



HOE VALLEY SCHOOL FEEDBACK POLICY

Person Responsible:	Assistant Head Teacher
Date Adopted:	September 2016
Date of last review:	Summer 2023
Date of next review:	Summer 2024

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.
- 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 should include an opportunity for students to interrogate their metacognitive behaviours

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 ("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 as this will help them make progress in their own work.

Students' metacognitive behaviours are developed

It is expected that teachers will facilitate student interrogation of their learning behaviours alongside traditional responses to feedback. For example, students may be asked to consider the quantity and quality of their revision, and how this might change as they approach their next assessment.

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 green pen. The feedback provided encourages students and makes them think hard. The teacher should acknowledge that they have seen the students green 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. Summative assessment feedback should also support students to make progress and develop their skills.

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 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.
- 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.

APPENDIX 1

ENGLISH AND MEDIA FACULTY POLICY

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. This work will be checked and acknowledged by staff to ensure that it has been completed to a high standard.

Developing metacognition:

Students should complete the assessment reflection sheet both before and after each assessment. Students will explicitly be taught strategies to prepare for assessments and reflect on the effectiveness of their preparations. Students will also be taught how to use prior feedback to inform their preparation and support themselves in their next assessment.

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 at least one end of year exam at KS3 and two end of year exams at KS4 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. Standardisation and moderation take place frequently throughout the year to ensure consistency of marking across the department. This is informed by individual staff's training as exam markers.

General

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.

When marking work, you do not have to make corrections but do give personalised support for them to correct their own work (guided steps, video links, open questions, etc) on the feedback sheet. However some staff may prefer to make these comments on the paper directly and then comment on the feedback sheet “see paper”. 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.

Do not overload students with comments, especially if they have not done well. A maximum of three areas for development should be highlighted, with support issued, and every feedback sheet should include at least one positive comment.

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 ActiveLearn site.

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

Students should mark and make corrections to their classwork in green pen, every lesson. Please check students are doing this correctly and ask them to make notes to themselves on how to improve.

Verbal feedback should be given to every student, every lesson. This can be individualised or as a whole class and does not need to be recorded.

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

Books are not expected to be marked by staff but you may wish to check them periodically.

Prep

If Dr Frost is used, feedback should be given on the platform at least once a half term, with some startier time dedicated to reteaching/improving areas of weakness.

Specific

KS3 Prior Knowledge is completed as Prep on Dr Frost before a Unit begins. The QLA from Dr Frost should then be downloaded and printed on BLUE PAPER for each student. Make a couple of comments and/or highlight areas for students to focus on especially for Lower Attainers, to reduce the cognitive load from the sheets. Students will then have the first lesson of the unit to address these areas of weakness, in green pen, in their books or on Dr Frost. Please ensure there is an extension/challenge task for those who are already secure in this task and direct students here.

This Prior Knowledge can also be feedback for you as a teacher, and should be used to influence your planning.

KS4 Prior Knowledge is completed as a printed Prep before a Unit begins. This should be printed on BLUE PAPER for each student and uploaded to the GC for them to print themselves if they lose it. The sheets should be formatted as such for all work to be completed on the paper. As a class teacher you are then to mark these, giving feedback, support and areas for them to focus on during the lesson time. It should also affect planning.

KS5 Prior Knowledge is being developed but is likely to be along the same lines as KS3.

CUSE KS3 & KS4

At the end of each unit students will complete the Check Up (In) task. These will then be self-marked and they will give themselves feedback. This feedback will take the form of them creating a revision list (Strengthen and Extend) on their greensheet, and then working through the appropriate questions from the question sheets. These questions will be completed in their books in green pen, and they will have video support available if needed. Notes from the videos can also be made in their books in green pen.

Depth extension tasks are also to be provided, and signposted as required.

Staff are expected to guide students through this, giving verbal feedback and assistance as required.

Assessment Feedback

All Assessments have a feedback sheet which needs to be printed on PINK/PEACH PAPER.

This sheet will have a topic for each question, a section for staff comments and a section for student reflection. Staff comments should follow the **General** guidance, and if appropriate, direct students to specific questions to follow up.

Staff are expected to guide students through how to reflect, especially for the first term. Feedback lessons will include videos on how to answer the questions for students to green pen their exams, and linked follow up questions. All of this is to be completed in green pen, and students are to complete the follow up before they move onto the next question.

