LIONHEART
EDUCATIONAL
TRUST

FEEDBACK & MARKING POLICY KS3-5

This policy applies to all secondary schools within the Lionheart Educational Trust

Approved by the Trust

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Introduction and Purpose

'Feedback should be more work for the recipient than the donor…' Dylan Wiliam

In the Lionheart Educational Trust (LET), we recognise that providing pupils with high quality effective feedback can lead to sustained progress in their learning over time.

This policy is designed to help all members of staff across all our individual schools understand (a) how we as a trust interpret these terms and (b) the guidance and expectations placed upon all staff with regard to marking and feedback in their respective subject areas, within their school and across the whole LET. Put very simply, marking can be defined as any action taken by a teacher to engage with a pupil's work, whereas feedback can be defined as any guidance given to a pupil offering tangible, concrete and actionable advice that leads to improvement and progress over time.

As well as a common understanding, common goals and common expectations, any feedback policy has to incorporate necessary flexibility across differing subject areas and key stages. This policy has been written in conjunction with Subject Directors, Subject Leads and SLT Representatives from all our schools in order to ensure that the needs of individual subject areas and schools are taken into account.

The **LET Feedback Policy** is designed to help us all understand the most effective ways for us to offer high quality feedback to our pupils and ensure good learning and progress.

As well as the opening pre-amble about the aim of this policy here, and the important subject by subject information about modes of feedback and frequency, there is also a glossary, offering practical advice for all members of staff around terminology. This has been agreed in collaboration with the representatives from all schools and is to ensure we have a common language across the LET when we discuss, use and explore the subject of feedback. Feedback should be an organic process that changes and develops over time, as new strategies and ideas are trialled, sampled and shared. This document is certainly written in the spirit of sharing good practice across our whole trust.

Glossary of Terms:

Grouped around broad types of feedback, specific classroom activities during the learning stage and specific modes of feedback.

1. Broad types of feedback

Summative

Summative assessment is used to evaluate learning and progress at the end of a scheme of work/unit/cycle of learning, by comparing it against some standard or benchmark: such as KS3 descriptors, or KS4 or KS5 exam criteria. For summative assessment, the purpose is to evaluate achievements.

Formative

Formative assessment is used to monitor learning to provide ongoing feedback that can be used by teachers to improve their teaching and by pupils to improve their learning. For formative assessment, the purpose is to improve learning. In order to do that you need to be able to give meaningful feedback.

'Formative assessment involves a range of strategies to move learners forward. Within the learning journey, it is used by teachers and students to identify progress and show gaps in knowledge. Finding out what students do know is essential to good teaching.' – Dylan Wiliam 2015

2. Specific classroom activities during the learning stage

Exemplar materials

Any use of prepared responses/peer assessment to demonstrate success criteria. These may include comparing 'stronger' answers with 'weaker answers' and challenging pupils to make or suggest improvements through such means as green pen/post it notes/EBI.

Modelling

The provision of exemplar responses/answers that enable pupils to unpick, understand and identify success criteria. It is often useful to compare strong with weak model answers and explore/discuss. Regular effective modelling aids pupils in acquiring metacognition.

'Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action.' – Albert Bandura 1977

Scaffolding

Vygotsky coined a definition of instructional scaffolding that focused on teacher practices. He defined this as, *'the role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level.'* Examples could include pupil progress supported through the provision of a template or framework, sentence starters and process/chronology/structure outlines in order to 'break down' the task into manageable chunks.

Success/Exam criteria

The content, knowledge and skills required for the accomplishment of the task in hand. This may be specification mark schemes or guidance on the requirements of a curriculum-based task or question.

3. Specific modes of feedback

Deep marking

In any subject that has a significant extended written output, the teacher annotates work and provides feedback that is actionable and tangible. It should make clear where success criteria have been achieved and signpost advice that empowers pupils to demonstrate progress through improvement.

'Feedback as action. Making feedback actionable is a powerful way for students to learn from their mistakes. Some strategies to help students act on feedback include: redrafting or redoing areas of work, revisit and respond to practice questions, rehearse and repeat. – Tom Sherrington 2017

Individual Written Feedback

This involves the teacher offering pupil-specific feedback. Where pupils have met success criteria this should be pointed out, aiding 'meta-cognition'. Formative suggestions for improvement should be offered and the expectation that pupils act on feedback (green pen), embedded. This is our most powerful tool in 'differentiation' as comments can be targeted to the needs of individuals.

'The Goldilocks Principle- not too much, not too little. Feedback should be concise and accurate. Too much feedback can be overwhelming for students and lead them to disengage with it. It is best to link feedback directly to overarching learning intentions and break it up into small and achievable steps.' – Michael Chiles 2021.

Live marking/Live feedback

This involves the teacher offering **immediate** feedback during the lesson. Pupil ideas/responses are unpicked 'at the time' to support pupils on the spot, as opposed to waiting for written feedback later. Visualisers are a powerful tool for this process. The feedback can be targeted at individuals or the whole class.

