

## Policy for Marking and Feedback at The Lakes School

Date Adopted

6<sup>th</sup> March 2017

Annual Review Date

1<sup>st</sup> September

### Context

Effective marking and feedback help our students to make rapid progress across each of the subjects they study. This document provides teachers with clear guidance about the school's approach to marking and feedback. Specifically, these guidelines have been developed with staff to better identify the most effective approach to marking students' work in each subject.

### Related Policies and Guidance for Staff

This marking and feedback guidance is an extension of our Assessment, Recording and Reporting Policy and is part of a suite of policies and guidance for teaching staff at The Lakes School that are grouped under our Teaching and Learning Guidance for Staff.

### Marking and Feedback is at its best when...

...it is <b>positive</b>	...it provides <b>next steps</b>	...students <b>respond</b> to what they are being asked to do
This refers to marking and feedback that helps students understand the specifics of what they have done well or what they need to do next using language that inspires them to make progress.	This refers to the need for marking and feedback to set out clearly what a student needs to do to improve their work and make progress towards a higher grade.	This refers to the need for students to demonstrate an excellent attitude to learning by reading the teacher's marking and by listening carefully to their teacher's feedback and then acting on this feedback to make improvements to their knowledge, skills and understanding.

### Why do we mark and provide feedback?

We mark students' work on a regular basis in order to:

- Assess the progress students are making towards their targets and key assessment criteria.
- Provide feedback to students about what is good about their work and about what they need to improve.
- Encourage correct use of Literacy and Numeracy across all curriculum areas.
- Inform our planning.
- Inspire and motivate students to make outstanding progress.

### Providing feedback to students

Students feel valued, learn more quickly and make better progress when teachers regularly mark work and give feedback and do so promptly after a piece of work has been completed. Best practice also allows students to act on the teacher comments from marked work and encourage an assessment dialogue where appropriate.

### Regularity of marking work

There are different minimum marking and feedback requirements depending on the regularity of contact with students. This is to allow for the fact that teachers in different subject areas teach a very different number of classes with very different contact time. The subject specific details below provide clarification in this area.

### Peer Marking

Peer marking and feedback can be a very useful tool as it enables students to assess the work of a classmate against key criteria. This process can itself help the student carrying out the assessment improve their own knowledge, skills and understanding. Where students have carried out peer marking and feedback, teachers should check to ensure that there are no inaccuracies, which may lead to misconceptions.

### Providing Verbal Feedback

In many cases, teachers provide verbal feedback to students and this can often prove to be more helpful as it is instant and often takes place during lessons whilst students are completing work; students can then make adjustments to their work immediately. Where appropriate, the student receiving the verbal feedback should be encouraged to make a note of the feedback in an appropriate place on their work so that they can refer back to

the guidance and improve their work. This helps students to develop good study habits and provides a useful reference for the teacher when revisiting or marking previous work.

#### How do we monitor and improve marking and feedback?

The school carries out regular monitoring activities to evaluate the progress students are making across all subject areas. We monitor progress by observing lessons, looking at written work, talking to students and by looking at progress data from Assessment Points. The Extended Leadership Team carry out this monitoring, which is supported at different times throughout the year by governors and external partners with school improvement experience. We use the findings from this monitoring to focus support for staff through our appraisal system and staff training sessions.

#### Marking for Literacy: Whole School Expectations

The expectations below apply to the marking of all work across the school and help all students to improve their basic literacy skills. These expectations encourage students to develop good habits which benefit all subject areas.

Marking Symbol	Meaning	Expectation of Students
✓	<b>Good word or idea</b>	
✓✓	<b>Excellent word or idea</b>	
Sp	<b>Spelling Error</b> The error will be underlined and the correct spelling is often written out above	Write the word out 3 times below your work and add list to spelling list in the back of your book
P	<b>Punctuation Error</b> The mistake will be circled and usually means a missing capital letter or full stop	Read carefully and add the missing punctuation. You may need to change your sentence or add words
NAS	<b>Not a Sentence</b>	Re-read and check your meaning
?	<b>What does this mean?</b>	Re-read and then add missing words or make your hand writing clear
Exp	<b>Expression</b> You can find a different and better word than the one used here	Re-read and then change your word You might need a thesaurus
//	You need a new <b>paragraph</b> here	Remember to take note of this and add a paragraph break when you are re-drafting

#### Marking for Numeracy: Whole School Expectations

The expectations below apply to the marking of all work across the school and help all students to improve their basic numeracy skills. These expectations encourage students to develop good habits which benefit all subject areas.

