



# King's Academy Ringmer

**“in pursuit of excellence”**

## Feedback Policy

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### 1. Overarching Principles

#### What is feedback?

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning.

Feedback can take different forms: peer, self, group, teacher marking or verbal. Highly effective teachers use a combination of these, selecting the best form as appropriate to the learning, student and intended outcome. The best feedback, whether it is verbal or written, will give students a clear understanding of what they need to do to improve and time for students to act upon the feedback in order to make progress.

## **1. Aims of feedback**

- 1.1. To help students make progress
- 1.2. To provide student with strategies to improve
- 1.3. To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- 1.4. To inform teacher planning and structure the next phase of learning;
- 1.5. To facilitate effective and realistic target setting for student and/or the teacher;
- 1.6. To encourage a dialogue to develop between student and teacher;
- 1.7. To encourage students to have a sense of pride in the quality and presentation of their work;
- 1.8. To correct mistakes, with a focus on literacy, vocabulary and numeracy skills.

## **2. Principles**

The King's Academy Ringmer feedback policy aims to promote consistent and high standards of feedback. This policy sets out the general principles which subjects must use to draw up their own specific policies to suit their curriculum needs. There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement.

The general principles are:

- 2.1. Feedback should be timely and respond to the needs of the individual so that they can actively engage with feedback;
- 2.2. A dialogue, both verbal and written, should be created between teacher and student. When marked work is returned to students, it is essential to allow time for students to read the comments and engage with the feedback;
- 2.3. Feedback is part of the school's wider assessment processes, which aims to provide an appropriate level of challenge to students in lessons, allowing for them to make good progress;
- 2.4. Where appropriate, students should be encouraged to assess their own work against the learning/assessment objectives and success criteria;
- 2.5. Peer, group and self-assessment is a valuable tool for learning that should occur regularly but it needs to be well structured by the teacher;
- 2.6. Individual policies will specify the frequency and type of feedback and Curriculum Overview Tables will identify which pieces of work will receive feedback.

## **3. Type and frequency of verbal feedback**

- 3.1. This is the most frequent form of feedback;
- 3.2. It has immediacy and relevance as it leads to direct student action;
- 3.3. Verbal feedback may well be directed to individuals or groups of students;
- 3.4. Verbal feedback may or may not be formally planned.

## **4. Type and frequency of written feedback**

- 4.1. There are two types of written feedback: detailed and maintenance
- 4.2. The frequency of each type of written feedback will vary between subjects and key stages. Agreed minimums should be clear in the feedback policies of each subject area (see appendices for further information);

- 4.3. Some subjects that are more practical may well not have detailed written feedback;
- 4.4. Detailed feedback will clearly identify the strengths and strategies for improvement that students will then act upon (this may be in the form of WWW and EBI);
- 4.5. Maintenance marking may identify specific issues such as literacy errors and presentation issues. Students are expected to act upon these.

## **5. Type and frequency of peer feedback**

- 5.1. Effective peer feedback is rigorously structured and modelled by the teacher
- 5.2. Written peer feedback should be clearly titled and underlined as 'Peer Feedback';
- 5.3. Students need to be well trained over time to effectively peer assess. This process will be clearly led by the teacher.

## **6. Type and frequency of self feedback**

- 6.1. Akin to peer feedback, students need an explicit and clear structure to identify their learning needs;
- 6.2. Teachers should share success and/or assessment criteria where appropriate.

## **7. Type and frequency of group feedback or whole class feedback**

- 7.1. Group feedback or whole class feedback, if delivered well, can be used to help students to reflect on their learning. Using clear guidelines, led by the teacher, students can self-assess their work.
- 7.2. Group feedback can be used to fully engage students in the assessment process and be used effectively for dedicated improvement and reflection time (DIRT)
- 7.3. Group or whole class feedback can also address common errors and misconceptions that teachers can use to adapt their planning and re-teach key concepts and ideas
- 7.4. Teachers can identify targets for the students to work on as a class or individually

## **8. Literacy and numeracy feedback**

- 8.1. In order to improve literacy standards, students must be given appropriate and targeted feedback. Students must understand that spelling, punctuation and grammar are important in all subjects for successful communication. It should be in both detailed and maintenance written feedback;
- 8.2. Literacy should be marked using the following symbols:

<b>Symbol</b>	<b>Meaning</b>
//	A new paragraph is needed here.
Sp	There is a spelling mistake. You should find the correct spelling or, if your teacher has written the correct spelling out for you, write it in the margin three times.
Gr	There is a grammar mistake.
?	A word, sentence or phrase does not make sense.
—	A capital letter has been used incorrectly.
O	A circle shows where a point of punctuation is missing or has been used incorrectly.
^	A word is missing.

- 8.3. We all have a duty to be vigilant about standards of our students' numeracy where appropriate and to ensure that where numerical concepts or strategies are used in subjects, they are checked for accuracy.

