MARKING AND FEEDBACK GUIDANCE

OUR VALUES

We are high performing because we are curious and have a thirst for knowledge. We are considerate and value our community. We succeed through commitment and relentless ambition

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Policy Rationale

The aim of this policy is to enable students to achieve the very highest level of attainment and progress. High quality marking and timely feedback can assist in this goal. This policy aims to maximise student progress by:

- Ensuring staff are providing regular high-quality feedback that enables students to understand what they must do to improve.
- Ensuring that assessments conducted within the assessment cycle are marked with high quality subject-specific written feedback from staff.
- Reducing teacher workload to ensure time is focused on planning, adapting the curriculum and effectively differentiating/personalising for all students.

There are two strands to our policy. The first strand is a commitment to providing high quality feedback to students which makes sure students are clear on how to improve in their lessons – Strand 1 feedback. The second strand is a clear set of guidelines for marking of assessment pieces within the assessment policy – Strand 2 feedback.

Strand 1 – Regular In-class Feedback

Teachers must regularly read and check classwork. Regularity of feedback will be determined by the curriculum leader for each department. Teachers will then provide high-quality, timely group feedback to students on:

- Specifically, what has gone well.
- What could be even better.
- Any misconceptions identified.
- Those requiring further stretch will be identified and appropriately challenged.
- Literacy strengths/areas to develop.

Students will then respond to and improve their work. The use o excellent examples should be frequent. It is an expectation that teachers can evidence that feedback is taking place when curriculum leaders and senior leaders are conducting quality assurance exercises.

Appendix A outlines suggestions of what Strand 1 feedback could look like.

Strand 1 Feedback in Practical and Creative Subjects

Due to the nature of practical and creative subjects like art, music, drama, design technology and physical education, feedback will be given verbally at regular intervals. This will ensure all students are still aware of how to improve in those particular subjects. The following models are in place:

Art

Regular in-class feedback will be given through verbal feedback, so each student has individual feedback at least once every two weeks. Teachers will identify which key knowledge, skills and techniques are successful and specific areas for development. These will mostly be individual to each student but may be generalised to the class where common mistakes are evident. Teachers, however, are free to also use written/visual feedback methods where appropriate.

Students are expected to act upon the feedback given at a time which is most appropriate, which should be directed by the teacher. In most cases this will be 'on the spot', but may also be in the next lesson, or in future lessons or homework tasks. Students will respond to feedback in a visual way, given the nature of the subject, but should be confident in verbalising and showing evidence of this.

At the end of each project students will also receive a feedback sheet identifying which skills are most successful in their folder of work and final piece (if one is produced), along with areas of development.

Music and Drama

Bespoke formative feedback is given in every Drama and Music lesson from Year 7 through to Year 11. Strand 1 feedback is predominantly given verbally though teachers are given freedom to communicate their feedback as they feel appropriate. Across all key stages other methods of Strand 1 feedback include assessment for learning through student examples and performances. Specific strengths and areas for development are highlighted during whole class discussions. The teacher then leads the class conversation and lesson activities with clear feedback and instruction that will support the learning of every member of the group. Success criteria are used as a means of allowing students to benchmark their own progress and achievement in lessons.

In Lower School, teachers give feedback on a student's skill and knowledge acquisition. On occasion where there is a commonality in areas for development the intervention will be made as a whole class level. In Upper School feedback is provided with greater frequency and detail. This is made with direct links to the assessment criteria from the relevant exam board and also to the powerful knowledge outlined in curriculum plans.

Design Technology and Food

Bespoke formative feedback is given in every Design Technology lesson from Year 7 through to Year 11. Strand 1 feedback is predominantly given verbally though teachers are given freedom to communicate their feedback using teaching and learning techniques that they feel are appropriate. Across all key stages other methods of Strand 1 feedback include:

- Assessment for learning (AfL) through student examples. Specific strengths and weaknesses of work are highlighted during whole class discussions. The teacher then leads the class conversation with feedback that will support the learning of every member of the group. Marking criteria are used as a means of allowing students to benchmark their own progress.
- AfL through exemplar material. Teacher/student led conversations regarding the source material is used to highlight the strengths and weaknesses of the exemplar material. Marking criteria is used as a means of allowing students to benchmark their own progress.