Marking Symbol	Meaning	Expectation of Students
Units	You have written a number but no units of measurement are indicated therefore the answer is incorrect	Add the unit of measurement
Ruler	You need to use a ruler All diagrams should be drawn with a ruler including graphs, tables, pie chart and anything requiring straight lines	Redraw the diagram using a ruler
Pencil	You need to use a pencil All diagrams should be drawn with a pencil including graphs, tables, pie charts etc	Redraw the diagram using a pencil
Working out	You need to show your working out Working out helps to demonstrate understanding and without it, students lose marks in examinations.	Add the working out in an appropriate space

<b>Marking and Feedback</b> What does it look like in...?	<b>Art</b>
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**What will teachers do?**

Every student will have their GCSE grade target recorded in their sketchpads using the target sticker.

Summative marking of classwork will take place using the department's proforma for KS3, GCSE and A Level at the end of each project (usually one per term). An extra interim/formative assessment will usually take place in KS4 & 5 projects. This will be glued into books or stapled to work at KS3 and filed in the appropriate log for KS4 & 5. This will be based on the AQA Art & Design Assessment Objectives for all years. Students will have a chance to evaluate their work and to set targets for improvement based on the Assessment Objectives.

Homework will be marked using the school's white sticker or an adapted version to contain success criteria at KS3 and 4. Ideally this will be peer or self-assessed, and a verbal comment given before the deadline – then time given to improve. Marking sheets will be glued in sketchpads at KS3 and left loose at KS4. Homework at KS5 will be marked below, on or above target (using RAG colour coding) usually with a written or verbal comment to improve.

**How often will students' work be marked?**

KS3	Homework set every 2-3 weeks Project work marked on completion (usually termly)
KS4	Homework set every 2 weeks Project work marked half way through and on completion (usually termly)
KS5	Homework/Independent extension work set at least every 2 weeks Project work marked half way through and on completion

**What will students do in response to marking?**

KS3 & 4 Time will be given in lesson, or by an agreed extension, to make improvements in response to the marking they have received.

KS5 It is expected that students will continue to work on pieces after they have been marked to improve.

<b>Marking and Feedback</b> What does it look like in...?	<b>Business</b>
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**What will teachers do?**

In line with the requirements of BTEC courses, teachers will provide ongoing verbal feedback to students about their work.

At an agreed assessment point, and again at the end of a unit, teachers will provide formal written feedback in relation to the assessment objectives in line with the requirements of BTEC courses.

**How often will students' work be marked?**

Verbal feedback will be given regularly during lessons and in relation to submitted work.  
Written feedback will be given in line with BTEC course requirements, which is once per unit/piece of work.

**What will students do in response to marking?**

In response to verbal marking, students will note down key points from the teacher and act on this feedback to make improvements to their work.

**Marking and Feedback  
What does it look like in...?**

**Drama**

**What will teachers do?**

Verbal feedback is a strong feature of Drama lessons and provides students with specific feedback about their ability as a performer, a responder and a creator of work. This verbal feedback will help students understand their strengths and areas for improvement in each of the three areas and, importantly, will also provide students with guidance on how they can improve.

Teachers in Drama will provide opportunities for students to record performances and feedback so that they can use this to help them make progress.

**How often will students' work be marked?**

Two half-termly assessments are completed by students during Key Stage 3. These assessments allow progress to be tracked accurately and more formalised feedback to be provided to students.

During Key Stage 4 and 5, continuous verbal feedback is given which helps students improve their performance skills. Verbal and written feedback is provided to students in response to written tasks such as exam question practice.

**What will students do in response to marking?**

Students are expected to respond promptly to the feedback they are given in Drama and apply verbal and written guidance instantly to their practical work as this helps them make rapid progress. Students are also expected to make use of time outside of lessons, including at home, to practice making improvements to their performance skills in response to feedback.

<b>Marking and Feedback</b> What does it look like in...?	<b>English</b>
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**What will teachers do?**

Summative marking, at the end of an extended topic or piece of work, takes place once per ½ term. Teachers will carry out deep marking, encourage student self-assessment, check peer assessment and set out targets and next steps for students.