## **9. Presentation of work**

- 9.1. As part of maintenance feedback, the following guideline for presentation should be adhered to:
- Students must rule off after previous piece of work
  - Blue or black pen is used
  - Any diagrams, tables or illustrations are completed in pencil
  - Handwriting must be neat
  - Each piece of work must have a title and a date
  - Titles and dates must be underlined with a ruler
  - If students make a mistake, a neat line should be put through it
  - Books must be free from graffiti
  - Any loose sheets should be stuck into books

## **10. Monitoring and Evaluation**

- 10.1. Subject/Faculty Leaders must ensure their departmental policy supports the school policy. Department policy should clearly identify the type and frequency of feedback in subjects;
- 10.2. Subject/Faculty Leaders undertake regular quality assurance to ensure feedback is allowing students to progress their learning. This will involve work scrutinies, student voice interviews and learning walks.
- 10.3. Senior Leaders undertake regular quality assurance to ensure feedback is allowing students to progress their learning. This will involve work scrutinies, student voice interviews and learning walks.
- 10.4. Line Managers and other stakeholders will regularly discuss and evaluate the quality of feedback as part of the Line Manager meeting process

## 2. English Department - Type and frequency of feedback by Key Stage: English

Key Stage 3	Key Stage 4
<ol style="list-style-type: none"> <li>1. <b>Written feedback will be given after each formal assessment.</b> This will be identified by the use of annotations in students' work and clear improvement tasks provided for each student, linking to the Departmental Targets for Improvement codes. Assessment sheets for each Key Stage 3 assessment will show clear success criteria.</li> <li>2. When marking for writing, teachers will use the agreed <b>literacy marking codes</b>, as set out in the whole school feedback policy and students should use a different coloured pen to correct their work, crossing out each code to show they have responded.</li> <li>3. At least once every half term when there is not a formal assessment, teachers will mark significant pieces of written work in students' books. <b>These might be marked with Whole Class Feedback sheets or brief teacher comments and annotations in books.</b></li> <li>4. <b>Vocabulary tests</b> and <b>Knowledge checks</b> will be administered every half term, with student's peer or self-assessing and correcting responses.</li> <li>5. <b>Students will be expected to proofread their own writing</b> carefully, correcting mistakes before handing work in to be marked.</li> <li>6. Students should be given clear <b>Success Criteria</b> for longer responses, which they can use to mark their own work.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Written feedback is given after each assessment, using the exam criteria.</b> Students will be provided with an appropriate cover sheet that outlines the key assessment areas and targets for improvement. Targets will be set using the central Departmental Targets for Improvement codes.</li> <li>2. In Key Stage 4, assessments should take place every half term as part of the interleaving and retrieval practice, whether this is a formal mock exam or a class assessment for literature.</li> <li>3. Longer written responses will also receive feedback as appropriate during the learning and revision process. This might be in the form of live marking, Whole Class Feedback or individual written feedback if the teacher deems it necessary.</li> <li>4. Written comments are not given for class notes, unless SPAG/presentation errors are being addressed.</li> <li>5. Peer feedback and self-assessment is also an important source of students' learning and students should be trained how they can best support each other using this method, with reference to clear success criteria or exam mark schemes.</li> <li>6. The use of Google Classroom, mote voice notes and comments is encouraged for Independent Learning tasks.</li> </ol>
<p><b>Teachers are expected to use verbal questioning and feedback during lessons to check and correct students' misconceptions. There might be no record of this in books, although it might be observed during practice.</b></p> <p>updated March 2021</p>	

### 3. Maths Department - Type and frequency of feedback by Key Stage: Maths

Key Stage 3	Key Stage 4
<p><b>1. During lessons and after each assessment</b> Verbal feedback is recognised as having the greatest impact on student progress and will be at the core of our everyday teaching. In the blue exercise book, you may see where teachers have spoken to individual students and then written comments and/or questions to reinforce this verbal feedback.</p> <p><b>2. Hegarty is used for homework and to provide regular feedback.</b> The purple books are checked by teachers when a homework deadline is reached. Detailed teacher feedback is expected at least three times in one term. This will focus on:</p> <ol style="list-style-type: none"> <li>Presentation</li> <li>Have the 10 rules of Hegarty been followed</li> <li>Have any working, been written down correctly. If yes then good, if not then corrections should be made and the correct method shown.</li> </ol> <p><b>3. Every half term Summative assessments will be completed and teacher-marked.</b></p> <ol style="list-style-type: none"> <li>These assessments are written by staff to include the topics taught that half term. In addition topics from previous terms are interleaved within the assessment.</li> <li>The purpose of this summative assessment is to check on progress and allow movement between sets.</li> <li>Initial whole year testing of Y7 and Y8 is completed using an external testing process, GL testing. This gives a standardised score (SAS) for all students. This helps with setting and students are re-tested at the end of the year to determine progress.</li> <li>Gap analysis is completed and students informed of these gaps through a red, amber, green printed sheet. Starters for the rest of the half term are generated by these gaps. Individual areas for improvement are specified and DIRT time is provided for students to work on their feedback.</li> </ol>	<p><b>1. Feedback for GCSE groups.</b> As Key Stage 3.</p> <p>In addition GCSE groups undertake a number of full GCSE papers. These are marked in accordance with the exam boards schemes and their grade boundaries are used. At this point we start to have a firmer indication of where the student is and gaps in that student's knowledge.</p> <p>For each assessment at KS4 red/amber/green feedback sheets are given to students and these are used to help students understand their strengths and weaknesses.</p> <p>Again, starters and homeworks are set according to the classes areas of concern.</p>

