



Policy for Marking and Feedback at The Lakes School

Date Adopted	May 2024	Annual Review Date	September 2025
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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 positive	...it provides next steps	...students respond 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 excellent Behaviour for 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 adjustment 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
✓	Good word or idea	How can you sustain a consistent standard of work to this level?
✓✓	Excellent word or idea	
Sp	Spelling Error The error will be <u>underlined</u> 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
○	Punctuation Error 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
?	What does this mean?	Re-read and then add missing words or make your handwriting clear
//	You need a new paragraph 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



Marking and Feedback What does it look like in...?	Art
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What will teachers do?

Every KS4 student (and Year 9 in Term 2) 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 may 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 Art Department Marking Sheets to contain success criteria at KS3 and 4. Ideally this will be peer or self-assessed, and a written target given before the deadline – then time given to improve (DIRT). Marking sheets will be glued in sketchpads at KS3 and left loose at KS4. Homework will be marked below, on or above target (using RAG colour coding) at KS4, and Developing/Secure/Exceeding at KS3, usually with a written target/question comment to improve.

How often will students' work be marked?

KS3	Homework is set at key points in every project to build on/complement classwork Project work is marked on completion (termly, or every half year)
KS4	Homework is usually set every 2 weeks with a mixture of independent and teacher set briefs to build on/complement classwork Project work is often halfway through and on completion (usually termly)
KS5	Homework/Independent extension work is set at least every 2 weeks Project work is marked halfway through (interim marking) 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 (DIRT).

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

Marking and Feedback What does it look like in...?	Business
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What will teachers do?

In line with the requirements of The Lakes School marking policy, we will mark for literacy and numeracy to the standards expected.

Retrieval practice will be embedded in every lesson, allowing pupils to review their knowledge. This could be a specific starter activity or reflection during the main lesson, or any other suitable and appropriately regular time.

Verbal feedback plays a strong role in Business lessons, both from the class teacher and peers. This is vital to give students the chance to instantly reflect and, where necessary, amend their ideas and responses to tasks.

Students are coached in how to structure the extended answers that they come across, with scaffolding provided where needed. Key phrases, paragraph structure and in-depth responses are encouraged.

In KS4 Exam style questions are embedded into lessons and typically are put in as each sub topic ends. These are often on worksheets. Many questions used have a case study and are written based upon those that will appear in exams. KS5 follows a similar format but this is dependent on the exam units being studied and their individual requirements e.g. pre-release materials and examination structure.

How often will students' work be marked?

A summative assessment is completed at the end of each topic area, typically each half term. These assessments allow reflection for both the teacher and pupils to see how well they have retained knowledge of a





topic area and to practice exam technique. This offers the opportunity for teachers to set tests that address students' possible misconceptions and offers further ways to interleave topics across the curriculum. Students will self and peer assess in class using purple pens when appropriate. Not all work will be checked with either green or purple pen when verbal feedback has been given.

What will students do in response to marking?

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

In response to written feedback, students will either annotate their work with purple pen to show how it can be improved, or at times students will be set the task of re-writing their answer following feedback.

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

Design and Technology

What will teachers do?

Assessment strategies, and the evaluation of a student's progress, is an integral part of teaching and learning and will be embedded in every lesson. Assessment for learning, and assessment of learning, takes many forms (written and verbal) and both are equally as important. The most valuable types of assessment and feedback always inform learning (past, present, future). Whilst the best form of feedback is often verbal; as it is instantaneous and highly personalised, this policy will outline the expectations for written feedback only.

Principles:

- Students need to be taught that homework, summative assessments and in-class tests are not being done for the teacher but for themselves as valuable indicators of progress.
- Opportunities to find out how well the students have learned subject content should become the norm.
- There is no failure in tasks only feedback to act upon.

Aims:

1. To establish a consistent approach to the way in which students receive verbal and written feedback.
2. To enable staff to evaluate the effectiveness of teaching and to inform future planning, intervention, homework and assessment.
3. To close learning loops, bridge knowledge gaps and improve the learning dialogue a teacher has with their students and vice versa.
4. To empower students to effectively reflect and improve their learning so they can reach their full potential.