Formative marking of ongoing classwork and homework takes place once per fortnight in exercise books. Teachers will check student self and peer assessment. Teachers will also provide quick responses to an extended piece of work so that students can benefit from a learning conversation, which takes place while the task is still fresh and relevant.

Teachers will also provide the following:

- Margin notes which require a response from the student.
- Purple pens used for proof reading and responses to feedback so that students can see clearly where they have acted on a teacher’s marking and feedback
- A verbal feedback stamp with lines showing where students should write what the teacher just said
- Live marking during lessons whilst students are working

**How often will students’ work be marked?**

Years 7 - 11	Years 12 and 13
Formative, ongoing marking of classwork and homework will be completed once per fortnight. Summative marking will be completed once per half term.	Marking will be completed fortnightly. Verbal feedback will be ongoing during lessons.

**What will students do in response to marking?**

1. Students will be answering questions asked by their class teacher through written marking.
2. Students will be correcting spelling punctuation and grammar errors.
3. Students will be writing out incorrect spellings three times.
4. Students will be creating their own targets.
5. Students will make use of previous marking to provide criteria for the next task.
6. Students will redraft work based on assessment objectives.
7. Students will respond to feedback by engaging in the mark scheme to demonstrate that they understand what is required from their work.

<b>Marking and Feedback</b> What does it look like in...?	<b>Maths</b>
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**What will teachers do?**

Teachers will:

- Highlight corrections to be made
- Correct spelling, punctuation and grammar errors in line with the whole school expectations
- Set out the next steps that will help the students make progress
- Provide follow on questions for the student to answer to help them consolidate or extend their learning
- Provide verbal feedback during lessons whilst students are working independently
- Remind students about expectations in Maths e.g. the use of pencil and ruler
- Mark in purple pen
- Analyse trial exams using question by question spreadsheets to provide students with specific feedback
- Update objective grids after unit tests and feedback to students about their strengths and areas for improvement

**How often will students' work be marked?**

Each half term, teachers will mark work at the end of a unit which will typically cover 2 topics and 2 key pieces of work.

For Sixth Form students, teachers will provide regular in class feedback and detailed marking of exam papers and deep marking of homework tasks.

**What will students do in response to marking?**

1. Students are expected to complete any follow on questions set by the teacher
2. Students are expected to address any errors highlighted by the teacher

<b>Marking and Feedback</b> What does it look like in...?	<b>Computing</b>
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**What will teachers do?**

In Years 7, 8 and 9, teachers will mark any printed class work ready for the next lesson using the marking and feedback sticker. Instant verbal feedback will be given during lessons.

In Years 10-13, instant verbal feedback will be given during lessons which will include targets to achieve and questions for the student to respond to. This feedback will help students consolidate and extend their learning.

**How often will students' work be marked?**

Years 7, 8 and 9	Years 10, 11, 12 and 13
Verbal feedback given regularly in lessons Classwork will be marked every 4 or 5 lessons Homework will be marked fortnightly	Instant verbal feedback will be given during lessons Written feedback in response to final unit tasks

**What will students do in response to marking?**

1. Students are expected to respond immediately to verbal feedback during lessons to make instant improvements to their work.
2. Students are expected to read carefully any written feedback and respond to questions and tasks from the teacher.

**Marking and Feedback  
What does it look like in...?**

Science

**What will teachers do?**

For every 18 lesson unit, teachers will complete marking for two significant selected pieces per student with positive comments to motivate and inspire as well as target comments with areas to improve based on prior work and end of year targets.

Teachers will focus on Literacy skills, particularly in Extended Answer Questions. Spelling, punctuation and grammar will be checked along with use of connectives and comparatives and a student's use of Point Evidence Explain.

Teachers will provide feedback on numeracy skills in relation to the production of graphs, setting out of work and accuracy of calculations with working out and units and the accuracy of equations and formulae.

End of unit tests to be either teacher marked or peer marked as appropriate using relevant mark schemes. Teachers will schedule a dedicated review lesson to help students focus on the feedback they receive.

Unit tests will be glued into exercise books along with a Test Review Sheet identifying where marks have been lost.

**How often will students' work be marked?**

Two key pieces of work will be marked across an 18 lesson unit.  
Regular verbal feedback will be provided to students during independent work in lessons.