#### 4. Science Department - Type and frequency of feedback by Key Stage: Science

Key Stage 3	Key Stage 4
<ul style="list-style-type: none"> <li>- In lessons, students receive 3-5 knowledge questions and a purple question as a <u>starter</u> (recall from previous lessons). <b>Feedback = self marked</b>. The expectation is that students correct any incorrect answers and improve their answers. The teacher presents the correct answers and model/exemplar answers. This is also the case for <u>knowledge questions</u> used throughout the lesson and at the end of lessons.</li> </ul>	
<ul style="list-style-type: none"> <li>- <u>During an activity</u>, the teacher will provide <b>verbal feedback</b> to students. Teachers may provide written feedback during an activity.</li> </ul>	
<ul style="list-style-type: none"> <li>- During a <u>skills-based task</u>, exemplar materials and success criteria are shared with the class for students to <b>self or peer</b> assess against.</li> </ul>	
<ul style="list-style-type: none"> <li>- During <u>whole class discussions</u>, students receive <b>immediate verbal feedback</b> on their questions, answers and ideas</li> </ul>	
<ul style="list-style-type: none"> <li>- At the end of a topic, a <u>knowledge quiz</u> takes place (one-word answers). Students are expected to <b>self-mark</b>, when the answers are provided on the board, in a different coloured pen. Students are expected to change any incorrect answers. This is completed on yellow paper. Following the knowledge quiz students will complete independent improvement on the aspects of the topic where they have gaps in their understanding.</li> </ul>	
<ul style="list-style-type: none"> <li>- Once every half term (6 times a year), students complete a piece of <u>extended writing</u> or an exam question based assessment task. The teacher will use <b>whole class feedback</b> to provide feedback, as well as mark for literacy on each individual piece of work (following the academy policy). Using the department whole class feedback template, a teacher will inform students of strengths, weaknesses, and spelling errors. In addition, tasks are provided to groups of students to help to bridge any gaps in knowledge and/or skills. We will use the model highlighted on page 108-109 of WALKTHRU.s.</li> </ul>	
<ul style="list-style-type: none"> <li>- Students sit a <u>summative assessment</u> 2 times per year. This is <b>marked by the teacher</b>. The teacher will go through the test with a visualiser to demonstrate to students what is expected in each question and to highlight key exam technique. Students annotate their own paper with a different colour pen.</li> </ul>	

underlined = the task

**bold** = the type of feedback

## 5. Art Department - Type and frequency of feedback by Key Stage: Art

Key Stage 3	Key Stage 4
<p>Key Stage 3 students are allocated 2x 50 minute lessons over 2x weeks. All SOWs and curriculum maps are in line with the National Curriculum for Art.</p> <p><b>Verbal:</b> Related to improvement points linked to the current theme/ project or technique. Will be given once every half term and captured in the back of the sketchbook.</p> <p><b>Written:</b> Related to the overall current theme/ project or technique and connecting improvement points. Will be given at the end of a project and/ or line with the school's tracker points. Assessments relating the 4x assessment objectives of:  AO1- Artists, Influences, Analysis and Response.  AO2- Developing of Ideas/ Review &amp; Refine/ Experimenting with media.  AO3- Recording Observations.  AO4- Realising intentions, presenting an informed and meaningful response.</p> <p><b>Low Stakes:</b> Tracking and monitoring of work completed provide visual feedback, allowing students to self-regulate the work needing to be completed.</p> <p><b>Self/ Peer:</b> In class end of project self/ peer assessment- verbal feedback linked to key words relating to the current theme/ project or technique.</p>	<p>Key Stage 4 students are allocated 6x 50 minute lessons over 2x weeks. All SOWs and curriculum maps are in line with AQA Exam Board- 8200U Art, Craft &amp; Design expectations and procedures.</p> <p>Students follow a broad curriculum which covers:  Coursework- 60%  - 2x main projects, 1x satellite project, independent work.  Externally Set Assignment- 40%  - 1x assignment: 1x theme selected from 7x choices.</p> <p>NB: Feedback via GCSE Photography is mirrored but online and with use of MOTE + Screen shots of feedback forms.</p> <p><b>Verbal:</b> Related to improvement points linked to the current theme/ project or technique. Will be given twice every half term and captured in the back of the sketchbook via an individual tutorial sheet.</p> <p><b>Written:</b> Related to the overall current theme/ project or technique and connecting improvement points. Will be given at the end of a project and/ or line with the school's tracker points. Assessments relating the 4x assessment objectives of:  AO1- Artists, Influences, Analysis and Response.  AO2- Developing of Ideas/ Review &amp; Refine/ Experimenting with media.  AO3- Recording Observations.  AO4- Realising intentions, presenting an informed and meaningful response.</p> <p><b>Marking Criteria grid:</b>  Hierarchical assessment grid and marking bands. Students visual assessment and monitoring of skill level and development.</p> <p><b>Low Stakes:</b> Tracking and monitoring of work completed provide visual feedback, allowing students to self-regulate the work needing to be completed.</p> <p><b>Self/ Peer:</b> In class end of project self/ peer assessment- verbal feedback linked to key words relating to the current theme/ project or technique.</p>