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Physical Education

Regular in-class feedback will be given verbally so that each student regularly receives individual feedback. Teachers will identify which key knowledge, skills and techniques are successful and specific areas for development. These will mostly be individual to each student but may be generalised to the class where common mistakes are evident. In Upper School, where BTEC Sport is taught, Strand 1 feedback may be given as written feedback or through whole class discussion.

In Lower School, teachers give feedback on a student's skill and knowledge acquisition. On occasion where there is a commonality in areas for development the intervention will be made as a whole class level. In Upper School feedback is provided with greater frequency and detail. This is made with direct links to the assessment criteria from the relevant exam board and also to the powerful knowledge outlined in curriculum plans.

Strand 2 – High-quality subject specific marking of assessment work

Strand 2 feedback will be high-quality subject specific marking of assessment work that provides clear details of student successes and how areas for development can be improved. High-quality assessments will be set that are at least 45 minutes long in both Upper and Lower School. Assessments should be commensurate with teaching allocations.

- All assessments must reflect schemes of learning and mirror academic needs and skills.
- All assessments must be completed in the designated assessment week.
- All assessments must be clearly labelled – Assessment 1, Assessment 2 and Assessment 3.
- Teachers must provide high quality, subject specific written feedback to all students.
- Students should not respond generically. Poor improvements must be challenged and rectified.
- Students must be given a high-quality feedback episode to improve and adapt their work after receiving feedback.
- The focus of feedback must be on what has gone well and how students improve.
- Students should be shown examples of excellent work using WAGOLL when improving work. This could be using student work under visualiser.
- If tracking sheets are used, they must be filled in.

See Appendix B for excellent examples of high-quality marking and feedback of assessment pieces.

Homework

Strand 1 feedback can also be applied when providing feedback for homework. Homework should be set by the teacher and submitted by the student regularly. Regularity will be determined by the curriculum leaders. Teachers should read all homework and provide general comments on strengths and areas for development, and these should usually be shared, where appropriate, at the next available lesson. Exam question homework should be given a mark.

The following guiding principles should be followed:

- Homework should be set regularly and monitored by the curriculum leader and senior team through Show My Homework.
- Homework should be set once a week in Upper School.
- Homework could be preparation work for the next lesson. This will help maximise student progress in lessons as well as reduce workload.
- Homework could be focussed on retrieval of knowledge.
- All homework must be logged on Show My Homework.

How does marking and feedback fit with the Assessment Cycle?

Assessment Cycle	Marking and Feedback Cycle
Revision/Preparation Assessment Week	Strand 1: The in-class feedback model involving general class feedback and self-assessment should be used as and when appropriate.
Marking & Moderation	Assessments have been completed. Staff provide detailed written feedback for the assessed pieces of work. Purple pen improvements are made to the assessments in an assessment feedback lesson (or several lessons). This is Strand 2 of the policy. This is the only piece of work (3 pieces per year) that staff provide detailed written feedback to.
Feedback and Planning	Strand 1: The in-class feedback model involving general class feedback and self-assessment should be used as and when appropriate.
Retrieval Week Department Action Plan SLT Link Data Meeting	Strand 1: The in-class feedback model involving general class feedback and self-assessment should be used as and when appropriate.

Appendices

Appendix A: An example of how regular in-class feedback could be given and evidenced within Strand 1

A) Read the class books. This is likely to be every 4-6 lessons. As you read, make quick notes on the feedback proforma or an A4 piece of paper. The proforma allows you to note down a range of different elements including; specific learning points generally for the group, literacy issues, what went well, those who need to be challenged and presentation issues. It could look like this and means we are only noting down 'feedback' once and not multiple times.

Whole Class Feedback   Date 09.02.'17   Class 11C1.