Mock Feedback may differ. There may be QLAs produced for students, and staff may choose to do a different form of feedback e.g. whole class or reteaching. Staff have flexibility as long as there is reflection, improvement, guidance and green pen work.

KS5

Folders are to be checked once a half term to ensure they are complete and filed logically. Prep will be completed in a separate book which should be marked once a half term with feedback given. Additional feedback should follow general guidelines and as appropriate.

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 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, and on a trial basis, 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. From day 1 in September, this needs to

become our students and teacher's regular way of working, such that by Christmas it is automatic.

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, on blue paper (so they are easily identified), 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 - stamp the following into your students' exercise books and leave them a whole side of A4 to work on.

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.

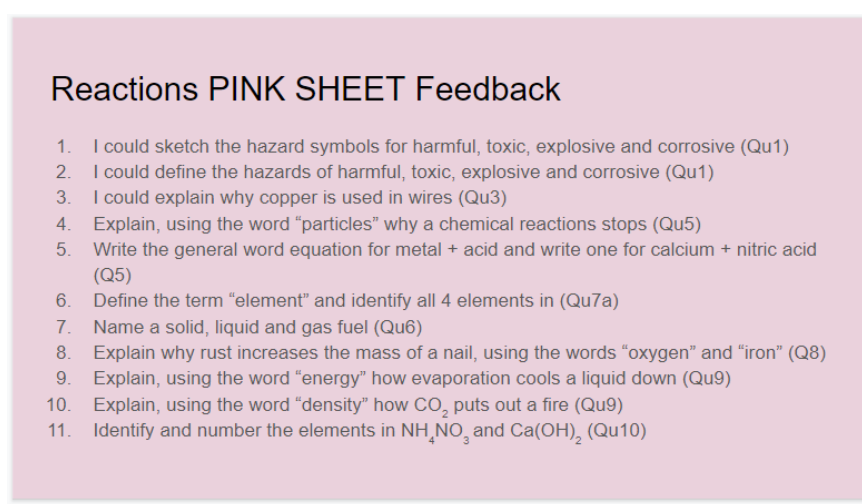
All assessments, regardless of KS must contain an extended response, which must be a 6 marker that has been developed or copied from ExamPro/Testbase. Where, appropriate, all GCSE assessments should include a question, or part of a question, linked to a relevant required practical.

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.



Reactions PINK SHEET Feedback

1. I could sketch the hazard symbols for harmful, toxic, explosive and corrosive (Qu1)
2. I could define the hazards of harmful, toxic, explosive and corrosive (Qu1)
3. I could explain why copper is used in wires (Qu3)
4. Explain, using the word "particles" why a chemical reactions stops (Qu5)
5. Write the general word equation for metal + acid and write one for calcium + nitric acid (Q5)
6. Define the term "element" and identify all 4 elements in (Qu7a)
7. Name a solid, liquid and gas fuel (Qu6)
8. Explain why rust increases the mass of a nail, using the words "oxygen" and "iron" (Q8)
9. Explain, using the word "energy" how evaporation cools a liquid down (Qu9)
10. Explain, using the word "density" how CO₂ puts out a fire (Qu9)
11. Identify and number the elements in NH₄NO₃ and Ca(OH)₂ (Qu10)

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. 0.	<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 = Food	Date = 24.9.18
Score = 24	Grade = 5
My Target Grade =	
WWW 1. I can label parts of the digestive system. 2. I can describe what enzymes do.	EBI 1. explain why fibre is not used by the body 2. explain why athletes need to eat more meat

EBI

① fibre can not be broken down by enzymes so instead it helps food go through your intestine. *Awesome!*

② Athletes need to eat meat because it has ^{sp.}protein ~~not~~ which gives you ~~muscles~~. *is needed to grow your muscles. Muscles are made from protein*

26/9/18.

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 the basis for grade boundaries is 10% for each grade, with some variation dependent on how the Year Group find the assessment in terms of difficulty. Tests are created by the Head of Faculty/2iC only for consistency, who aims to ensure that there is an even spread of

question difficulty, in terms of grade, to ensure our weakest students can complete some of the paper, whilst our strongest students are still challenged.

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, Google Forms and Gmail, 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 Unit is started, the students will receive a Google Form sheet for that Unit. Each statement in the Unit is linked to the overall Assessment Sheet.

At the end of the Unit, a sheet will be emailed to them with teacher feedback on this topic. Students can then check progress by comparing this Unit sheet to their overall Assessment sheet.