Peer/Self-Assessment

This involves pupils identifying strengths/weaknesses in their own work or those of peers. Examples of pupil responses may be displayed/annotated collectively or individually. This approach is more advanced as a high level of 'meta-cognition' is required. The two methods described above are crucial 'first steps' in advance of any changes or improvements that pupils may then make to their work.

Verbal feedback

Any activity in which the teacher offers ongoing verbal support for learners. Success criteria are made clear/misconceptions challenged/exemplar responses unpicked and mistakes identified. The use of visualisers to 'live mark' is an example. Outcomes can include green pen improvement. A clear ongoing learning dialogue is established.

Whole Class Verbal Feedback

This involves the teacher unpicking 'success criteria', clarifying 'misconceptions' and 'modelling' good work. Use of exemplar work/mark schemes is a powerful tool. Pupil whiteboards can be a powerful tool to support.

Purpose and outcomes

Marking and the resulting feedback can have multiple purposes, all designed to lead to pupil improvement and progress:

- It can be summative in nature
- It can be formative in nature
- It can assess against agreed criteria
- It can provide a grade for accountability purposes
- It can check for presentation/literacy

- It can be used to check for completion of tasks, enabling teacher reflection on the quality of learning
- It can offer specific guidance for pupil led improvement
- It can highlight examples of best practice/success
- It can ask questions/create a learning dialogue
- It can lead to clear pupil action and response

In pupil voice activities conducted across all schools in the LET, pupils have consistently stated that they value feedback giving them clear steps for improvement.

Recommended Links

1. EEF teaching and learning toolkit advice about feedback:
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback
2. EEF teacher feedback to improve pupil learning advice:
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback
3. Explicit guidance about scaffolding:
https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/5-a-Day_Reflection_Tool_2023.pdf
4. EEF blog on scaffolding:
https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet#:~:text=The%20EEF%20defines%20scaffolding%20as,could%20not%20yet%20do%20independently'
5. Modelling
http://www.chaucer.sheffield.sch.uk/attachments/download.asp?file=47&type=pdf#:~:text=What%20is%20modelling%3F,observing%20and%20making%20learning%20notes

Pen Colours

Agreement on the use of pen colour across the LET is as follows:

1 All pupil work is to be completed in ***black ink***
2 All intervention, marking and/or feedback is to be completed by the teacher in ***red ink***
3 All responses to feedback/actions taken by pupils as a result of feedback is to be completed in ***green ink***
4 Any additional annotation or feedback written by other adults (rare) is to be completed in ***purple ink***

It is important to note that (a) there is NOT a pre-requisite for all four colours to be witnessed in books and (b) there is no hierarchy of colours. All subject specific pages in this policy advocate a range of modes of feedback, which will be reflected in the colours seen in books.

Literacy Marking Codes

Marking for literacy is important in all subjects. These are the common core marking codes that are used across all subjects as needed. Some subjects have additional codes for their specific purposes.

Code	Description	Instruction for pupil
Sp	Spelling error	Write the correct spelling x3 times.
C	Capital letter needed/not needed	Fix the capital letter error.
P	Punctuation error . , ! ? … : ; - ( )	Check your use of punctuation. Check to see if punctuation is missing.
G	Grammar error (error underlined)	Rephrase to improve the grammar.
//	New paragraph	A new paragraph is needed here.
?	Does not make sense	Rephrase to make the meaning clear.
^	Missing word	Add the missing word or phrase here.

English

Modes of Feedback

Key Stages 3 and 4

- Pupil marking of all appropriate work in lessons.
- Live marking in lessons to identify issues promptly and assess pupil's performance. This may be evidenced in books, but common issues may instead result in further whole class teaching. This should be systematic to include all pupils over time and also include checking of presentation standards (e.g. PROUD), and literacy. There should be opportunities to praise pupils and build confidence. Purposeful and sustained closing the gap activities to be completed.
- Summative marking including trial exams: deep marked by class teacher and reviewed for individual/common misconceptions. Whole class feedback used to inform planning/reteaching as needed. Mark/ band/ grade are recorded on assessment record sheet (where appropriate), which will be attached to the assessment.

Key Stage 5

- Pupil marking of all appropriate work in lessons.
- Fortnightly essays* across both teachers: teacher deep marked, and individual/common misconceptions identified. Whole class feedback to inform planning/reteaching as needed. (*Essays not set for the first month of Y12 and a different pattern during NEA teaching)
- Trial Exams: teacher marked and individual next steps for pupils. Whole class feedback (WCF) used to inform independent pupil work and planning/reteaching as needed. Follow up questions to track gap closing.
- Folder checks for completion of work and organisation.

Pupil Actions Following Feedback

- Correct and improve work using high quality examples for reference.
- Work to close gaps in their understanding by answering appropriate questions and/ or editing sections of their work using concrete examples, explanations and mark schemes to support.

