Kingdown School

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Feedback Guidelines WHOLE SCHOOL

Adopted by Governing Body
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CA

Aims

We believe that quality marking and feedback are an integral part of learning, and support students in making progress. We place high quality, consistent marking and feedback at the heart of teaching and learning in our school. These guidelines outline consistencies (elements of good practice) that should be seen being used in many lessons across the school but we recognise that different subject areas have different needs and that there will some variation within this (see appendices).

Frequency of Marking and Feedback

- Teachers will review students' work regularly, in a professional and timely manner. The teacher's professional judgement, and the context, are key.
- Verbal feedback from teachers should be given as often as possible. It does not need to be recorded.
- Homework should be teacher or peer or self-assessed, according to the task set, as promptly as possible.

Marking and Feedback Process

As part of their professional and timely marking cycle the teacher should:

1. Mark at least one piece of work formatively to support progress.
2. Mark at least one piece of work summatively with a level or a grade.
3. Review the use and quality of peer/ self-assessment to inform planning.
4. Use green pen to mark so that it stands out from the students' work.
5. Give students a positive about their work and an area to improve when marking formatively. The area to improve can be set as a task or question to ensure progress.
6. Give students the opportunity to respond to feedback where appropriate and act on it so that they make progress, in purple pen where available.
7. Use the information in marking to inform planning as part of their AFL practice.

Literacy and Numeracy

All teachers at Kingdown are responsible for promoting good literacy and numeracy skills where they can. When giving feedback:

- Numeracy errors should be corrected as appropriate to the subject.
- Literacy errors should be corrected in line with the school literacy policy guidelines (appendix 1).
- Spelling mistakes of key words should be circled. Students should be encouraged to learn correct spellings.
- Teachers should use should use their knowledge of the student to discern how many mistakes are corrected on a piece of work.

Appendix 1 Literacy Marking Guidelines

- Staff should encourage a high level of accuracy in spelling and grammar and model this in their own written and verbal communication.
- Pupils should be given opportunities to self/peer check the accuracy of their work before handing it in.
- Spelling errors in writing should be regularly identified or students should be encouraged to identify their own of each other's mistakes through self/peer assessment.
- In subject areas, spelling errors identified could be subject specific or key academic vocabulary /high frequency words e.g. *because.*
- The number of identified errors should be appropriate to the learning needs and abilities of pupils and to the nature of the work being assessed – 2-3 highlighted errors for a weaker student is plenty.
- Students should write out correct spellings in their book x 3 and these should be checked by the teacher.
- Teachers should also circle basic errors in punctuation for pupils to correct. Correct use of capital letters, full stops, and consistent use of tense should always be promoted.
- In verbal questioning, pupils should always be reminded to answer in full sentences. Teachers should provide sentence starters and model if needed.

Appendix 2 – Subject Guidelines for Feedback and Marking

Subject areas follow the school rationale and guidelines for marking (above) and also define procedure in their area as follows.

Art

1. Verbal and written feedback are used together to support understanding and impact in terms of progress.
2. Peer assessment is used effectively when assessing homework and classwork at times.
3. KS3 students are given time to improve their work at the start of lessons.
4. KS4 and KS5 marking uses the GCSE mark scheme which students have a copy of in the back of books.
5. KS3 students uses an assessment matrix in books when given feedback which is also used for homework assessment.

Business

1. KS4 and KS5 students have feedback summary sheets provided to reflect on progress.

2. When feedback is given to the class, model answers are used to support progress.
3. Assessments are regularly reviewed to ensure they support progress.
4. Students are set targets and are expected to show improvement on their next piece of work, as well as being given the opportunity to act on feedback immediately.

Maths

1. Work is assessed across classwork, homework, oral tasks, group tasks and practical tasks.
2. Students will be given the opportunity to respond to teacher feedback to improve and must act on it.
3. Marking should lead to students doing a task which leads to progress.
4. Feedback should be given succinctly and not be overlong.
5. Feedback should focus primarily on learning and not effort.
6. Feedback should be as specific as possible and set clear targets for improvement.

History

1. Students are given formative feedback before key assessments to prepare them.
2. Students are given DIRT time after a summative assessment to give them the opportunity to improve.
3. Students receive 'live marking' for literacy errors and are expected to improve them.
4. Students use peer and self-assessment effectively in class.