## 6. Computer Science Department - Type and frequency of feedback by Key Stage: Computer Science

Key Stage 3	Key Stage 4
<ol style="list-style-type: none"> <li>1. Work is checked for presentation completion and organisation during lessons. Every unit has an end of unit assessment which provides feedback on all questions. Summaries of unit tests are used to will help to identify any misconceptions and inform our future planning</li> <li>2. Live verbal feedback is performed during lesson on reviewing at work produced online in the lesson activities and problems resolved 1: 1 with individuals or smaller targeted groups (<i>formative</i>)</li> <li>3. Detailed whole class feedback given (usually on programming) with progress in understanding concepts of programming development at least once in a term (<i>formative</i>)</li> <li>4. Individual 1: 1 feedback given, on specific pieces of coding work where errors and syntax in coding slow student progress</li> <li>5. Oral feedback given in all lessons on progress to students in classroom</li> <li>6. Peer assessment and self-marking is used where we deem it appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are encouraged to take responsibility for keeping their digital workbooks organised and up to date, guided by the subject teacher and progress reviewed in class</li> <li>2. Assessed written test for each unit of work are marked and followed by whole class feedback and/or individual feedback</li> <li>3. Students are given DIRT time to complete updates to the written unit test and shown corrected answers.</li> <li>4. Self-marking quizlets are provided to affirm subjects and enhance revision</li> <li>5. Y11, 3 sets of Mock exams (Dates to be confirmed by SLT) in theory and computational thinking. Followed by the whole class and / or individual feedback. Strength weaknesses and methods of improvement given in 1:1 feedback session</li> <li>6. Regular vocab tests as appropriate, students are encouraged to complete keyword tasks and given verbal tests as a whole class.</li> <li>7. Oral, immediate feedback 1:1: given in all lessons in particular with coding practice</li> <li>8. Pre-mortem and post mortem sessions. In addition, peer assessment is used with some key pieces of writing using assessment criteria.</li> <li>9. Exam wrappers and personal learning checklist.</li> </ol>

## 7. Dance / Drama Department - Type and frequency of feedback by Key Stage: Dance / Drama

Key Stage 3	Key Stage 4
<p>With the nature of the subject being predominantly practical, verbal feedback will form a significant part of this department's feedback policy. Students have 50 minutes every 2 weeks. This policy below is based on a whole term x3 per academic year.</p> <ul style="list-style-type: none"> <li>- <b>Verbal</b> feedback should be conducted 1:1 and on a whole class nature in <b><u>all lessons</u></b>. (<i>formative</i>)</li> <li>- <b>Detailed</b> whole class feedback should be given (usually on choreography/devised ideas and development or performance) at least <b><u>once</u></b> in a half-term (L2 &amp; L4). (<i>formative</i>)</li> <li>- <b>Individual</b> 'strengths' and 'areas for improvement' will be clearly identified <b><u>twice</u></b> (Lesson 4&amp;5) in a half-term approaching final performances (end of a whole term, lesson 6).</li> <li>- <b>Peer</b> feedback to develop performance analysis. This takes place during mini-performance episodes. Students will be scaffolded through this process to respond to specific skills based on WWW and EBI. (<i>formative</i>)</li> </ul> <p><i>*The above is based on 3 lessons per half term, 6 lessons per whole term. This might vary class group to class group dependent on the term length.</i></p> <p>Schemes of learning (SOL) and the Learning Journey for this department has been planned to cover all aspects of the NC at different stages throughout an academic year, in which it might be repeated in another year but in more detail or in a higher skill. The SOL have also had the BTEC tech award specification integrated in from year 7 to support knowledge retention for future GCSE students.</p>	<p>With the design of the course, there is a mixture of practical and theoretical elements through year 10 and 11.</p> <ul style="list-style-type: none"> <li>- <b>Verbal</b> feedback should be conducted 1:1 and on a whole class nature in <b><u>all lessons</u></b>. (<i>formative</i>)</li> <li>- <b>Detailed</b> whole class feedback should be given during every written piece of exam preparation; it <b>must</b> include each individual to have at least 1x focus on areas of development. This should take place at least <b><u>once per half term</u></b> to inform the trackers. (<i>formative &amp; summative</i>)</li> <li>- <b>Low Stake Test (LST)</b> will take place at the end of each theory unit covered and be recorded by the teacher. Students will take note of weak areas to focus on. Expect to see LST at least <b><u>once every half term</u></b>. (<i>formative</i>)</li> <li>- <b>Individual</b> 'strengths' and 'areas for improvement' will be clearly identified <b><u>twice</u></b> in a half-term when working on the practical elements of component 1. This will either be a whole project mark based on the BTEC specification or an individual component mark. (<i>summative</i>)</li> </ul> <p><b>Year 11:</b></p> <p>The focus will be on the choreography paper when it is released by the exam board (January) - using exam board criteria, generic feedback will be given at a general level. Feedback should help support and not provide answers for the students.</p> <ul style="list-style-type: none"> <li>- 1:1 verbal feedback and some written feedback, identifying strengths and areas for improvement will be given for all practice examinations.</li> </ul> <p><i>*The above is based on 6 doubles per half term, 12 doubles per whole term</i></p>