**What will students do in response to marking?**

1. Students will respond to teacher marking in green pen
2. Non teacher-marked work to be routinely peer-marked and students to identify their key improvement areas from peer-marking in green pen.
3. Test review sheets to include a category indicator which is added by the student in relation to the type of error made

- 1= Silly Mistake  
2 = Nearly got it  
3 = No Idea  
4 = Question interpretation mistakes with appropriate solutions.

**Further exemplification for Science staff**

**1. Mid topic book marking. Working Scientifically Skills.**

**After 6-8 lessons.**

Select one single Working Scientifically skills based activity to set and mark midway through a unit. Marking criteria and suggestions for improvement and progression will be informed by the WS specification requirements. This could be a pre-planned required GCSE practical with a specific focus on eg fair test planning, choice of equipment, safety etc.

Alternatively, one pre-planned data handling activity with a specific focus on graphs, conclusion based on evidence, anomalous data and evaluation, method improvements etc.

Marking could also focus on the key terms e.g. resolution, range, interval, precision, valid, repeatable, reproducible etc.

Students *must* then respond to the marking in green pen in the next lesson. Quiet personal reflection time used to do this.

Teacher is to log successful completion of required practicals for GCSE in the tracking sheet. (in development)

**2. Homework and classwork task marking.**

This could be a starter activity to go through homework or to follow up a class activity eg worksheet. All students to peer-mark in green pen and write their own points to improve.

**3. In-lesson marking.**

Circulate in class with a red pen in hand to annotate books as you go when discussing and supporting with students. Rubber stamp 'verbal feedback given' if relevant.

**4. End of Topic Test marking.****Science Content.**

Teacher to mark test in red with appropriate annotation of obvious errors eg circle tick two boxes etc. Dedicated lesson used to go through the test, either by whole class discussion or by independent student work with a mark scheme. Highlight areas of difficulty and common mistakes. Every student is to write corrections into test paper in green pen and glue test into books.

Students also all to complete an A5 Test Review sheet highlighting marks lost as category 1-4 mistakes and things to do to improve. (Cat 1 = silly, Cat 2 = nearly, Cat 3 = No Idea, Cat 4 = Question?) See attached review sheet.

Golden Threads or Collins 'What you should know' RAG used to help students to identify next steps for progression. Students are to select at least three content areas to work on. Not just 'more revision'! These Golden Thread progression steps can also inform teacher comments in exercise books.

**5. Attention to Literacy.**

Spellings and use of correct Science Key Words. Cross reference to revision guide. Students to be encouraged to have the revision guide open in lessons.

Explanations to be developed using skills developed in English and re-enforced in Science. Encourage the use of PEE Point/Evidence/Explain, use of connectives eg *because, therefore, however, so* and use of comparatives eg *bigger, faster, stronger, increase, decrease, more, less, fewer, double, half, etc.*

Sequences are to be developed, especially with methods or content, for extended answer 6 mark questions. Bullet points are OK as long as they are proper sentences.

Marking of literacy is to conform to school policy displayed in every classroom.

**6. Attention to Numeracy.**

Mathematical processing is always to have *workings/answer/units*.

Graphs are to be drawn using correct conventions, including sketch graphs, using pencil and ruler, scales, labels, units and appropriate line of best fit. Patterns are to be established to include comparatives as above.

Learning and use of a range of equations that now need to be remembered. Re-arrangements of formulae and conversions between units are needed for higher students. Correct units including use of capitals/lower case eg  $\text{cm}^3$  instead of ml,  $\text{mol/dm}^3$  instead of M, °C, N, J, kg, kJ, etc. to be used.

**7. Attention to Differentiation.**

Appropriate choice of tasks to support learners at different levels could be subtly acknowledged in the students' books.

**8. White stickers and Levelling of Work.**

White target or marking stickers won't be used until they reflect a current single 1-9 target and current AtL 1-5. Work done by students won't be levelled until we have enough experience to do so. A rough guide can be given. This can be linked to progress using *above expected/ expected/ below expected* and [www.ebi.com](http://www.ebi.com). Remember that the single targets given are already aspirational. (FFT+1)