Frequency

	Key Stage 3	Key Stage 4	Key Stage 5
Pupil Marking	All lessons	All lessons	Weekly as appropriate
Live Marking	Some pupils every lesson	Some pupils every lesson	As appropriate
Presentation / Completion	Regular presentation checking in lessons Literacy marking	Regular presentation checking in lessons Literacy marking	Folder checks at least three times per year Literacy marking
Summative Marking	Two per unit (6 in total)	2 Literature, 2 Language in Y10	Ongoing through assessment plan
Trial Exams		1 Literature, 1 Language in Y10, 2 Literature, 2 Language in Y11	Two per year plus NEAs in year 12

Mathematics

Modes of Feedback

Key Stages 3 and 4

- Pupil marking of all appropriate work in lessons.
- Live marking in lessons to identify issues promptly and assess pupil's performance. This may be evidenced in books, but common issues may instead result in further whole class teaching. This should be systematic to include all pupils over time and also include checking of presentation standards (e.g. PROUD), layout of mathematical working and opportunities to praise pupils and build confidence.
- Topic tests; marked by pupils or teacher (as appropriate) and reviewed by teachers for individual/common misconceptions (noted with WCF on dated copy of test). Whole class feedback and used to inform planning/reteaching as needed. Follow up questions used to track gap closing.
- Synoptic tests and trial exams; teacher marked and individual next steps for pupils. Whole class feedback (WCF) and to inform planning/reteaching as needed. Follow up questions to track gap closing.

Key Stage 5

- Pupil marking of all appropriate work in lessons.
- Topic tests: teacher marked, and individual/common misconceptions identified. Whole class feedback and to inform planning/reteaching as needed.

- Trial Exams; teacher marked and individual next steps for pupils. Whole class feedback (WCF) and used to inform independent pupil work and planning/reteaching as needed. Follow up questions to track gap closing.
- Folder checks for completion of work and organisation.

Pupil Actions Following Feedback

- Correct and improve work, recording improved approaches and ensuring they have high quality examples for reference.
- Work to close gaps in their understanding by practicing appropriate questions, using examples and explanations to help. This may be in class, independently (using resources such as DrFrostMaths or Integral) or a combination.

Frequency

	Key Stage 3	Key Stage 4	Key Stage 5
Pupil Marking	Every lesson	Every lesson	Every lesson and for independent work
Live Marking	Some pupils every lesson	Some pupils every lesson	As appropriate
Presentation/Completion	Regular presentation checking in lessons	Regular presentation checking in lessons	Folder checks at least three times per year
Topic Tests	2-4 per block (5-7 blocks per year)	2-3 per block (5-7 blocks per year)	Six per year for A Level Maths
Synoptic Tests	Two per year	Two in Y10	
Trial Exams		One in Y10, three in Y11	Two to three per year

Science

Modes of Feedback

Key Stages 3 and 4

- Pupil marking of all appropriate work in lessons including retrieval practice
- Live marking in lessons to identify issues promptly and assess pupil's performance. This may be evidenced in books, but common issues may instead result in further whole class teaching. This should be systematic to include all pupils over time and also include checking of presentation standards (e.g. PROUD), layout of long answer questions and mathematical working and opportunities to praise pupils and build confidence.

- Knowledge assessments; marked by pupils to gain an understanding of their strengths and areas of improvement within a topic. This is to help pupils with their review process.
- Topic tests; marked by pupils or teacher (as appropriate) and reviewed by teachers for individual/common misconceptions (noted with WCF on dated copy of test). Whole class feedback and used to inform planning/reteaching as needed.
- Synoptic tests and trial exams; teacher marked and individual next steps for pupils. Whole class feedback (WCF) and to inform planning/reteaching as needed. Follow up questions to track gap closing.

Key Stage 5

- Pupil marking of all appropriate work in lessons.
- Topic tests: teacher marked, and individual/common misconceptions identified. Whole class feedback and to inform planning/reteaching as needed.
- Trial Exams; teacher marked and individual next steps for pupils. Whole class feedback (WCF) and used to inform independent pupil work and planning/reteaching as needed. Follow up questions to track gap closing.
- Folder checks for completion of work and organisation.

Pupil Actions Following Feedback

- Correct and improve work, recording improved approaches and ensuring they have high quality examples for reference.
- Work to close gaps in their understanding by practicing appropriate questions, using examples and explanations to help. This may be in class, independently (using resources such as Seneca learning or Kay science) or a combination.