## 8. Design Technology and Food Nutrition - Type and frequency of feedback by Key Stage: Design Technology and Food Nutrition

Key Stage 3	Key Stage 4
<p>With the nature of the subject being predominantly practical, verbal feedback will form a significant part of this department's feedback policy. Students have 100minutes every 2 weeks. This policy below is based on a whole term x3 per academic year.</p> <ul style="list-style-type: none"> <li>- <b>Verbal</b> feedback should be conducted 1:1 and on a whole class nature in <b><u>all lessons</u></b>. (<i>formative</i>)</li> <li>- <b>Detailed</b> whole class feedback should be given (usually on design ideas/development or product analysis) at least <b><u>once</u></b> in a term, usually near the beginning. (<i>formative</i>)</li> <li>- <b>Individual</b> 'strengths' and 'areas for improvement' will be clearly identified <b><u>once</u></b> in a term approaching the end of a project (end of a whole term). This will either be a whole project mark from areas of the NC (design, make, evaluate) or an assessment to assess at least one of more of the NC areas. (<i>summative</i>)</li> <li>- <b>Peer</b> feedback of a practical or written nature will take place at least <b><u>once</u></b> per term/project. Students will be scaffolded through this process - TAG sheets. (<i>formative</i>)</li> </ul> <p><i>*The above is based on 3 doubles per half term, 6 doubles per whole term. This might vary year group to year group.</i></p> <p>Schemes of learning (SOL) and the Learning Journey for this department has been planned to cover all aspects of the NC at different stages throughout an academic year, in which it might be repeated in another year but in more detail or in a higher skill. The SOL have also had the new AQA GCSE specification integrated in from year 7 to support knowledge retention for future GCSE students.</p>	<p>This feedback policy will be broken up into year 10 and year 11. This is due to year 11 predominantly being e-controlled assessment.</p> <p><b>Year 10:</b></p> <ul style="list-style-type: none"> <li>- <b>Verbal</b> feedback should be conducted 1:1 and on a whole class nature in <b><u>all lessons</u></b>. (<i>formative</i>)</li> <li>- <b>Detailed</b> whole class feedback should be given during every written piece of exam preparation, it <b>must</b> include each individual to have at least 1x focus on weak areas. This should take place at least <b><u>once per half term</u></b> to inform the trackers. (<i>formative &amp; summative</i>)</li> <li>- <b>Low Stake Test (LST)</b> will take place at the end of each theory unit covered and be recorded by the teacher. Students will take note of weak areas to focus on. Expect to see LST at least <b><u>once if not more every half term</u></b>. (<i>formative</i>)</li> <li>- <b>Individual</b> 'strengths' and 'areas for improvement' will be clearly identified <b><u>twice</u></b> in a term approaching the end of a big project (e.g iPad stand &amp; Spice Racks). This will either be a whole project mark based on the AQA specification and/or AQA NEA mark scheme. (<i>summative</i>)</li> </ul> <p><b>Year 11:</b></p> <p>Major aspects of Key Stage 4 will be conducted under controlled assessment conditions using exam board criteria; generic feedback will be given at a general level. Teachers must not provide detailed and specific advice on how to improve work.</p> <ul style="list-style-type: none"> <li>- 1:1 verbal feedback and some written feedback, identifying strengths and areas for improvement will be given for all practice examinations.</li> <li>- Peer feedback using TAG sheets or scaffolded response sheets to support exam prep and or design process in their NEA.</li> </ul> <p><i>*The above is based on 6 doubles per half term, 12 doubles per whole term.</i></p>