The students are also able to use the statement links (on Google Forms) 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 given to them.

At KS4, an overall view of Paper 1, Paper 2 topics will be emailed to the students during the year. Students can use Kami to self evaluate themselves to each one of these topics.

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 email 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://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 twice per half-term to complement the verbal feedback given during all practical lessons/ activities. At Key Stage 4 & 5, written feedback will be given in students' folders, class books or sketchbooks no less than 3 times each term. 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.

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 all assessment objectives as set out by individual exam boards.

How is feedback monitored?

Teachers will work together to moderate feedback 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 used as a foundation to support KS4 knowledge and understanding.

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. At KS3, students should expect to receive written feedback from the teacher at least twice a term in Geography and History, and once a term in RS. At KS4, all extended pieces of written work should be marked by the teacher, self or peer assessed in a timely fashion, with the expectation of DIRT reflections to follow.

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. 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.

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.

APPENDIX 7

LANGUAGES FACULTY 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 once 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 KS4, all extended writing will be completed in a 2nd exercise book, 'Portfolio of Writing'. This is kept at school.

Systems for marking in the Languages Faculty:

- 1) **Pink Pen Green Pen** Against a set of clear criteria, usually grammar based.

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

To be used for extended pieces of writing.

- 2) [www.ebi](#) / INT Date:

WWW: (what went well)

EBI : (even better if)

Written by Class teachers and/or peers

- Development: 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 **pink pen green pen** their work to show they have taken on board advice from the previous INT – see above.

3) Touch Marking

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.

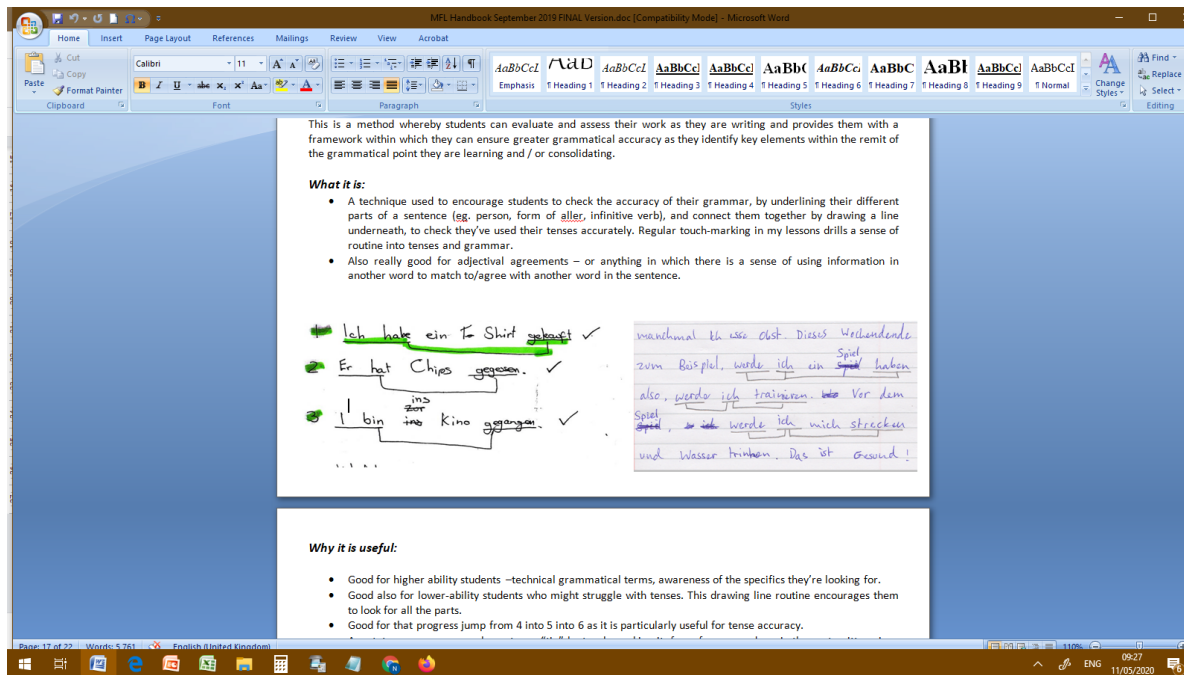
When to use it in lessons:

- 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

Example: Example 1 Perfect tense in German - check for Subject / Verb 1 auxiliary / Verb 2 past participle

at the end

Example 2 Future tense in German - check for Subject / Verb 1 'werden' / Verb 2 Infinitive at end



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 was developed during 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 / key verbs

2nd row- present tense sentence starters / key verbs

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

4th row - opinion phrases / connectives / 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.