WWW: Usually we know the specific policies of NIKE – re-use a shoe, the consider project

CHALLENGE TASK: Revise notes + to uncover of WATCH!! → Fill your absence with specific data + link against Sustainability

LITERACY ISSUES: Sustainability to uncover of Spelling + definition

MISCONCEPTIONS: Sustainability ↓ on a range of scales e.g. Re-use a shoe → Shoes 23 million Shoes from landfill Envision mainly Sustainable re-cycle

EBI: Look to specific data. 23 million money recycled Explanation to why policies made NIKE more Sustainable for an environmental Society   Economic Social

OUTSTANDING PERFORMANCE Jodie – great job Solube ✓   Abi got Ho → not bad at all!

B) Self-assessment led by the teacher. In the following lesson, provide whole-class feedback. You could share this by putting your proforma/A4 paper on the board, under a visualiser or even print it for students. You'll share the positive things found and celebrate the excellent work identified, and then explain carefully how students could improve. Good practice would perhaps include modelling on the board or occasionally putting a great paragraph from the class under a visualiser to show how they can all improve their own work. Students would then improve their work, in purple pen. Consequently, it might look like this:

*k) Explain how the policies used by some large organisations help to make them more sustainable.

[16] 4

One policy that Nike use is the Considered project. This is where trainers are created with less waste using environmentally friendly materials. This is sustainable because they are using materials that are environmentally friendly rather than wasting them. Another policy that Nike use is re-use a shoe. There were 25 million trainers re-used to make sport surfaces such as football pitches. This is sustainable because the shoes are not being wasted once worn out and re-used for beneficial causes. Also plastic bottles are used to make football shirts. Each manchester united shirt is made from only 8 plastic bottles and 13 million bottles were used to make world cup shirts. This is sustainable because there is no need to use other materials which makes it all environmentally friendly.

[Annotations in margin:]
environmentally friendly rubbers & water based adhesives (glue)

65 trainers in landfill, less methane in our atmosphere.

old Nike trainers non biodegradable (can't compost)

6

Projects such as the 're-use project' is used by Nike which consists of shoes being re-used for sports surfaces, such as athletics tracks and astroturfs. 23 million shoes kfosse were recycled in 2014 meaning no waste is produced. Other projects such as 'Consider project' create trainers in with non-toxic environmentally friendly materials so the environment is not harmed during process of manufacturing. 13 million bottles were saved from land fill sites in 2014 p which were broken down into 're-usable materials for sports wear such as for Manchester United shirts 8 plastic bottles are used for each singular shirt, and were used for ~~maaaada~~ world cup shirts. These processes are environmentally sustainable because they don't require new materials which would cause waste,

therefore there would be less waste will be put into landfills decomposing producing methane contributing to global warming.

(margin notes)
→ less fossil fuels will be burnt therefore meaning less CO₂ will be in the atmosphere.

→ However, the process is expensive and is not sustainable, towards the environment

Much better focus to sustainability - well done

C) Continuous in-class feedback. As the lesson progresses, you can see every child's written work while circulating, giving them suggestions and tweaks as they write. You could start using your visualiser more. This way, we can take a student's book, display it to the class, and show students how to edit their mistakes in that very lesson, just by giving oral feedback on the common errors they are making, or the aspects they really need to focus on improving. Staff should be circulating regularly throughout the lesson.

AQA

Nafeesa

GCSE
English Literature
8702/2

Year 10 Poetry Assessment

Paper 2 English Literature

You have 15 minutes preparation time and 45 minutes writing time

Power and conflict

The poems you have studied are:

Percy Bysshe Shelley	Ozymandias
William Blake	London
William Wordsworth	The Prelude: stealing the boat
Robert Browning	My Last Duchess
Alfred Lord Tennyson	The Charge of the Light Brigade ✓
Wilfred Owen	Exposure ✓
Seamus Heaney	Storm on the Island
Ted Hughes	Bayonet Charge ✓
Simon Armitage	Remains ✓
Jane Weir	Poppies ✓
Carol Ann Duffy	War Photographer ✓
Imtiaz Dharker	Tissue
Carol Rumens	The émigrée
Beatrice Garland	Kamikaze ✓
John Agard	Checking Out Me History