Frequency

	Key Stage 3	Key Stage 4	Key Stage 5
Pupil Marking	Every lesson	Every lesson	Every lesson and for independent work
Live Marking	Some pupils every lesson	Some pupils every lesson	As appropriate
Presentation / Completion	Regular presentation checking in lessons	Regular presentation checking in lessons	Folder checks at least three times per year
Topic Tests	3 per block (2 - 3 blocks per year)	1 per topic (5-7 topics per year)	Six per year for A Level Physics, four per year for A Level Chemistry, four per year for A level Biology

Synoptic Tests	Two per year	Synopticity built into all topic tests	Three per year for A level Physics, five per year for A level Chemistry, four per year for A level Biology
Trial Exams		One in Y10, two in Y11	Two to three per year

Art, Design and Technology

Modes of Feedback

All Key Stages

- Live marking in lessons to identify issues and provide individualised feedback for progress and prompt assessment of pupil's performance. This is frequently verbal and may be evidenced in books by either pupil or teacher. This should be systematic to include all pupils over time and include checking of presentation standards (e.g. PROUD) and provide opportunities to praise pupils and build confidence.
- Peer/ self-assessment marking of all appropriate work in lessons. (*Retrieval tests, quizzes & knowledge mind maps)*

- Topic tests; marked by pupils or teacher (as appropriate) and reviewed for individual/common misconceptions. Whole class verbal feedback used to inform planning/reteaching as needed.

Key Stage 4&5

- Regular Folder/Portfolio checks for completion of work and organisation.
- Weekly one-to-one tutorials – focus on individual progress of personal projects (NEA) with an emphasis on regular student teacher dialogue in order to identify strengths and areas for further development – This can be individual written feedback or verbal also recorded by teacher/ pupil as required.
- Trial exams; teacher marked and next steps for pupils identified. Whole class feedback (WCF) to inform planning/reteaching as needed.
  Follow up questions to track gap closing.

Pupil Actions Following Feedback

- Correct and improve work, responding to written What Went Well and Even Better If feedback.
- Reflect on their learning progress for next steps.
- Work to close gaps in their understanding by undertaking further reading and research or practical exploration (NEA) or practicing appropriate questions (Exam), using examples and explanations to help. This may be in class, independently or a combination.

Frequency

	Key Stage 3	Key Stage 4	Key Stage 5
Pupil Marking	Some during retrieval tests	As appropriate	As appropriate
Live Marking	Some pupils every lesson	Some pupils every lesson	Some pupils every lesson
Deeper marking opportunity	1/2 per rotation (specialism length varies across schools)	1/2 per half term	Once a week (one to one tutorial- WIF)
Presentation/Completion	Regular presentation checking in lessons	Regular presentation checking in lessons	Regular presentation checking in lessons
Topic Tests	2 per rotation (specialism length varies across schools)	2 per half term (topic length varies across schools)	2 per half term (topic length varies across schools)
Trial Exams		One in Y10, two in Y11 Including full day practical exam with an NEA focus	Two per year Including full day practical exam with an NEA focus

Computing

Modes of Feedback

All key stages

- Ongoing verbal feedback during all lessons.
- Live marking for instant feedback in lessons. This is best seen when visiting lessons as it can often not be seen in the finish products that pupils create.
- Written feedback on pupils work in physical/digital folder systems. The medium used to present pupil progress is decided by the Schools HOD.

Key Stages 3

- Summative end of unit assessments: written feedback on pupils' work. These could be in the form of a project or test. Teachers take note of misconceptions and where pupils have good progress. This is then shared with pupils as part of a feedback lesson, where pupils make improvements.

- Topic test for each unit: containing a set of keywords for pupils to learn. Pupils are given feedback on their performance in order to improve their understanding of the keywords.

Key Stages 4 – Computer Science

- Summative Assessment: formal and informal trial exams. Class teachers mark these exams and make note of misconceptions and where pupils have made good progress. This is then shared with pupils as part of a feedback lesson, where pupils review their trial paper.
- Topic Tests: marked by class teachers who make note of misconceptions and where pupils have made good progress. This is then shared with pupils as part of a feedback lesson, where pupils review their test paper.

Key Stages 4 – iMedia

- Summative Assessment (Coursework): Pupils participate in two summative assessments per academic year. Practice coursework is set and marked internally by the class teacher. Teachers make note of misconceptions and where pupils have made good progress. This is then shared with pupils as part of a feedback lesson. Coursework is set externally by the exam board and marked internally by the class teacher. Teachers make note of misconceptions to inform later cohorts. Teachers are allowed to give pupils feedback outlining what they have achieved but not how they have improved.
- Summative Assessment (Trial examinations) - feedback sheet containing revision recommendations. Class teachers mark these exams and make note of misconceptions and where pupils have made good progress. This is then shared with pupils as part of a feedback lesson, where pupils review their trial paper.
- Skills building assessments: As part of coursework practice pupils are expected to build up their skills based on creating pre-production material, using specific software to create a digital product or reviewing a digital product. Assessments are set based on the needs of the individual class these are assessed by that teacher. Misconceptions are noted and where pupils have made good progress. This is then shared with pupils as part of a feedback lesson. Pupils can use that feedback to inform their coursework.

Key Stage 5

- Topic tests: These are marked by class teachers who make note of misconceptions and where pupils have made good progress. This is then shared with pupils as part of a feedback lesson, where pupils review their trial paper.
- Summative Assessment; formal and informal trial exams. These are marked by class teachers and they are to make note of misconceptions and where pupils have made good progress. This is then shared with pupils as part of a feedback lesson, where pupils review their trial paper.