## 9. Humanities – Geography and History - Type and frequency of feedback by Key Stage: Geography and History

Key Stage 3	Key Stage 4
<p><b>Verbal:</b> This will be ongoing throughout lessons and immediate for individuals, pairs or groups according to the set tasks. Students will be expected to act positively on the feedback given and to improve or refine their work.</p> <p><b>Written:</b> Formative assessment before summative assessments - students will have the chance to practice a key skill before each formal summative assessment. They will be given feedback on this - either personalised or whole class - so that they can anticipate any errors and correct them beforehand. This may be online. Ongoing formative assessments - students will periodically be assessed on a key skill in class or online. Feedback is given by peers following whole class discussion, or written by the teacher, or verbally in person or using mote if online. Retrieval practice - again this varies in practice but can take the form of a short answer starter or plenary test, or a quick verbal quiz as a starter or plenary.</p> <p>Summative assessment Star and wish marking OR whole class feedback will take place on three specific pieces of work. This will either be a formal assessment, a piece of classwork or an exam. Feedback lessons will follow these pieces to allow students to improve their work in DIRT based on the guidance given. Where appropriate teachers may give whole class feedback where there have been common errors across a piece of work.</p> <p><b>In all key stages teachers will normally mark in red and students will normally amend and improve their answers in green. This helps them to identify areas to be improved if using work for a ‘pre-mortem’ the next time.</b></p>	<p><b>Verbal:</b> This will be ongoing throughout lessons and immediate for individuals, pairs or groups according to the set tasks. Students will be expected to act positively on the feedback given and to improve or refine their work.</p> <p><b>Written:</b> Formative assessment - students will have the chance to practice key exam skills throughout the term. They will be given feedback on this - either personalised or whole class - so that they can anticipate any errors and correct them. Ongoing formative assessments - students will periodically be assessed on a key skill in class or online. Feedback is given by peers following whole class discussion, or written by the teacher, or verbally in person or using motif online. Retrieval practice - again this varies in practice but can take the form of a short answer starter or plenary test, or a quick verbal quiz as a starter or plenary.</p> <p>Summative assessment - Star and wish marking OR whole class feedback will take place on one specified piece of work each term, one of which will be an assessment piece, usually in the form of past exam questions. Detailed written feedback will be given on exam questions and longer answers in exercise books OR online in the form of 2 stars and a wish OR whole class feedback. Feedback lessons will follow these pieces to allow students to improve their work based on the guidance given.</p> <p>In Year 10 there is an end of year exam in May. In Year 11 there is a trial exam in October and another in March.</p> <p>These are marked by the teacher using GCSE mark schemes and examiners’ reports. Whole class feedback and personalised</p>

	comments are used by the students to green pen mark their exam papers and are used in the revision process prior to the next set of exam papers.
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## 10. Humanities - PSHE - Type and frequency of feedback by Key Stage: PSHE

Key Stage 3	Key Stage 4
<p><b>Verbal:</b></p> <p>This will be ongoing throughout lessons and immediate for individuals, pairs or groups according to the set tasks. Students will be expected to act positively on the feedback given and to improve or refine their work. Traffic light cards, thumbs up, exit questions and other forms of non-written assessment are also used frequently.</p> <p><b>Written:</b></p> <p>Students are asked to record what they already know about a topic at the beginning of a unit of work and then to add new knowledge or understanding in a different colour to show progress.</p> <p>Summative assessment Star and wish marking OR whole class feedback will take place on three specific pieces of work. This will either be a formal assessment, or a piece of classwork feedback lessons will follow these pieces to allow students to improve their work in DIRT based on the guidance given.</p> <p>Where appropriate teachers may give whole class feedback where there have been common errors across a piece of work.</p> <p><b>In all key stages teachers will mark in red and students will amend and improve their answers in green and for any peer assessment to be indicated by 'marked by .....</b></p>	<p><b>Verbal:</b></p> <p>This will be ongoing throughout lessons and immediate for individuals, pairs or groups according to the set tasks. Students will be expected to act positively on the feedback given and to improve or refine their work. Traffic light cards, thumbs up, exit questions and other forms of non-written assessment are also used frequently.</p> <p><b>Written:</b></p> <p>Students are asked to record what they already know about a topic at the beginning of a unit of work and then to add new knowledge or understanding in a different colour to show progress.</p> <p>Summative assessment Star and wish marking OR whole class feedback will take place on two specific pieces of work. This will either be a formal assessment, or a piece of classwork feedback lessons will follow these pieces to allow students to improve their work in DIRT based on the guidance given.</p> <p>Where appropriate teachers may give whole class feedback where there have been common errors across a piece of work.</p> <p><b>In all key stages teachers will mark in red and students will amend and improve their answers in green and for any peer assessment to be indicated by 'marked by .....</b></p>

## 11. Humanities - RE - Type and frequency of feedback by Key Stage: RE

Key Stage 3	Key Stage 4
<p><b>Verbal:</b> This will be ongoing throughout lessons and immediate for individuals, pairs or groups according to the set tasks. Students will be expected to act positively on the feedback given and to improve or refine their work.</p> <p><b>Written:</b> Formative assessment - students will have the chance to practice a key skill before each formal summative assessment. They will be given feedback on this - either personalised or whole class - so that they can anticipate any errors and correct them beforehand. This may be online.</p> <p>Summative assessment Star and wish marking OR whole class feedback will take place on three specific pieces of work. This will either be a formal assessment, a piece of classwork or an exam. Feedback lessons will follow these pieces to allow students to improve their work in DIRT based on the guidance given. Where appropriate teachers may give whole class feedback where there have been common errors across a piece of work.</p> <p><b>In all key stages teachers will mark in red and students will amend and improve their answers in green and for any peer assessment to be indicated by 'marked by .....</b></p>	<p><b>There is currently no RE taught at KS4.</b></p>