In short, marking and written feedback should enable students to self-reflect, take action and make progress.

- This is what I can do (areas of strength)
- This is what I cannot do (areas to develop)
- This is what I need to do to improve my grade to meet/exceed my target (next steps)
- This is how I am going to improve and show evidence (change over time)

How often will students' work be marked?

Frequency of book marking:

- Live marking during the course of the lesson provides instantaneous feedback. Live marking should check for literacy, text accuracy, skill development and progress over time.
- The type and extent of written feedback will vary from subject to subject.
- Marking that provides no constructive feedback is not required.
- Teachers should review students' work to ensure feedback is acted upon.
- Marked work should be returned promptly to the students so misconceptions, errors and omissions can quickly be addressed; this is especially important for summative assessments.

Assessment:

There should be rigorous summative assessment in line with Long Term Plans in addition to the tasks that are marked in student books. These assessment pieces could be a past exam paper, controlled assessment, extended writing/essay, project work or practical tasks.

- Time should set aside in lessons for student interaction with marking assessment and feedback.
- The outcomes of all summative assessment should be in grades/levels.
- All assessments/grades/levels will be clearly recorded in the teacher's planner.



What will students do in response to marking?

It is expected that teachers provide time to enable students to engage in the learning dialogue provided in the written feedback. This time can be in and/or out of lessons. Students will be required to reflect upon their work, or the work of their peers:

- To consider the depth of their learning and understanding.
- To alter and change their work where necessary.
- To respond to questions posed by a teacher.
- To address literacy errors and improve the quality of their written communication.
- To further develop their responses.
- To meet grading criteria.
- To develop confidence

Working to student targets and reinforcing expectations:

- If a student fails to submit a requested task then time must be allocated for them to complete it.
- If a student hands in work that is below their target grade/expected level then they are expected to make the necessary improvements following feedback.
- If a students' work is significantly below their expected target grade/level they must revisit and re-submit the piece of work.

High expectations and standards will be reflected in all students' work (submitted and other).

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

Drama

What will teachers do?

Verbal feedback and formative assessment are 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. It also clarifies understanding and allows the teacher to identify any misconceptions and adapt their teaching to address them. 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 and target sheets are provided at KS3 to help them make further progress.

How often will students' work be marked?

Two half-termly assessments are completed by students in Year 8 & 9 including one written task. These assessments allow progress to be tracked accurately and more formalised feedback to be provided to students. In addition, they undertake one key practical assessment piece in Autumn or Spring.

During Key Stage 4 and 5, continuous verbal feedback is given during ongoing workshops - and formative assessment used - which helps students improve their performance skills. Verbal and written feedback is provided in folders for Year 10 & 11 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.

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

English

Title:
Author:
Date:

Path:



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What will teachers do?

KS3 & KS4:

Formative marking of ongoing classwork and homework takes place twice per half term in exercise books. Teachers will mark with a clear focus based on the teaching and work is always marked and returned whilst the task is still fresh and relevant.

Teachers will also provide the following:

- A Target & Question
- Purple Pens used for responding to feedback whereby students understand the identified Target and respond to the Question.
- In this way, students demonstrate clear progress between the original work and the response.

Summative marking, for a key assessed piece [KAP], is included in this also using T & Q – if appropriate, a grade may also be indicated. Teachers will carry out deep marking – including for SPAG – and students will respond in purple pen to answer the question. In this way, immediate improvement is evident. Work is marked and returned whilst the task is still fresh and relevant. This piece will inform progress tracking and AP data.

How often will students' work be marked?