Pupil Actions Following Feedback

- Correct and improve work, recording improved approaches and ensuring they have high quality examples for reference.
    - For handwritten work pupil self/peer marking and response to feedback can be seen in green pen.
    - For notes/worksheets on the computer pupil self/peer marking and response can be seen in green font where appropriate.

  - In an instance that a pupil is creating a product on the computer. Progress can be measured through the use of version control and not through the use of colour within the product itself.
- Work to close gaps in their understanding by practicing appropriate questions, using examples and explanations to help. This may be in class, independently or a combination.

Frequency

	Key Stage 3	Key Stage 4	Key Stage 5
Pupil Marking	Every lesson as appropriate	Every lesson as appropriate	Every lesson and for independent work
Live Marking	Some pupils every lesson	Some pupils every lesson	As appropriate
Presentation / Completion	Regular presentation checking in lessons	Regular presentation checking in lessons	Folder checks at least three times per year
Topic Tests / Skills building assessment	Once per Unit. Minimum 3 units per year.	Once per half term.	Twice per half term
Summative Assessment	Once per unit. Minimum 3 units per year.	Twice per year	Twice per year

Geography

Modes of Feedback

Key Stages 3 and 4

- Pupil marking of all appropriate work in lessons.
- Live marking in lessons to identify issues promptly and assess pupils' performance. This may be evidenced in books, but common issues may instead result in further whole class teaching. This should be systematic to include all pupils over time and also include checking of presentation standards (e.g. PROUD), work completed to best individual standard and opportunities to praise pupils and build confidence.
- Identified a minimum of one piece of extended writing (1 per topic) which will be marked by teacher and green-pen feedback by individual pupils to close the gap or to make corrections.
- Mid and End of Topic tests (depends on content and topic); marked by teacher and reviewed by teachers for individual/common misconceptions. Whole class feedback and used to inform planning/re-teaching as needed.

- Trial exams; teacher marked and individual next steps for pupils. Whole class feedback and to inform planning/reteaching as needed. Follow up questions to track gap closing. Reflection sheets to identify individual pupils' gaps in content and skills; targets set.
- Folder checks (KS4) for completion of work, homework, additional reading, academic literacy and organisation.

Key Stage 5

- Pupil marking of all appropriate work in lessons.
- Enquiry question knowledge checks: pupil or teacher marked, and individual/common misconceptions identified. Whole class feedback and to inform planning/reteaching as needed.
- Small – tariff questions 3 – 8 marks: teacher marked with EBI (2 per topic)
- Essay – based questions 12 – 24 marks: teacher marked with EBI (2 per topic)
- Trial Exams; teacher marked and individual next steps for pupils. Whole class feedback and used to inform independent pupil work and planning/reteaching as needed. Follow up questions to track gap closing.
- Folder checks for completion of work, homework, additional reading, academic literacy and research and organisation.

Pupil Actions Following Feedback

- Correct and improve work, recording improved approaches and ensuring they have high quality examples for reference.
- Work to close gaps in their understanding by practicing appropriate questions, using examples and explanations to help. This may be in class or independently homework.

Frequency

	Key Stage 3	Key Stage 4	Key Stage 5
Pupil Marking	Every lesson	Every lesson	Every lesson and for independent work
Live Marking	Some pupils every lesson	Some pupils every lesson	As appropriate
Presentation / Completion	Regular presentation checking in lessons	Regular presentation checking in lessons + folder checks every half term	Folder checks every half term
Extended writing tasks	1 per topic, 3-4 per year	1 per topic, 4 topics per year	Small tariff and essay questions; 2 per topic; 4 topics a year. NEA Independent investigation each section marked overall 5 sections

Topic Tests	1 per topic, 3-4 per year	1-2 per topic, 5 topics per year	
Trial Exams		One in Y10, 2 in Y11 of which 1 Paper 3 sat in class	2 in Y12, 2 in Y13 of which 1 Paper 3 sat in class

History

Modes of Feedback

Key Stage 3 and 4

- Formative assessment in each lesson through retrieval practice starters and correction of appropriate work in lessons e.g. comprehension questions**.** Used to inform re-teaching, questioning and clarifying. Teachers will question pupils as individuals or as a whole class to check understanding. Common misconceptions may result in whole-class teaching.
- Live marking will identify following of presentation standards (e.g. PROUD); use of full sentences/literacy/SPAG; historical understanding; use of evidence; quotation from sources. This should be used as an opportunity to praise pupils when they get it right, build confidence, build resilience, and enable pupils to correct work in real time.
- End of topic tests: knowledge tests marked by pupils in class for immediate feedback, and used to help recall knowledge which will be used in extended tasks. Extended writing opportunities will be marked by teachers.
- Whole class feedback activities to follow each mid-topic and end of topic test to ensure pupils can improve on common problems e.g. literacy/SPAG; paragraph structure; use of evidence; depth of explanation; links back to the question.
- Multiple choice end of year test including cumulative knowledge from previous years.