We will adjust Total Points on Google Classrooms to reflect the 16 / 32 total marks accordingly where we need to.

5) The marking of Translations

a) Into the Target Language:

In Years 7 and 8:

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

From Year 9:

Key Messages = 6 marks

We introduce the idea of 13 key messages in a paragraph to be translated into the TL, 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) From the Target Language into English

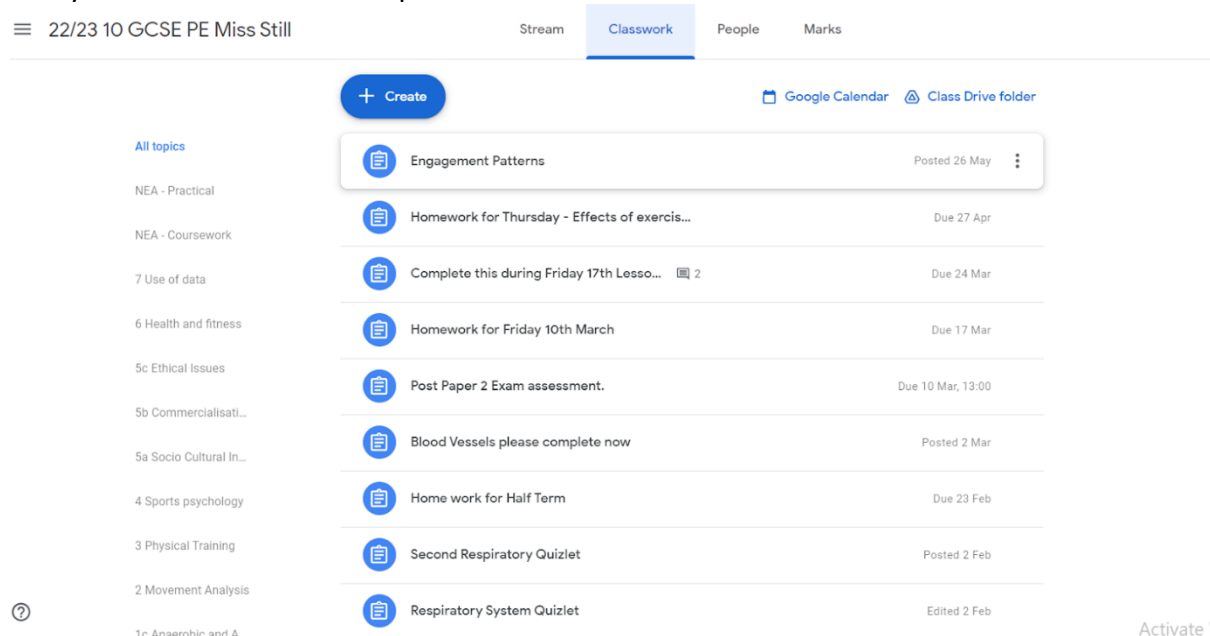
Chunking strategy.

From Year 7, students should go back and tick off each word in the original, so that they can see they have included all elements in their translation. This precision is necessary at GCSE.

From Year 9 onwards, to reflect the GCSE mark-scheme, translation of short paragraphs into English should be marked out of 9. Students will need to break their paragraph down into 9 sections and tick off each word in the original

Academic PE Overview

- Classwork/homework and presentation in books/folders should be monitored and if it falls below what is expected of the student the teacher should action appropriately.
- Google Classrooms are utilised frequently during lessons and to set assignments. Teachers will ensure their classrooms are organised in such a way that students can easily access classwork and topics.



- Prep should be no longer than 60 minutes and of benefit to the students' development and understanding. It may be self/peer/teacher assessed, acknowledged by the teacher during the lesson with a tick in red pen or EBI and WW via RAG.

Formal assessment and feedback

- Students will be formally assessed in line with the whole school data collection calendar. It is the class teacher's responsibility to ensure the assessment is completed and marked in accordance with the data drop deadline. These formal assessments should be created on AQA Exam Pro and it should be the same test for the whole year group.
- Students should also be assessed at the end of each topic area to consolidate their understanding and application of exam questions. Teachers are responsible for the creation of these topic tests and when they are undertaken.
- All formal assessments should be marked and graded using appropriate grade boundaries.
- Formative lesson feedback may come in the form of peer assessment, self assessment via **green pen** or verbal feedback from class teacher. Questions should be cold calling as well as hands up if appropriate to the class. Think, pair and share, phone a friend and white boards are encouraged to create a safe space where mistakes can be made.
- All formal assessments should be followed by Exam diagnostic marking feedback during lesson time. Teachers should reflect on students' responses and plan their lessons accordingly.