<b>Marking and Feedback What does it look like in...?</b>	<b>Philosophy and Ethics</b>
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<b>What will teachers do?</b>
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<p>Use post it notes to help guide students at strategic points during the tasks</p> <p>Purposefully read the students assignments to enable feedback which is useful for progression</p> <p>Subject specific stickers</p> <p>More use of ICT – interactive whiteboard</p> <p>Plenty of verbal (positive) feedback</p>
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<b>How often will students' work be marked?</b>
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<p>Regular – as and when the teacher feels it is appropriate</p> <p>End of task/mid task dependent upon the size and complexity of the task KS3 – once per 2 weeksKS4 – once a week</p>
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<b>What will students do in response to marking?</b>
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<p>Re-draft work, showing changes in response to marking</p>
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<b>Marking and Feedback What does it look like in...?</b>	<b>BTEC Sport and Outdoor Education</b>
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<b>What will teachers do?</b>
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<p>In line with the requirements of BTEC courses, teachers will provide ongoing verbal feedback to students about their work.</p> <p>At an agreed assessment point, and again at the end of a unit, teachers will provide formal written feedback in relation to the assessment objectives in line with the requirements of BTEC courses.</p>
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<b>How often will students' work be marked?</b>
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<p>Verbal feedback will be given regularly during lessons and in relation to submitted work.</p> <p>Written feedback will be given in line with BTEC course requirements which is once per unit/piece of work.</p>
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<b>What will students do in response to marking?</b>
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<p>In response to verbal marking, students will not down key points from the teacher and act on this feedback to make improvements to their work.</p>
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<b>Marking and Feedback</b> What does it look like in...?	<b>Physical Education</b>
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<b>What will teachers do?</b>
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Minimum 1 piece of written work, p ½ term (GCSE)  
 Deep marking, 'next step' comments  
 A: Level – min 3 pieces of deep marking p. ½ term  
 N.B Also depends upon frequency of practical lessons while in groups.

Occasionally re-doing a piece of work  
 Expanding upon an area within that piece of work  
 Amending future work to incorporate next steps comments i.e use of specialist vocab/answering in complete sentences etc etc

Use of voice recorder to record 1 – 1 feedback  
 Use of a 'pro forma' specific to our subject?

<b>How often will students' work be marked?</b>

<b>What will students do in response to marking?</b>

<b>Marking and Feedback</b> What does it look like in...?	<b>Design and Technology</b>
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<b>What will teachers do?</b>
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Verbal feedback is a strong feature of technology lessons. Teachers provide this verbal feedback constantly during lessons to help students understand what they have done well and to set out next steps, often in the form of questions to encourage students to think about the creative design process.

Teachers will ensure there is photo evidence of each student's practical outcome at the conclusion of a project.

Ensure that students complete a project review sheet and support the student's reflections and evaluation by adding a summative comment and grade which sets out what the student has done well and the next steps they need to take to improve their knowledge, skills and understanding in Design and Technology.

<b>How often will students' work be marked?</b>
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Formal written assessments are completed by teachers on a termly basis upon the completion of a project or extended topic.

Continuous verbal feedback is given during all lessons in response to the level of guidance and support required by each student.

Small group and individual tutorials take place during lessons according to the needs of the students. These tutorials take the form of verbal feedback and questioning to help students develop their skills, knowledge and understanding.

<b>What will students do in response to marking?</b>
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Students are expected to act promptly on the feedback given to make improvements to their work.  
 Students are expected to attend intervention sessions where they can access support to help them improve in response to feedback.  
 Students are expected to ask questions of their teacher to help them clarify any next steps that may be needed.

<b>Marking and Feedback</b> What does it look like in...?	<b>Music</b>
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**What will teachers do?**

Verbal feedback is given regularly during lessons to ensure that students make rapid progress in their skills, knowledge and understanding across all areas of music. This applies to music lessons across all year groups.

Throughout Key Stage 4 and 5, students will receive written feedback about their composition tasks and essays which will help the students to focus on how they have met the assessment criteria and the steps they need to take to improve their work.

**How often will students' work be marked?**

During Key Stage 3, students can expect their topic work to be formally marked on a half termly basis.

During Key Stage 4, composition tasks last approximately 6 to 10 weeks and conclude with in-depth summative feedback focusing on how students can improve their work during the next topic or task. Verbal feedback is given to students constantly whilst they are completing their composition task for the coursework element of the course.

During Key Stage 5, students can expect to receive verbal and written feedback on their essays each half term. Typically, students complete 1 or 2 essays per half term. Verbal feedback is given to students constantly whilst they are completing their composition task for the coursework element of the course.

**What will students do in response to marking?**

At Key Stage 3, students are expected to look back at last marking feedback during new task

At Key Stage 4, students are expected to note down verbal feedback which they are then expected to apply in their future work.