Key Stage 4

- Topic Tests and Skills Tests including knowledge tests and exam-style questions. Knowledge tests marked by pupils with instant feedback in class; exam-style questions marked by teachers with whole-class close the gap activities as feedback.
- Folder checks for completion of work and organisation – this will largely be done in lessons.
- Trial exams: teacher marked, and individual/common misconceptions identified. Whole class feedback and to inform planning/reteaching as needed.
- Close the Gap activities to follow each topic test to address common misconceptions/errors in exam technique. Exemplar material will be provided to pupils in at least one example. At present this is not centrally provided as all schools follow different exam boards and topics.

Key Stage 5

- Formative assessment in each lesson through retrieval practice starters. Used to inform teacher re-teaching, questioning and clarifying. Pupils mark their own work using green pens, teacher will question pupils as individuals or as a whole class to check understanding. There should be evidence of pupil corrections in books, but common misconceptions may result in whole-class teaching.
- Pupil marking of all appropriate work in lessons.
- Topic tests: teacher marked, and individual/common misconceptions identified. Whole class feedback and to inform planning/reteaching as needed.
- Trial Exams: teacher marked and individual next steps for pupils. Whole class feedback (WCF) and used to inform independent pupil work and planning/reteaching as needed. Follow up questions to track gap closing.
- Folder checks for completion of work and organisation.
- Close the Gap activities to follow each topic test to address common misconceptions/errors in exam technique. Exemplar material will be provided to pupils in at least one example. At present this is not centrally provided as all schools follow different exam boards and topics.

Pupil Actions Following Feedback

- Correct and improve work, close the gap activities, analysis of model answers through highlighting/annotation.
- Identify how to use the learning in future assessments. Depending on school context, pupils are encouraged to reflect more generally on skills such as revision practice.
- Teacher may set specific comprehension, skills or research work to improve pupil knowledge and understanding.

Frequency

	Key Stage 3	Key Stage 4	Key Stage 5
Pupil Marking	Every lesson	Every lesson	Every lesson and for independent work
Live Marking	Some pupils every lesson (if possible). Focused on presentation, SPAG, completion and organisation.	Some pupils every lesson focused on SPAG, completion and organisation.	As appropriate, focused on SPAG, completion and organisation.
Topic Tests	1-2 per topic (approx. 4 topics per year – this is currently under review)	1 per topic (2 big topics per year i.e. USA/Cold War, each breaks down into approx. 3 topics = 6 tests per year)	2-3 per term for each side of the course (minimum 4 pieces assessed each term)

Trial Exams	Multiple Choice test in May.	2 in Y10 (summer term only this year, but we would like it at same time as Y12 in April); 2 Y11 (currently Autumn Term only), we would like an additional one in Y11 April.	Two in Y12 (Jan & April); Two in Y13 (Nov & Feb)

Modern Foreign Languages

Modes of Feedback

Key Stages 3 and 4

- Live marking/feedback: Staff to check presentation (e.g. PROUD), utilise SIB (Say It Better) and provide instant feedback to pupils. To identify issues promptly and assess pupil's performance. This may be evidenced in books, but common issues may instead result in further whole class teaching.
- Verbal feedback- During lessons and walk round to provide instant feedback to pupils to identify issues promptly and assess pupil's performance. This may be evidenced in books, but common issues may instead result in further whole class teaching
- Key Summative assessments - marked and reviewed by teacher for individual/common misconceptions. Whole class feedback and used to inform planning/reteaching as needed.
- Peer/Self-assessment - Where appropriate pupils to assess work and to provide feedback e.g. starters/retrieval tasks, Listening and Reading tasks to be self or peer marked. Key questions to be redone (as directed by teacher)
- Written bookwork: Staff deep mark to provide detailed feedback using the set criteria WWW / EBI and then to provide a clear action point i.e. NOW/T for target etc.

- Speaking assessments: peer-based tasks/staff assessed using mark scheme criteria.

Key Stage 5

- Pupil marking of all appropriate work in lessons.
- Topic/unit tests and Trial Exams; teacher marked and individual next steps for pupils. Whole class feedback (WCF) and used to inform independent pupil work and planning/reteaching as needed. Follow up questions to track gap closing.
- Folder checks for completion of work and organisation.

Pupil Actions Following Feedback

- Correct and improve work, redrafting of work, ensuring they have high quality examples for reference, and recording scores and targets.

- Work to close gaps in their understanding by practicing appropriate questions, using examples and explanations to help. This may be in class, independently (using resources such as support booklets and online sources including the VLE quizzes) or a combination.

