

## Feedback and Marking

**Objective:** Students receive regular, timely, personalised feedback which helps them to improve the quality of their work and make exceptional progress. Teachers must use students' work and misconceptions to plan future lessons.

*Marking and feedback will appear different at each Key Stage (as described below) and Heads of Department have adapted the generic policy (below) to suit the learning needs of students in their subjects. These will appear in the departmental handbooks.*

### KS3

Largely verbal feedback with group feedback sheets on a regular basis

Core subjects once per week, other subjects once per fortnight.

Beginning of a lesson once a week or fortnight is DIRT time which begins with the group feedback sheet.

Students are then given time to work on and respond to their feedback in green pen. They will write out their own WWW/EBI in green pen and action it.

- Teachers to circulate regularly during the lessons giving regular verbal feedback every lesson and 'red-penning' literacy issues live during the lesson returning to these during plenaries and starters.
- Once per half-term, an extended piece of writing is deep marked in books/folders for literacy and content. HoD to choose the piece in advance of the half-term so that as much can be gleaned from it as possible.
- Other classwork (including note-taking) does not need to receive comments/flick and tick style recognition.
  
- Only give levels on summative assessments (students are regularly engaging with group feedback and need to self-assess what is going well and what they need to do to improve.)
- Levels appear in parental reports but teachers will keep a record of where students are and what they need to do to improve.
  
- Homework can still be marked in the same way as classwork or students can self/peer-assess it as long as it is used by the teacher to inform planning.

### KS4

All core subjects deep-mark at least one piece of extended written work per fortnight.

All other subjects deep-mark at least one piece of extended written work per three weeks.

- Other classwork (including note-taking) does not need to receive comments/flick and tick style recognition.
  - WWW/EBI format in green pen (comment only, no grades/levels).
  - Following marking, a DIRT starter/half of a lesson occurs where students address feedback and improve work.
  - Levels appear in parental reports but teachers will keep a record of where students are and what they need to do to improve.
  - Staff give regular verbal feedback and live red-pen literacy errors during the lesson returning to these during plenaries and starters.
  - Homework can be self/peer assessed as long as this is used by the teacher to inform planning.
- Summative assessments still take place as per HoD schedule.

### KS5

Students notes are not teacher-marked (they can be self/peer assessed) – teachers regularly circulate and give verbal feedback and live red-pen literacy marking; all homework, assignments and tests are marked and these are kept in students folders in a clearly delineated section. ALL students keep records of areas of strength/areas for development in the front of their folder (and date this).

## Presentation expectations

### All books / folders must:

- a) Include a **tracker sheet** – this should be clearly displayed at the front of every exercise book / folder. It should include the students MTG, individual assessment marks as well as a progress over time professional grade.
- b) Include an **assessment sheet** – this should outline the standardise assessments which will be undertaken each half term / term with space to record the grade achieved each time and 3 targets for improvement. It is advised that these include a section for parental signature after each assessment.
- c) Include **subject specific grade / level descriptors**. These should be stuck in the books / filed and used by students and staff regularly when marking / in dialogue about progress.
- d) **Level descriptors / mark schemes / success criteria** should be used for every assessed piece of work. This should be student friendly and used by students and staff to give feedback on the standardised assessments.
- e) Each piece of **work must be clearly labelled** by the student – c/w, h/w, revision, notes, re-draft, assessment etc. This will help students, staff, parents and any other third parties identify quickly where progress has been made.
- f) The following **literacy codes** should be stuck in every book:

Standard Codes to be used by all teachers for Literacy Marking in all subjects at Villiers High School:

SP = spelling mistake – to be written in the margin and the word underlined or a '?' left for the pupil to find the misspelt word

C = incorrect use of the capital letter or capital letter is required but not used

P = punctuation missing and required or incorrectly used

// = a new paragraph is needed or suggested

WW = wrong word used – to be written in the margin and the word underlined

^ = word, phrase or letter missing and needed to be added

- g) **Literacy Marking:** Spelling, punctuation and grammar are corrected using the Standard Codes used at Villiers (explained above). This marking also allows teachers to monitor pupil progress in the use of language and to obtain feedback on literacy teaching.
- h) **Books should be covered** to protect them – students will have a 2-week window upon receiving a new book to have it fully covered for protection (ideally with sticky back plastic). Some departments may provide a book covering service for students. Departments who use folders should use plastic wallets where appropriate to protect important documents / pieces of assessed work.