Years 7 - 11	Years 12 and 13
Formative, ongoing marking of classwork and homework will be completed twice per half term. Verbal feedback will be ongoing during lessons.	Marking of homework will be completed regularly with suggestions given for improvement. 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 and improving some aspect of their work as directed.
3. Students will be writing out incorrect spellings three times.
4. More able students may be creating their own targets or being encouraged to analyse their own work through a critical viewpoint.
5. Students will make use of previous marking to provide criteria for the next task.
6. Students will redraft work based on the target and question.
7. Students will respond to feedback by engaging with the marking to demonstrate that they understand what is required from their work.

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

Geography

What will teachers do?

ORAL FEEDBACK DURING LESSONS

- Apply the 'No hands up' rule at all times for effective sampling
- Use oral questioning techniques at regular points in lessons in order to assess progress
- Employ whole-class approaches (eg thumbs, whiteboards) in order to assess the progress of all

The above strategies will highlight misconceptions and misunderstandings which can then be **explored and remedied with the class immediately**

WRITTEN FEEDBACK IN BOOKS AND FOLDERS

Follow the School Policy on Literacy (esp. spelling, capital letters, paragraphing)

Follow the School Policy on Numeracy (esp. pencils and rulers for diagrams, units)

Key Stage 3:

Title:
Author:
Date:

Path:



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- Mark using green pen and initial and date each episode of marking
- For classwork, employ a 'Comment only' approach
- For assessments, award a Developing, Secure or Exceeding grade
- For assessments (and extended writing), provide written feedback that tells pupils something they have achieved *and* gives specific instructions (sometimes on screen) as to how to improve the work there and then
- Peer assessment is to be used at relevant points to allow pupils to learn from each other by developing their ability to spot successes and shortcomings in others' work

Key Stage 4:

- Mark using green pen and initial and date each episode of marking
- Provide pupils with separate 'portfolio of assessment' in which to practise their exam technique
- Share with pupils (on screen or on paper) pupil-friendly versions of mark-schemes
- For practice examinations, provide written feedback that tells pupils something they have achieved *and* gives specific instructions (sometimes on screen) as to how to improve the work there and then
- For complete examinations, whole-class feedback will often be given using the screen
- Peer assessment is to be used at relevant points to allow pupils to learn from each other by developing their ability to spot successes and shortcomings in others' work

Key Stage 5:

- Mark using green pen and initial and date each episode of marking
- Provide pupils with separate 'portfolio of assessment' in which to practise their exam technique
- For essays and examinations, whole-class feedback will often be given using the screen
- For essays, provide students with a detailed Feedback Form that tells pupils something they have achieved *and* gives specific instructions (sometimes on screen) as to how to improve

How often will students' work be marked?

Key Stage 3:

- Teachers will mark pupils' exercise books every three weeks
- More substantial marking of assessment work will take place at least once every half term

Key Stage 4:

- Teachers will mark pupils' examination practice promptly upon completion
- Pupils' class-notes in books or folders will be checked in lessons and given verbal feedback, indicated by the dating and initialling of the work

Key Stage 5:

- Teachers will mark pupils' examination practice promptly upon completion

What will students do in response to marking?

Key Stages 3 & 4:

- When books or folders are returned, pupils will be given sufficient time to go back and read the teacher's comments



- 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
- The school's Purple Pens of Progress will be used for this purpose, so that pupils' corrections are easily identifiable in all books across all year groups

Key Stage 5:

- When books or folders are returned, pupils will be given sufficient time to go back and read the teacher's comments
- They will then be invited to re-do all or part of the piece of work in the light of the teacher's feedback if they think they would benefit from this process

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

History

What will teachers do?