Frequency

	Key Stage 3	Key Stage 4	Key Stage 5
Pupil/Peer Marking	Every lesson	Every lesson	Every lesson and for independent work
Live Marking	Some pupils every lesson	Some pupils every lesson	As appropriate
Presentation / Completion	1 per term collected/live marking – all for book checking for presentation and challenged if not well presented e.g. PROUD/SIB etc	1 per term/live marking – all for book checking for presentation and challenged if not well presented e.g. PROUD/SIB etc	Folder checks at least three times per year
Written bookwork deep marking	3-4 per year	3-4 per year	As required
Summative Unit Tests	2 – 3 per year	2 – 3 per year	4-6 per year for A Level
Trial Exams	End of year L/R/W/S LET based Y 7-9	One in Y10, two in Y11	Two to three per year

Personal Development Curriculum

Modes of Feedback

Key Stages 3 and 4

- Pupil marking of all appropriate work in lessons.
- Live marking in lessons to identify issues and promptly address pupil's performance. This may be evidenced in books, but common issues may instead result in further whole class teaching. This should be systematic to include all pupils over time and also include checking of presentation standards (e.g. PROUD) and literacy. There should be opportunities to praise pupils and build confidence. Purposeful and sustained closing the gap activities to be completed as part of the curriculum.
- Verbal feedback during class discussion and retrieval practice activities to identify where misconceptions occur. Whole class teaching used to address these.
- Regular folder/booklet checks for completion of work, organisation and presentation.

Key Stage 5

- Verbal feedback during class discussion and debate activities to identify where misconceptions occur, and using whole class teaching to address these.
- Summative marking electronically using MS Forms to assess pupil progress and adjusting future teaching based on pupil need.

Pupil Action Following Feedback

- Correct and improve work using high quality examples for reference.
- Adjust and accommodate other students' viewpoints into their own.
- Work to close gaps in their understanding by answering appropriate questions and/ or editing sections of their work using concrete examples.

Frequency

	Key Stage 3	Key Stage 4	Key Stage 5
Pupil Marking	All lessons	All lessons	All lessons
Live Marking	Some pupils every lesson	Some pupils every lesson	
Presentation/ Completion	Regular folder/booklet checks	Regular folder/booklet checks	
Summative Marking			MS Forms electronically
Verbal Feedback	All lessons	All lessons	All lessons

Performing Arts

Modes of Feedback

Key Stages 3, 4 and 5

- Verbal feedback (in conjunction with modelled instruction and given whilst circulating the class watching practical rehearsals). Verbal feedback will be from either teacher or peers. This is used to identify issues promptly, improve pupil outcomes and praise pupil's progress. This would not be evidenced in books; the impact would be seen through practical developments.
- Live marking of practical performances; teacher marked against assessment criteria providing individual next steps for pupils and whole class feedback to address common misconceptions and identify future targets. This could be evidenced via video/audio recordings or in the form of written feedback.

- Topic tests: marked by pupils or teacher (as appropriate) and reviewed by teachers for individual/common misconceptions. Whole class feedback given and used to inform planning/reteaching as needed.
- Coursework checkpoints and trial papers; teacher marked and individual next steps for pupils. Whole class feedback given and used to inform planning/reteaching as needed. Follow up questions to track gap closing. (Following policies written within subject specifications around controlled coursework and what level of feedback can be offered).
- Folder checks for completion of work and organisation. Checking that work meets presentation (e.g. PROUD) expectations.

Pupil Actions Following Feedback

- Correct and improve work responding instantly to verbal feedback given as a group or individual (as appropriate).
- Watch/listen back to filmed performances to cross reference feedback given.
- Revise from knowledge organiser, class notes and revision guides (where applicable) to close gaps in their understanding of the theoretical aspects of the subject.

Frequency

Due to the nature of the Performing Arts subjects, the varying exam specifications followed and a common curriculum not being fully implemented the frequency will vary from school to school

	Key Stage 3	Key Stage 4	Key Stage 5
Verbal feedback	Every lesson	Every lesson	Every lesson
Live marking of practical performances	Interim point and end of every topic/coursework	Interim point and end of every topic/coursework	Interim point and end of every topic/coursework
Topic Tests	At the end of every topic, once a term or once a year (dependant on school and subject)	Once every half term or at the end of a new skill area	Once every half term or at the end of a new skill area
Trial Exams (GCSE courses)		One in Y10, two to three in Y11	Two to three per year
Coursework checkpoints (Vocational courses)		Interim point and at the end of every coursework submission deadline	Interim point and at the end of every coursework submission deadline
Folder checks		At least three times per year	At least three times per year

Physical Education

Modes of Feedback

Key Stages 4 – GCSE PE

- Pupil marking of all appropriate work in lessons such as mastery quizzes.
- Live marking in lessons to identify issues promptly and assess pupil's performance. This may be evidenced in books and can result in further whole class teaching. This should be systematic to include all pupils over time and also include checking of presentation standards (e.g. PROUD), and opportunities to praise pupils and build confidence.
- End of topic assessments are marked by pupils or teacher (as appropriate) and reviewed by teachers for individual/common misconceptions. Whole class feedback and used to inform planning/reteaching as needed. Copies of mark schemes given to pupil for future reference.
- Trial exams are teacher marked and individual next steps for pupils. Whole class feedback and to inform planning/reteaching as needed. Follow up questions to track gap closing. Copies of mark schemes given to pupil for future reference.
- Folder checks for completion of work, organisation and presentation.