GCSE PHYSICAL EDUCATION
Diagnostic Marking Sheet



Y9 Assessment 2 – Spring 2023
Muscle Action, Levers, Planes, Skills and Goals

Name: _____

Form Group: _____

Mark: ____ out of 30

% achieved _____

<i>Question no.</i>	<i>TOPIC</i>	<i>POSSIBLE MARKS</i>	<i>MARKS GAINED</i>
Q1,Q5,Q6,Q7	Antagonistic Muscle Action	6	
Q2,Q9,Q10	Planes and Axes of Motion	5	
Q3,Q4,Q11,Q12,Q13	Types of Skills	10	
Q8	Lever Systems	3	
Q14,Q15	Types of Goals	6	

Self-Assessment

		<i>GOOD</i>	<i>AVERAGE</i>	<i>POOR</i>
1	Antagonistic Muscle Action			
2	Planes and Axes of Motion			
3	Types of Skills			
4	Lever Systems			
5	Types of Goals			

Question Feedback

Q1,Q2,Q3,Q4	
Q5.	
Q6	
Q7	
Q8	
Q9,Q10	

INT (I Need To...)

Tick which of these reasons may have affected your performance in the exam:

- | | |
|---|---|
| <input type="checkbox"/> Overconfidence in my understanding of the topics | <input type="checkbox"/> Lack of understanding on how to answer the exam questions |
| <input type="checkbox"/> Insufficient time spent revising, or none at all | <input type="checkbox"/> Not reading the question properly |
| <input type="checkbox"/> Lack of exam practice | <input type="checkbox"/> Poor attendance in lessons, or poor attention |
| <input type="checkbox"/> Not linking back to the question in my answer | <input type="checkbox"/> A lack of detail and knowledge in my answers |

What area(s) of this exam did you find most difficult?


Does the feedback given in class help you to improve your work? If so, how or what could be better?

What gets in the way of your learning in this topic?

What else could Mr Robinson do to support your learning of the topics?

- Each programme of study to be finalised with a PLC checklist.

Open with Google Docs



GCSE Physical Education – ‘Year 9 Personalised Learning Checklist’ (PLC)

Summer Term 2022

Name: _____ Form Group _____

Sports Psychology			
Paper 2: Socio-cultural influences and well-being in physical activity and sport.	Tick when in Folder	Grade level of understanding (G,A,P)	Tick when revised for exam
1 Types of Guidance	✓		
2 Types of Guidance 2			
3 Types of Feedback			
4 Types of Feedback 2			
5 Information Processing Model			
6 Types of Motivation			
HALF TERM			
1 Revision			
2 Revision			
3 Exams			

- All students have access to the course specification and key terms. This is located in the student’s folder, as well as their google classroom.

- Marking of books: Year 9: Book marked once per half term, Year 10: Book marked once per half term, Year 11: Book marked twice per half term.

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"> • to correct misconception • to provide further clarification • to increase effort • to increase aspiration • to build student confidence 	<ul style="list-style-type: none"> • marking that does not involve students in responding to the feedback • marking that does not inform planning • marking that uses inaccessible language for students • extensive written comments which could be summarised more concisely

Academic PE Data collection

- Teachers will ensure all formal assessment results and data are input within the department drive under GCSE Data (appropriate year/class). Teachers are welcome to collect any other data they feel is beneficial to their teaching; however the PE data google sheets document should only contain the required information for ease of class assessment/ HOF analysis.

Practical Assessment: Academic PE

- Students will have access to the AQA practical sport criteria and should be assessed using this. There are formal practical assessments to carry out in accordance to the data drop deadlines (Year 9 1 sport Summer term, Year 10 2 sports summer term and year 11 3 Sports November Mocks). All sports are graded out of 25 and broken down into skills/10 and full context/15.
- Students are provided with regular feedback regarding their performance, and using the AQA criteria, are informed on where they can improve their grades.
- It is the teacher's responsibility to ensure the strongest 3 sports are carried forwards towards their overall grade. Eg a student may 'prefer' football however they may be stronger practically in badminton. This should be communicated to the student.