ORAL FEEDBACK DURING LESSONS

- Apply the 'No hands up' rule at all times for effective sampling
- Use oral questioning techniques at regular points in lessons in order to assess progress
- Employ whole-class approaches (eg thumbs, whiteboards) in order to assess the progress of all

The above strategies will highlight misconceptions and misunderstandings which can then be **explored and remedied with the class immediately**

WRITTEN FEEDBACK IN BOOKS AND FOLDERS

Follow the School Policy on Literacy (esp. spelling, capital letters, paragraphing)

Follow the School Policy on Numeracy (esp. pencils and rulers for diagrams, units)

Key Stage 3:

- Mark using green pen and initial and date each episode of marking
- For classwork, employ a 'Comment only' approach
- For assessments, award a Developing, Secure or Exceeding grade
- For assessments (and extended writing), provide written feedback that tells pupils something they have achieved *and* gives specific instructions (sometimes on screen) as to how to improve the work there and then
- Peer assessment is to be used at relevant points to allow pupils to learn from each other by developing their ability to spot successes and shortcomings in others' work

Key Stage 4:

- Mark using green pen and initial and date each episode of marking
- Provide pupils with separate exam practice books in which to practise their exam technique
- Share with pupils (on screen or on paper) pupil-friendly versions of mark-schemes
- For practice examinations, provide written feedback that tells pupils something they have achieved *and* gives specific instructions (sometimes on screen) as to how to improve the work there and then
- For complete examinations, whole-class feedback will often be given using the screen
- Peer assessment is to be used at relevant points to allow pupils to learn from each other by developing their ability to spot successes and shortcomings in others' work

Key Stage 5:

- Mark using green pen and initial and date each episode of marking
- Provide pupils with separate exam practice books in which to practise their exam technique
- For essays and examinations, whole-class feedback will often be given using the screen



- For essays, provide students with a detailed Feedback Form that tells pupils something they have achieved *and* gives specific instructions (sometimes on screen) as to how to improve

How often will students' work be marked?

Key Stage 3:

- Teachers will mark pupils' exercise books every three weeks
- More substantial marking of assessment work will take place at least once every half term

Key Stage 4:

- Teachers will mark pupils' examination practice promptly upon completion
- Pupils' class-notes in books or folders will be checked in lessons and given verbal feedback, indicated by the dating and initialling of the work

Key Stage 5:

- Teachers will mark pupils' examination practice promptly upon completion

What will students do in response to marking?

Key Stages 3 & 4:

- When books or folders are returned, pupils will be given sufficient time to go back and read the teacher's comments
- 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
- The school's Purple Pens of Progress will be used for this purpose, so that pupils' corrections are easily identifiable in all books across all year groups

Key Stage 5:

- When books or folders are returned, pupils will be given sufficient time to go back and read the teacher's comments
- They will then be invited to re-do all or part of the piece of work in the light of the teacher's feedback if they think they would benefit from this process

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

Maths

What will teachers do?

Sparx: Homework will be set on Sparx at 8am on Mondays during term time. This needs to be completed by 3pm on Sundays. Teachers will add topics to Sparx to help review a topic completed in lessons that students struggle with. Work set on Sparx is adaptive to each student's level and will include consolidation questions. Insights will be used in lessons to address any common misconceptions that students have.

Title:
Author:
Date:

Path:



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Classwork: Teachers will walk around the classroom with a green pen to help students with questions and do live marking when appropriate. Teachers will address misconceptions in the lessons as a result of live marking and questions from students. Teachers will display answers during lessons for students to self-mark/peer mark.
Tests: Teachers will mark/review the end of topic tests. Teachers will mark the practice papers for KS4 and KS5. Teachers will mark/review the end of topic tests. Teachers will mark the practice papers for KS4 and KS5.

How often will students' work be marked?

Sparx: Work will be checked every Monday after the deadline and teachers will discuss with students how to complete/improve on the mark they have got to ensure work is 100% complete. C2s will be issued on Mondays (the day after completion) for any student who has completed less than 80% of their homework.
Classwork: Live marking by teachers will happen when appropriate during every lesson. Students need to use a purple pen to mark their work or peer mark using the answers that are displayed in lessons.
Tests: Marking of tests will be at the end of topics. Practice papers will be completed in lessons/at home and will be marked in the week following the time they have been handed in.

What will students do in response to marking?

Sparx: Students need to act on the feedback from their class teachers to ensure they have reached 100% for their homework.
Classwork: Students need to act on the feedback given to help them progress.
Tests: Students need to make corrections on their tests using a purple pen and complete the objective grid for that topic.