Compare the way poets present soldiers in conflict in 'Charge of the Light Brigade' and one other poem.

make a plan before i start writing

stop story telling

The poem "Charge of the Light Brigade"
shows patriotism of the soldiers
as they are "charging towards their
death even though they know that they
are going to die." This is indicated
by the 2 quotes 'into the valley of death'
which indicates they are 'riding' into
their death willingly and 'the noble six
hundred' This indicates that the
honour and respect that the six hundred
soldiers earned by fighting for their
country. However, in 'kamikaze'
the soldier patriotism is presented in the
first part of the poem as how the
soldier has signed a contract
stating he is willing to
give his life up and to fly the
plane. However, when the pilot/soldier
thinks about his family he decides
to let go of the the fame or
the honour he would get and left
for his family. This back fired on
him as the his family did not
assum this to be a good thing
instead they shunned him out of
their lives and it was like they

didn't love him any more. This is shown by the quote "-This was no longer the father they loved." This indicates that instead of his family being happy and greatful that he didn't kill himself they were jumping to conclusions and saying ~~something else~~ it indicates that they are ashamed that he did not fulfil his duty but instead grovelled back as a coward. This makes the soldier think to himself 'which would have been the better way to die" as his family are no longer talking to him "they my mother never spoke again in his presence." This all links to conflict as the both of the poems are about having a purpose of dying for their country, it is only that 'kamikaze had not fulfiled his purpose for another purpose which was The life of his wife and kids

In 'Charge of the Light Brigade' They souders had fulfiled their

Their part of patrisum bout and
They did succeed "The nobel six
hundred" Though only a few of them
had come back" left of The Six
hundred" The poet in 'Charge of the
Light Brigade' uses repetition
of the same quote "the nobel Six hundred"
this indicates That he does not
want The readers to forge forget
About these things Six hundred people
who gave up Their life The
well being of Their country.

LINK? they both have a bit different
understanding of death,

Kamikaze shows The misunderstanding
of The soulders family and The
fact that killing himself for his country
was brave but The fact The he didn't
give up his life for his family
was even braver as it takes
Courage to come back from The battle field
Just for your family.   Qute?

I 'Charge Of The Light Brigad'
is a poem of real patrisum
and it shows The nobility of
The soulders and how committed They
are to give up their life for their country.

Charge of the Light Brigade' also indicat
the rememberence of all the souders a
that had died and their loyalty to their
country. These souders were
getting shot at from left, right, center
"cannon to the right of them, cannon to
the left of them," cannon in front of
them". They still went with their
heads held up high even though they
need to knew that they may die
on the spot.

Souders in conflict

Sacrifice, responsibility, obidence
fearless souders, own emotions
they are gullible, they were, nobel
they don't have any support,
mislead sometimes + terrible experiences
isolated, more have identities
taken away, They often died

Ideally my paragraph needs to
start with something containing
one of them.

Make sure you have a capital
in each name of the poem's name.

Fendback Sheet

Total Mark Awarded:

Positives	Critical analysis developing well Some clear analysis of key points Quotations used well throughout Writer's methods and language use reflected on well here Awareness of context and perspective in the text- some wider understanding of ideas Clear links Some developed context Clear focus on the question Sense of coherence to the response- clear overall structure Developing comparison Technically accurate Well structured Excellent planning/ annotations evident Appropriate length
(handwritten: Explained well good poem knowledge)	
Errors *(handwritten: al must myself and ideas not focused on the questa)*	Lack of critical analysis- you need more personal response and reflection of what's effective Lacking in focus on the quotations, sometimes comments are too general and not rooted in the text Quotations not always used to support ideas Not enough focus on how the writer has presented ideas and how language helps with this Revise poetry terms and try to use these in a response Lack of wider perspective on context and viewpoint of the poet Not all links are clear and in places the comparison is underdeveloped Sometimes this is not focused on the question, in a bit vague and lacking in a sense of argument Errors detract from quality here Structure is not supportive- consider impact of planning Create a plan, lack of plan as resulted in an under developed piece Lack of annotating, you didn't make the most of time available Word count is an issue *(handwritten: what links them back to question?)*
Next Steps *(handwritten: plan + each poem each task needs it plus it myplo)*	You need to return to annotations in your book and look at detail Try to identify key quotes and ensure your analysis of those is up to speed Reflect on the structure of your work, how and where are you using quotations? Try to reflect on language use and how that helps show the message. Can you make links between what's written in the poem and how it's been done? You need to think about what techniques represent. *(handwritten: Link to message of poem)* Revise poetry terms Research the poems- some wider ideas and info about them would help You need to make links across poems and anticipate poem 'pairs' that can be helpful Proof read and address spelling issues Develop planning- lack of planning has resulted in lack of detail Develop close annotation skills- you need them Learn some quotes! Write more! Length is an issue.
Student Comments	*(handwritten: I forget that most of the quotes in examise so I was kind of dragged it until I could mention the quotes)* *(handwritten: You need to plan. It lacks focus on questa)*