CORE PE Overview

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". Peer assessment may also be used when observing performances, to assess their theoretical understanding.
- 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.

Marking of books:

- Year 9: Book marked once per half term
- Year 10: Book marked once per half term
- Year 11: Book marked twice per half term

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">• to correct misconception• to provide further clarification• to increase effort• to increase aspiration• to build student confidence	<ul style="list-style-type: none">• marking that does not involve students in responding to the feedback• marking that does not inform planning• marking that uses inaccessible language for students• extensive written comments which could be summarised more concisely

APPENDIX 9
PERFORMING ARTS FACULTY POLICY

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			

APPENDIX 11

COMMUNITY ENTERPRISE FEEDBACK POLICY

Assessment and Feedback

Overview

In Business Studies and Travel & Tourism we continue to follow the whole school policy of providing feedback in a timely fashion. They will receive regular informal feedback from the class teacher and it will include self reflection, retrieval activities to monitor progress and some peer work where relevant. Students will also receive deep formal feedback from the teacher at the end of each topic via end of topic tests. Students will receive verbal feedback every lesson and will be expected to respond to this feedback in their folders or on Google Classroom.

Formal/deep Feedback

Business, students will receive feedback through taught lessons that incorporate key exam techniques which they will be tested on in their end of unit topic tests. We believe that this is a key part of exam preparation and will include use of extended response questions. Students will then be given formal feedback which students will respond to in green pen. Once this is complete students will reflect upon the DIRT activity and complete a Metacognitive self reflective document to highlight key areas for development within that topic. Students are actively encouraged through collaborative working to peer assess and develop extended responses in groups. This will incorporate WWW and EBI's. Students will then be given an individual learning plan created by the teacher that highlights areas for development. This will be reviewed in class, at intervention sessions and in Faculty meetings. Staff will monitor the areas for concern in a database and discuss with students and parents as and when appropriate.

End of unit assessment REFLECTIONS					
UNIT: 3.4 Human Resources		Name:		Grade I wanted:	
				Target Grade:	
				Grade I achieved:	
Where did I lose marks?					
Question	Topic	Marks	Lack of knowledge	Did not use command word to answer correctly	Did not use exam technique / strategy
1-4 Multiple choice	Human resources	/4			
1.5		/4			
1.6		/4			
2.1		/2			
2.2		/7			
2.3		/4			

A key element in both Business and Travel includes understanding exam technique and how to answer extended response questions. This is interleaved in the SOW. Staff will be expected to focus on exam technique in each module.

Students are given DIRT time in lessons:

Students will be given sufficient time in which to respond to their written feedback from their class teacher. Responses to feedback will be completed by students in green pen or in a Green Font if feedback is electronic. This will be recorded by the Class Teacher in a Faculty database to monitor progress. Scaffolding will support students in understanding how to address their EBI as and where necessary. The metacognitive self reflection document supports the scaffolding for students to monitor their own progress. This will be revisited so that knowledge becomes secure in each unit.

Summative assessment:

In Business and Travel summative assessment takes place at the end of each unit. Formal feedback is provided in line with the formative assessment. The summative assessment links to the data trackers and the course specifications. This allows students to plot their progress throughout the course. The students will complete an end of Year exam in Year 9 and 10. In Year 11 students will undertake 2 mock exams to monitor progress and identify areas for intervention.

<div> <div>Business Studies Learning Journey</div> <div>Challenge scale</div> <div> <div>Target grade = 5</div> <div>Autumn report 5</div> <div>Spring report 5</div> </div> <div> <div>Green = started/completed</div> <div>red= not started</div> </div> </div>					
unit	Specification Content	Date completed	Links	Progress Test score	Revision Notes
3.1	Business in the real world 3.1.1-purpose and nature of business 312-business planning 313-business ownership 314-business aims and objectives	<div>September 2021</div> <div>Skill level:</div> <div></div>	<div> <div>Year 9 Work for ...</div> <div>3.1.1 Purpose o...</div> <div>9D Bs 3 period ...</div> <div>9D Bs 3 period ...</div> <div>Year 9 KHT Stu...</div> </div>	5	On my evaluation I have analysed the questions I got right and those that I got wrong.

How is feedback monitored?

Feedback will be monitored through learning walks and the reviews of Google classroom. The data produced from the assessments will form the basis of key discussions in Faculty meetings which will then inform future planning and implementation of courses.