Key Stage 5 – A Level PE

- Pupil marking of all appropriate work in lessons such as mastery quizzes.
- End of topic assessments are marked by pupils or teacher (as appropriate) and reviewed by teachers for individual/common misconceptions. Whole class feedback and to inform planning/reteaching as needed. Copies of mark schemes given to pupil for future reference.
- Trial Exams are teacher marked and individual next steps for pupils. Whole class feedback and used to inform independent pupil work and planning/reteaching as needed. Follow up questions to track gap closing. Copies of mark schemes given to pupil for future reference.
- Folder checks for completion of work, organisation and presentation.

Pupil Actions Following Feedback

- Use mark scheme and individual teacher feedback to correct and improve work.
- Work to close gaps in their understanding by practicing appropriate questions, using examples and explanations to help.

Frequency

	Key Stage 4 (GCSE PE)	Key Stage 5 (A Level PE)
Pupil Marking	Every lesson	Every lesson
Live Marking	Some pupils every lesson	As appropriate
Presentation/Completion	Regular presentation checking in lessons Folder checks at least three times per year	Folder checks at least three times per year
Topic Tests	At least one per half term	At least one per half term
Trial Exams	One in Y10, three in Y11	Two to three per year

Religious Studies

Modes of Feedback

Key Stages 3 and Key Stage 4 (Examined)

- Pupil marking of all appropriate work in lessons using green pen.
- Live marking in lessons to identify issues promptly and assess pupil's performance. This may be evidenced in books, but common issues may instead result in further whole class teaching. This should be systematic to include all pupils over time and also include checking of presentation standards (e.g. PROUD), and literacy. There should be opportunities to praise pupils and build confidence. Purposeful and sustained closing the gap activities to be completed.
- Identified piece of extended writing (1 per topic) which will be deep marked by teacher.
- End of topic tests; deep marked by teachers. Whole class feedback and used to inform planning/re-teaching as needed.
- Trial exams; teacher marked and individual next steps for pupils. Whole class feedback and to inform planning/reteaching as needed. Follow up questions to track gap closing.
- Summative marking including trial exams: deep marked by class teacher and reviewed for individual/common misconceptions. Whole class feedback used to inform planning/reteaching as needed. Mark/ band/ grade are recorded on the students work (where appropriate)

Key Stage 5

- Pupil marking of all appropriate work in lessons.
- End of Topic Essays set by both teachers (where applicable): teacher deep marked, and individual/common misconceptions identified. Whole class feedback to inform planning/reteaching as needed.
- Trial Exams: teacher marked and individual next steps for pupils. Whole class feedback used to inform independent pupil work and planning/reteaching as needed. Follow up questions to track gap closing.
- Folder checks for completion of work and organisation.

Pupil Actions Following Feedback

- Correct and improve work using high quality examples and/or mark schemes for reference.
- Work to close gaps in their understanding by answering appropriate questions and/ or editing sections of their work using concrete examples, explanations and mark schemes to support.

Frequency

	Key Stage 3	Key Stage 4 (Examined)	Key Stage 5
Pupil Marking	All lessons	All lessons	All lessons
Live Marking	Some pupils every lesson	Some pupils every lesson	As appropriate
Presentation / Completion	Regular presentation checking in lessons Literacy marking	Regular presentation checking in lessons Literacy marking	Folder checks once per term Literacy marking
Summative Marking	Two per unit (6 in total per year)	Two per unit (8 in total per year)	One essay per topic
Trial Exams		One per year	Two per year

Social Science

Modes of Feedback

- Pupil marking of all appropriate work in lessons.
- In lesson feedback to support formative assessment given through discussion, mid-lesson learning stops to show student excellence, peer reflection, questioning and live marking. Live marking in lessons to identify issues promptly and assess pupil's performance. This may be evidenced in books, but common issues may instead result in further whole class teaching. This should be systematic to include all pupils over time and also include checking of presentation standards (e.g. PROUD). Teachers will prioritise live marking with those students who have specific needs / or a particular focus group.
- Summative assessment tests and trial exams to provide a summative score/grade; teacher marked and individual next steps for pupils. Whole class feedback (WCF) and to inform planning/reteaching as needed. Individual/common misconceptions identified. Follow up questions to track gap closing.
- KS5 Folder checks for completion of work and organisation by peers.

Pupil Actions Following Feedback

- Pupil's respond to feedback by adding to their answers, redoing the task or part of a task to show that they have taken on board the feedback. Their action is appropriate to the task.
- Time built into the curriculum design to allow pupils to reflect on their learning.

Frequency

	Key Stage 4	Key Stage 5
Pupil Marking	As appropriate in lessons	As appropriate in lessons
Formative assessment	In all lessons as appropriate	In all lessons as appropriate
Presentation / Completion	Regular presentation checking in lessons	Folder checks at least three times per year
Summative assessments	Two per half term	Two per half term
Trial Exams	One in Y10, One in Y11	One to two per year