On the graph, of the Arabian desert the temperature is at in peak when July the highest are approximately 35°C compared to the UK which are at the highest in July and August the temperature is at the least the approximately 7°C. In rainfall there is a dramatic difference as in the Arabian desert rainfall is different with approximately 5mm of rainfall. Compared to the UK where the highest rainfall is in July when approximately 155mm of rainfall.

Deserts are hot as they're near the equator where the sun is more concentrated at the equator. Deserts have a smaller surface area for the sun to heat up so the air at all the deserts heats up. Deserts are rainforests having all the air for the deserts so it gets no more rainfall so it is dry.

Humans have adapted by using camels as transport as the sand is extremely hot to walk very distances.

300 children killed in 2009

Humans want ... on their head to stop their heads burst or result in skin ...

Bad self mutilation

3 million children were forced to leave school as 25% of schools destroyed

No. of people unemployed

40% of people unemployed

This is in Syria ①

Not Israel/Palestine

At least 100 (Syrian) families live around most of where is no room for them to live also their homes were destroyed.

1 in 8 homes have been destroyed in Iraq.

Figure 1

639,982

CRISIS

1.85 million

315,547

SPAG = 3

Q.6 To what extent is the Israel/Palestine conflict more of a children's crisis than the Syrian war.

[9 marks + 3 SPaG]

I believe to a large extent that the Israel/Palestine conflict is more of a children's crisis than the Syrian war. This is due to the fact of schools being destroyed forcing 3 million children to leave school. As a consequence of that when children grow up they won't have the skills needed to do a job they want. Making them lose money and not being able to support their family. Also, it could be the cause of millions of deaths as if a child wanted to be a doctor they couldn't as they wouldn't have the skills/knowledge to be a doctor. This causes the children more pain and suffer rather than the government and the soldiers.

In 2009, 300 children were killed. Other children felt angered

This was a 8 not a I

③

so they felt like they needed to help so, in a picture I saw a child around the age of 5-6 threw a rock at a huge enemy tank. He didn't do very much but after he ran from the tank, this picture was shared with the public showing his bravery, thankfully the child wasn't killed. How does this paragraph and content help to answer the question?

Children are losing their parents, siblings and friends everyday which is affecting the rest of their lives. From not having parents to look after children they will starve resulting in them dieing.

You've made a good argument to why the Israel conflict has a case for the children but you now need to explain why/how the Syrian war could be considered more of a crisis for the children of Syria. You need to compare the 2 wars a bit, mix them up

~~To Conclude both Israel and Syria are in the middle of a dangerous crisis~~

On the other hand, the Syrian could be considered more of a children's conflict as one effect was if 3 million children were forced to leave school as 45% of schools were destroyed. This will have negative impacts on them because they won't be able to help other people (if they wanted to be doctors etc.) affecting now and their lives but more of others/another effect on the children was around 100 Syrian families are living around rubble than all the houses have been destroyed. This means that the children (other family members) won't be able to get to places (school) to help with their everyday life. Eventually, as the rubble builds up around them, they will be trapped inside, causing them to lose their one and only home.