At Key Stage 5, in addition to the expectations at Key Stage 4, students are expected to apply verbal and written feedback about their essays to future work.

<b>Marking and Feedback</b> What does it look like in...?	<b>MFL</b>
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**What will teachers do?**

Teachers will provide immediate verbal feedback to students during speaking and listening tasks.

In response to written work, teachers will identify spelling errors and indicate where students are making progress with their written ability in languages.

In their written and verbal comments, teachers will refer to expectations set out in assessment criteria and grade descriptors so that students understand what they are doing well and what they need to do to improve.

MFL specific marking stickers will also be used where appropriate.

**How often will students' work be marked?**

Regular verbal feedback is given to students during lessons in response to their oral and written work.

During Key Stage 3, deep marking will take place once a term as, at GCSE, writing now only holds 25% of the final mark, the other 75% being made up of speaking, listening and reading.

During Key Stage 4, written work will be marked in depth each half term.

During Key Stage 5, in depth marking will take place once per month.

**What will students do in response to marking?**

Students are expected to write out correct spellings three times where the teacher has identified an error.

Students are expected to act promptly upon feedback given.

Students are expected to engage in purposeful self-assessment to help them understand where they are making progress in languages.



NEW: Peer assessment is beginning to be used at relevant and appropriate points in KS3 thereby allowing pupils to learn from each other by developing their ability to spot successes and shortcomings in others' work.

Key Stage 4:

Provide pupils with pupil-friendly versions of the mark-schemes for each type of examination question.

Provide pupils with separate exam practice books in which to practise and develop their exam technique.

NEW: Peer assessment is being used regularly at relevant and appropriate points in KS4 thereby allowing pupils to learn from each other by developing their ability to spot successes and shortcomings in others' work and to apply the various mark schemes correctly.

IMPORTANT: Teachers then check the peer assessment in order to identify any inaccuracies or misconceptions and provide detailed written feedback that tells pupils something they have achieved *and* gives specific instructions as to how the pupil can **improve the work there and then in the lesson**

Key Stage 5:

Provide students with a Feedback Form on which is a broken-down mark-scheme and pro-forma to aid their planning.

Provide pupils with separate exam practice books in which to practise and develop their exam technique.

NEW: Peer assessment is beginning to be used at relevant and appropriate points in KS5 thereby allowing pupils to learn from each other by developing their ability to spot successes and shortcomings in others' work and to apply the various mark schemes correctly.

IMPORTANT: If any peer assessment has taken place, teachers then check the peer assessment in order to identify any inaccuracies or misconceptions and provide detailed written feedback that tells pupils something they have achieved *and* gives specific instructions as to how the pupil can **improve their technique next time**.

Where the marking is carried out exclusively by the teacher, the Feedback Form is used to highlight aspects of the mark-scheme that have been achieved and aspects that have not. Further written comment is also provided.

How often will students' work be marked?

Key Stage 3:

Teachers will aim to mark pupils' exercise books every few weeks. More substantial marking of extended pieces of work will take place at least once every half term.

Key Stage 4:

Teachers will aim to set and mark practice exam questions fortnightly. Pupils' class-notes in books or folders will be checked visually and receive verbal feedback during lessons but only practice exam questions will be marked in depth.

Key Stage 5:

Between them, teachers will aim to set and mark essays for any one group on a fortnightly to three-weekly basis. The regularity will, inevitably, vary according to the subject content and appropriateness.

What will students do in response to marking?

1. When books or folders are returned, pupils will be **given sufficient time** to go back and read the teacher's comments
2. The opportunity for pupils in KS3 and KS4 will then be provided for them to **act on the instruction(s) given**; this will involve them making alterations and / or additions to their work
3. The Department's Coloured Correction Pens will be used for this purpose, so that pupils' corrections are easily identifiable in all books across all year groups
4. Pupils will also be asked to look back at any earlier coloured corrections they may have made to read the teacher's comments on their alterations / improvements
5. KS5 students will be **given time to study the Feedback Form** and the written comments that accompany it. A general discussion of the group's performance will take place highlighting any common misconceptions or successes. At an appropriate point in the lesson, the teacher will make sure to speak to each individual students to ensure understanding of the comments given. Students will also be encouraged to reflect on their *prior* Feedback Forms and teacher's comments when they come to tackle their next essay. If they wish to re-do a particular essay in light of their mark and the feedback, they will be invited to do so.