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

MFL

What will teachers do?

Teachers will provide immediate verbal feedback to students during speaking and listening tasks. Where appropriate, the answers will be displayed on the board.
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.

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

Music

Title:
Author:
Date:

Path:



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What will teachers do?

Students in all key stages will receive verbal feedback whilst working on the practical aspects of music (composing and performing).

In response to written and compositional work in books, feedback will be provided relating to the success criteria of the task. Work will be marked for subject specific literacy and will also be identified in books.

At the end of larger assessed pieces of work, students will receive a peer and teacher comment highlighting the strengths of the music and areas for improvement.

Students will receive praise for effort and outcome and also reminders for good presentation.

How often will students' work be marked?

In all Key Stages, regular verbal feedback and formative assessment is given during all pieces of work, especially when students are completing practical work. During Key Stage 3, books will be marked twice per half term in addition to the summative marking and feedback of larger pieces of work. Feedback is effective by helping students gain an understanding of the positive aspects of the work and offer guidance on how work could be improved.

During Key Stage 4, Music Theory, Listening and Appraising work will be marked twice per half term. For coursework (Composition and Performance), written feedback will be provided at various points during the monitoring process using the AQA specification.

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/performance task for the coursework element of the course.

What will students do in response to marking?

Regular opportunities to reflect on progress are completed by students during projects in purple pen completing a written task. In addition to teacher marking, students in KS3 & KS4 will complete self and peer assessment activities at the end of longer pieces of work.

Students in all key stages will also act upon comments and questions set by the teacher in books and folders. Furthermore, they will develop their musical vocabulary by correcting words that are spelt incorrectly. Students will act upon verbal feedback and written comments to improve their ongoing piece of next piece of work.

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

Physical Education

What will teachers do?

Core PE:

Teachers will give regular & immediate verbal feedback to individuals and small groups / teams throughout their practical lessons.

GCSE & A Level PE:

Verbal feedback is given regularly to individual students, small groups and whole group during theory lessons. Students' books/folders to be marked once every half-term (unless a practical unit has taken place).

Exam style question homework & classwork is set at the end of a topic and marked according to published mark schemes – some marked by teachers, some marked by peers or students themselves.

Marked work will be annotated by exam specific annotations (eg IRR / TV / EG / BoD) to help students understand where they have not hit the correct response and/or a tick & written feedback to indicate where marks have been awarded.

Occasionally fuller responses might be given by teachers to help students understand any misconceptions etc.

Where appropriate (mostly in A Level PE), a copy of the mark scheme is given to student with their marked work.

BTEC Tech Award in Sport:

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Title:
Author:
Date:

Path:



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In practical work teachers give regular verbal feedback to whole group, small groups and individual students. For the theory components, staff work with students over a period of time to develop knowledge & understanding to confidently answer the exam board 'Set Assignment Tasks' with student knowledge is captured in a student workbook. The student workbook which is marked by staff at least once every half-term. In the examination component, exam style questions will be set in either class or for homework at the end of a topic and marked according to published mark schemes.

How often will students' work be marked?

KS3 Core PE: Teachers will make informal formative assessments throughout a unit of work. Summative assessments at the end of each unit of work in each activity are recorded which contribute towards end of term summative assessments on Assessment Point Reports.

GCSE PE & A Level PE: Work is set and marked at least twice every half-term when theory work is being taught. All exam-style question work is marked and returned to students as soon as possible after it has been handed in.

BTEC Tech Award in Sport: Student workbooks are marked at least twice every half-term when students are being prepared for their formal set assignments. Once students embark on a 'Set Assignment Task', work is only marked after it has been submitted: only limited 'general' feedback is given to students, according to strict BTEC assessment rules.

What will students do in response to marking?

Core PE: Students are expected to try and respond immediately to verbal feedback during lessons to make instant improvements to their work where appropriate.

