

Feedback and Marking Expectations

Objective: Students to receive regular, timely, personalised feedback which helps them to improve the quality of their work and make rapid 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.

DIRT time periodically begins the lesson; 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.
- An extended piece of writing (chosen by the HoD) is deep marked in books/folders for literacy and content on a regular basis (as decided by the HoD).
- 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 periodically.

- 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).