## 12. Modern Foreign Languages - Type and frequency of feedback by Key Stage: Modern Foreign Languages

Key Stage 3	Key Stage 4
<ol style="list-style-type: none"> <li>1. Work is checked for presentation and organisation during lessons. Accuracy is checked when written work is marked. Key spelling, punctuation and grammar errors must be corrected and practiced during whole class feedback, peer assessment and/or teacher feedback. This will help us to identify any misconceptions and inform our future planning</li> <li>2. Peer assessment is used as a learning tool where appropriate, structured and clearly led by the subject teacher</li> <li>3. Whole class feedback given after each written piece of work once per half term</li> <li>4. Individual feedback given, on specific pieces of written work identified in the schemes of work.</li> <li>5. Regular vocab tests as appropriate.</li> <li>6. Year 7 - One written or spoken assessment per language per whole term followed by whole class feedback. Reading and listening assessed activities regularly and at least at the end of each unit of work.  Year 8 &amp; 9 - One written assessed piece per whole term followed by whole class feedback. Reading and listening assessed activities at least at the end of each unit of work. One speaking assessed activity (presentation / role play / photo task) per term</li> <li>7. Verbal feedback given in all lessons</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are encouraged to take responsibility for keeping their folders organised and up to date, guided by the subject teacher.</li> <li>2. Assessed writing piece every module followed by whole class feedback and/or individual feedback.</li> <li>3. Speaking activities (key questions, photo task or role play) linked to every module. Mock speaking exam at the end of Year 10 and mid-way through Year 11 prior to the real exam.</li> <li>4. End of Year 10 exams (on Modules covered in Year 9 &amp; 10) in reading, writing and listening</li> <li>5. Y11, 3/2 sets of Mock exams (Dates to be confirmed by SLT) in reading, writing and listening. Followed by the whole class and/or individual feedback.</li> <li>6. Regular vocab tests as appropriate (using quizlet, MWB...)</li> <li>7. Verbal feedback given in all lessons.</li> <li>8. Pre-mortem and post mortem sessions before and after key assessments.</li> <li>9. Peer assessment is used with some key pieces of writing using assessment criteria.</li> <li>10. Exam wrappers and personal learning checklist before and after key assessments</li> </ol>



### 13. Music - Type and frequency of feedback by Key Stage: Music

Key Stage 3	Key Stage 4
<p>With the nature of the subject being predominantly practical, verbal feedback will form a significant part of this department's feedback policy. Students have 50 minutes every week. This policy below is based on a whole term x3 per academic year.</p> <ul style="list-style-type: none"> <li>- <b>Verbal</b> feedback should be conducted 1:1/ to small groups ideally each lesson, but at least <b><u>every other lesson</u></b>. <i>(formative)</i></li> <li>- <b>Detailed</b> whole class feedback should be given at least <b><u>once</u></b> in a unit, and may relate to common problems with Listening, Composing or Performing depending on the unit. <i>(formative)</i></li> <li>- <b>Individual</b> 'strengths' and 'areas for improvement' will be clearly identified <b><u>once</u></b> in a project approaching final performances/composition sharing (end of a whole project with summative assessment. This will link to specific assessment criteria that will be shared with the class through the project. This may also take place during Work in Progress and subsequent final performances, enabling students to act on feedback and make further progress.</li> <li>- <b>Low Stake Test (LST)</b> will relate to listening skills and will help prepare students for the Appraising component of GCSE. Expect to see LST at least <b><u>once every term</u></b>. This could also use Teaching Gadget tests. <i>(formative)</i></li> <li>- <b>Self/Peer</b> feedback to develop ability to critique performance and composition. This takes place during Work in Progress and subsequent final performances, enabling students to act on feedback and make further progress. Students will be scaffolded through this process to respond to specific assessment criteria based on 'ISM The New Curriculum'. <i>(formative)</i></li> </ul> <p><i>*The above is based on 6 lessons per half term, 12 lessons per whole term. This might vary class group to class group dependent on the term length.</i></p> <p>Schemes of Learning (SOL) and the Learning Journey for this department has been planned to cover all aspects of the NC at different stages throughout an academic year, in which it might be repeated in another year</p>	<p>With the design of the course, there is a mixture of practical and theoretical elements through year 10 and 11.</p> <ul style="list-style-type: none"> <li>- <b>Verbal</b> feedback should be conducted 1:1 and on a whole class basis in <b><u>all lessons</u></b>. <i>(formative)</i></li> <li>- <b>Detailed</b> whole class feedback should be given in response to a listening question or a 10-mark written question. This should take place at least <b><u>once per half term</u></b> to help inform the trackers. It <b>must</b> include each individual to have at least 1x focus on areas of development. <i>(formative &amp; summative)</i></li> <li>- <b>Low Stake Test (LST)</b> will take place frequently in each unit covered. In structured listening tasks students will take note of weak areas to focus on. Expect to see LST frequently to help inform the trackers. Scores can be recorded in Teaching Gadget to spreadsheet. <i>(formative)</i></li> <li>- <b>Individual</b> 'strengths' and 'areas for improvement' will be clearly identified <b><u>twice</u></b> in a half-term when working on the practical elements of the course. This will either relate to a solo or ensemble performance or a composition linked to the Eduqas specification. This will be recorded in one of two ways: Performance: a Google Doc shared with the student and updated throughout the course to show progress. Composing: notes reflecting verbal feedback for student to act on recorded in either Soundtrap or Noteflight depending on which programme is used to compose. Google Doc shared with the student and updated throughout the course to show progress. <i>(formative and summative)</i></li> </ul> <p><b>Year 11:</b> The focus will be on performing and composing using exam board criteria; generic feedback will be given at a general level in line with the specification. Feedback should help support and not provide answers for the students. (It will be recorded as above)</p>