GCSE PE, A Level PE & BTEC Sport: Students are expected to read carefully any written feedback and to respond to questions and tasks from the teacher in purple pen. Students might be asked to revisit work if there is obvious misunderstanding. When exam questions are re-visited in class after they have been marked and returned, students are expected to use a purple pen to correct any mistakes.

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

PSHE

What will teachers do?

ORAL FEEDBACK DURING LESSONS

- Apply the 'No hands up' rule at all times for effective sampling
- Use oral questioning techniques at regular points in lessons in order to assess progress
- Employ whole-class approaches (eg thumbs, whiteboards) in order to assess the progress of all

The above strategies will highlight misconceptions and misunderstandings which can then be **explored and remedied with the class immediately**

WRITTEN FEEDBACK IN BOOKS AND FOLDERS

Follow the School Policy on Literacy (esp. spelling, capital letters, paragraphing)

Follow the School Policy on Numeracy (esp. pencils and rulers for diagrams, units)

Key Stage 3:

- As PSHE is a non-assessed subject, the regular marking of classwork will comment only on the standard (neatness, presentation, appropriate materials) and amount (quantity, depth, detail) of work being produced in order to make expectations clear.

Key Stage 4:

- As PSHE is a non-assessed subject, the regular marking of classwork will comment only on the standard (neatness, presentation, appropriate materials) and amount (quantity, depth, detail) of work being produced in order to make expectations clear.

How often will students' work be marked?

Key Stage 3:

Title:
Author:
Date:

Path:



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- Teachers will mark pupils' exercise books once every half-term
- Key Stage 4:**
- Teachers will mark pupils' exercise books once every half-term

What will students do in response to marking?

Key Stages 3 & 4:

- When books or folders are returned, pupils will be **given sufficient time** to go back and read the teacher's comments.
- As PSHE is a non-assessed subject, pupils will not be expected to respond to any teacher comments on 'how to improve' their work. They may, however, be expected to respond to spelling corrections, requests to underline their titles etc. The school's **Purple Pens of Progress** will be used for this purpose, so that pupils' corrections are easily identifiable in all books across all year groups

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

RE

What will teachers do?

ORAL FEEDBACK DURING LESSONS

- Apply the 'No hands up' rule at all times for effective sampling
- Use oral questioning techniques at regular points in lessons in order to assess progress
- Employ whole-class approaches (eg thumbs, whiteboards) in order to assess the progress of all

The above strategies will highlight misconceptions and misunderstandings which can then be **explored and remedied with the class immediately**

WRITTEN FEEDBACK IN BOOKS AND FOLDERS

Follow the School Policy on Literacy (esp. spelling, capital letters, paragraphing)
Follow the School Policy on Numeracy (esp. pencils and rulers for diagrams, units)

Key Stage 3:

- As RE is a non-assessed subject, the regular marking of classwork will comment only on the standard (neatness, presentation, appropriate materials) and amount (quantity, depth, detail) of work being produced in order to make expectations clear.

Key Stage 4:

- As RE is a non-assessed subject, the regular marking of classwork will comment only on the standard (neatness, presentation, appropriate materials) and amount (quantity, depth, detail) of work being produced in order to make expectations clear.

How often will students' work be marked?

Key Stage 3:

- Teachers will mark pupils' exercise books once every half-term

Key Stage 4:

- Teachers will mark pupils' exercise books once every half-term

What will students do in response to marking?

Title:
Author:
Date:

Path:



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YST INCLUSION SCHOOLS



Key Stages 3 & 4:

- When books or folders are returned, pupils will be **given sufficient time** to go back and read the teacher's comments.
- As RE is a non-assessed subject, pupils will not be expected to respond to any teacher comments on 'how to improve' their work. They may, however, be expected to respond to spelling corrections, requests to underline their titles etc. The school's **Purple Pens of Progress** will be used for this purpose, so that pupils' corrections are easily identifiable in all books across all year groups

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

Science

What will teachers do?

