which in turn aids progression for each student.

**APPENDIX 10**  
**PSHE AND RSE FEEDBACK POLICY**

Tutors should feedback to students in PSHE and RSE at least once a half term. Students should complete the self-assessment sheet below and tutors should then add a brief comment.

Marking Criteria			
Criteria	Working towards....	Working at....	Working above....
Peer assessment WWW -			
EBI -			
Teacher comment			