<p>but in more detail or in a higher skill. The SOL are also being developed to have the new Eduqas GCSE specification integrated from year 7 to support knowledge retention for future GCSE students.</p>	<ul style="list-style-type: none"> <li>- 1:1 verbal feedback and some written feedback, identifying strengths and areas for improvement will be given for all practice examinations.</li> </ul> <p><i>*The above is based on 6 doubles per half term, 12 doubles per whole term.</i></p>
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#### 14. Physical Education - Type and frequency of feedback by Key Stage: Humanities – Physical Education

Key Stage 3	Key Stage 4
<p>At Key Stage 3 all lessons are practical lessons and will predominantly involve verbal feedback given throughout all lessons. Each group has 2 X 100min lessons across the two-week timetable</p> <ol style="list-style-type: none"> <li>1. <b>Verbal feedback</b> should be conducted 1:1 and on a whole class nature in all lessons. continuous. It will occur during the lesson and often mid-activity. Students will be expected to act upon this feedback during their next attempt/performance. Literacy and vocabulary will be part of this feedback. (formative). Emphasis will be on 1:1 feedback given at regular timed intervals during the lessons</li> <li>2. <b>Detailed whole class feedback</b> should be given at least once in a term, usually near the beginning. This will be given on areas of strengths and also areas to develop for entire groups. (formative)</li> <li>3. <b>Individual 'strengths'</b> and 'areas for improvement' will be clearly identified once in a term approaching the end of a scheme of work. This will be in the form of a GCSE practical grade. (summative)</li> <li>4. <b>Peer Group</b> and pair work relies on regular high-quality peer feedback as structured by the teacher based on a WWW/EBI (What Went Well and Even Better If) format. This happens on a lesson-to-lesson basis.</li> <li>5. <b>Google Form</b>-These will be used three times throughout the year at Key Stage 3 to assess pupils theory learning from practical lessons and throughout the course in Key stage 4.</li> </ol>	<p>At Key stage 4 we are currently delivering two courses with the GCSE and the Btec, with assessment being slightly different with the two-course feedback will vary slightly with Btec students given more time in section 5.</p> <ol style="list-style-type: none"> <li>1. <b>Verbal feedback</b> will be given that is individual and specific to the task at hand throughout every lesson. It will be given to supplement written feedback.</li> <li>2. <b>Written feedback</b>, in the form of individual (1x per term) and whole group feedback forms (2x per term). Focus on key vocabulary, common successes/misconceptions. Students reflect on feedback creating an action plan using WWW/EBI. Feedback to be acted upon during DIRT time.</li> <li>3. <b>DIRT</b> (Dedicated Improvement and Reflection Time) is factored into lesson time for students to act upon feedback. Use of the Visualizer to show model answers.</li> <li>4. <b>Peer feedback</b> to be used within DIRT sessions &amp; follow the protocol of high quality assessor named approach. Peer feedback will also be used for exam questions to mark and improve a partner's work. Initials should be present.</li> <li>5. <b>Self-feedback</b> there is the high expectation that students will act upon feedback given, to include perfect presentation and redoing work deemed not of an acceptable standard. This will be particularly prevalent in the Btec course ensuring that the work meets the criteria set. This will be given through reflective questions which will help review their performance</li> <li>6. <b>Exam questions</b>- multiple choice, short answers, Knowledge Organisers and long answers- feedback given in relation to subject knowledge but also on exam technique. These will be part of lessons delivered.</li> <li>7. <b>Topics tests</b> will provide students with a numerical grade, either a % or what the % equates to on the 1-9 grading system or in the Case of BTEC Pass, Merit or Distinction</li> <li>8. <b>Controlled assessment</b> will be marked and students given designated opportunities to act upon feedback and improve quality of work.</li> </ol>

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