High quality instruction including regular use of formative assessment strategies:

Staff will regularly use formative assessment in class and give immediate corrective feedback as soon as possible. This allows pupils to correct their misunderstandings when their memory is still actively engaged in the topic.

Formative assessment strategies will include:

- Ways to clarify learning intentions before pupils work independently. The use of modelling, worked examples, model answers, comparing good and bad answers and the use of non-examples.
- Ways to elicit evidence of learning. Questioning (using a mix of 'think pair share', 'cold call' and 'hands up'), mini whiteboards, and carefully designed tasks.

Formative assessment occurs in the vast majority of lessons and will be followed by teacher feedback.

Focussing feedback on moving learning forward and appropriate timing:

Staff will deliver verbal feedback immediately in class or during the following lesson. They should deliver written feedback on a task within 1 week of completion.

Feedback will focus on one of three areas:

- The task (correcting mistakes within that specific question)
- The subject (correcting processes the pupil uses in a wide variety of contexts)
- Self-regulation (focussing on how pupils plan, monitor or assess their learning)

How often will students' work be marked?

The use of end of topic tests

End of topic tests serve a number of purposes:

1. To assess pupil progress accurately.
2. To inform future teaching.
3. To give pupils a picture of where they are at and what they need to do to improve.

In order to satisfy these requirements, end of topic tests need to be marked by the teacher.

Each test will be marked within one week and feedback given.

Feedback will involve the pupils actively completing a new task that is tailored to their performance in the test.

Please complete this activity in purple for the purposes of monitoring. This may be in the form of re-teaching a particular topic to the whole class (followed by appropriate activities) or could be more individualised involving different pupils completing different tasks. If a more individualised approach is taken, care will be taken to consider how pupils will independently complete a task that they were previously unable to do.

Whilst marking teachers will be taking care to mark for disciplinary literacy. Particular care will be taken to spot opportunities to correct the use and spelling of specific tier 3 vocabulary.

What will students do in response to marking?

Title:
Author:
Date:

Path:



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Careful planning of how pupils will use feedback:

Use of feedback from formative assessments should be immediate and can often be planned for in advance. An example of this could be the use of diagnostic 'hinge questions' where the teacher asks a multiple-choice question to the class, and where the wrong answers represent common misconceptions or mistakes. The teacher should then have pre-planned activities that could further address these misconceptions if they arise.

Feedback on homework will be given on the lesson it is due if submitted electronically, if done on paper, self and peer assessment techniques will ensure feedback is received in a timely manner.

Feedback in science focusses on:

- The task (correcting mistakes within that specific question)
- The subject (correcting processes the pupil uses in a wide variety of contexts)
- Self-regulation (focussing on how pupils plan, monitor or assess their learning)

Feedback is given for work pupils complete in class and at home.

Written feedback in the form of marked assessments will be provided within one week of the assessment date and adequate time will be given to pupils so they can act on the feedback.

Type of assessment	Method of feedback	Approximate Frequency	Purpose of assessment and feedback
Quick quizzes, checks for understanding or other low-stakes forms of assessment	Immediate feedback from the teacher through the use of whole class formative assessment	Every lesson	Practicing the recall and use of knowledge is essential to develop the schema required to be successful in science – simple corrective and explicit feedback is the best form of feedback here.
In class tasks	Individual or whole class verbal feedback	Every lesson	Independent practice is an important part of many science lessons. Feedback here can be tailored to individual pupils and classes by choosing when in the task to give individualised feedback or when to stop the class to give whole class feedback.
Homework	Self-marked for immediate feedback, checked by the teacher	Weekly	Practicing the recall and use of knowledge outside the classroom is essential to develop the schema required to be successful in science. Corrective feedback is immediate for the pupil, and teacher checks allow for whole class feedback or re-teaching where required.
End of topic tests	Teacher marked with the soonest possible lesson dedicated to whole class or individual feedback	Every 4-5 weeks	Teacher marking is important here to ensure an accurate picture of progress and allow the feedback lesson to be targeted to the right knowledge or skills.