Design

1. Regular, personalised verbal feedback is given throughout design and making lessons.
2. At Key Stage 3, a KEY ASSESSMENT is completed at least 3 times in project. One project is completed every half term.
3. Students respond to each key assessment. This response can come in a number of forms. These might be as a written response, an improvement to a design, a practice of a particular skill.
4. For literacy in KS3, once every 3 weeks the 'GOLDEN 10' is dedicated to students reviewing a list of 10 recent key words. Any mis-spelling is practised in the margins.
5. At Key Stage 4, Personal Learning Checklists are used, in line with the exam board mark scheme. These should be continuously used throughout the year until the coursework deadline.
6. Whole class feedback sheets used to feedback coursework progress and push pupils on to improve marks.
7. Practical work is continuously reviewed during the practical lessons and oral feedback is given (as per exam board guidance).

Geography

1. Literacy will be supported through the correction of key words in class, and of spelling for students who need support.
2. Work will be returned to students promptly so that they can act on feedback and for AFL.
3. Students will be given the opportunity to act on feedback in class.
4. Tracking sheets are used by students to record scores as monitor their own progress as well as the teacher.

ICT/Computer Science

1. Verbal feedback is extensively used in all lessons, while the students are working on the computers, to give constructive formative advice for improvements.
2. At Key Stage 3, students' work is marked at the end of each unit by the teacher. Self-assessment and peer assessment also takes place.
3. At Key Stage 4, tracking sheets are used and allow formative and summative comments. Students then reflect on the improvements required.
4. At Key Stage 5, Teachers mark work using the student ICT area and highlight where work is complete (green), in progress (yellow) or no evidence as yet (red), in line with exam board guidelines.

English

1. Students are set targets on formative pieces of work and there is time within the SOL dedicated to making improvements.
2. Teachers will use a variety of methods to address pupils targets, including modelling, redrafting, use of exemplars to show good practice, asking questions, identifying specific areas that students need to edit or improve.
3. Areas for improvement identified after marking should then be worked into subsequent lesson plans to ensure consolidation and opportunities to practice.
4. Mark-sheets are used for KS3,4,5 to highlight skills that pupils have achieved or are working towards.
5. SPAG errors are circled and corrected, including spellings written out x3 and learnt.
6. Whole class feedback methods can be used for checking class progress and highlighting individuals who need specific support, and will then inform future learning opportunities.

Science

1. Regular in class assessments – at least one per term and marked by teachers.
2. Feedback lesson for each assessment with RAG rating on questions and DIRT tasks.

3. Homework is either teacher marked or peer assessed (with a mix of both).
4. 'Quality of written communication' (SPAG) tasks set at least once per term and teacher assessed.
5. Verbal feedback, peer assessment and self-assessment is used as part of in class assessment.
6. Regular maintenance tasks including starter 9s and maintenance questions in tests, mainly peer assessed.

Sociology (KS5)

1. Assessed pieces are marked using top sheets which include success criteria and targets.
2. Students are given DIRT time after an assessment to give them the opportunity to improve.
3. Mock exam scripts include similar space for feedback and response
4. Students are regularly given model answers and asked to highlight assessment objections within their work, in order to peer and self-assess.
5. Folders are regularly checked to ensure class notes are complete.

PE

1. Student work is assessed in both a practical and theoretical context.
2. Regular verbal feedback is given to students at all key stages to support progress.
3. Regular, meaningful written feedback is completed with all exam groups.
4. Feedback should be clear; focusing on progress not effort.
5. Feedback should lead to target setting and improvement whilst giving students the opportunity to respond.
6. Feedback on literacy is present in all student work.

RE

1. Feedback comments should be specific – students need to know how to improve.
2. When peer and self-assessment are used clear criteria will be provided, students will usually provide feedback using the '2 stars and a wish' structure.
3. Verbal feedback can be given during lesson time when appropriate.
4. Assessments and graded homework should be marked as quickly as practicable. These will be monitored and discussed at department meetings to ensure consistency.
5. For graded work the relevant proforma sheets should be used to ensure consistency in the structure of feedback and setting of targets on graded tasks. At KS3, KS4 and KS5 students may be encouraged to complete the relevant sections of the proforma before it is marked by the teacher if appropriate.
6. Each time graded work is returned within a lesson, the students should be given time to reflect upon their marked work and make improvements (purple pen work).

MFL

1. Pupils work is regularly marked in their books and teachers are encouraged to use live marking in lessons to give immediate feedback to students.
2. In KS3, KS4 and KS5 pupils are given the assessment criteria when producing written or spoken work.
3. Time is set aside in lessons after a piece of work has been marked so that students can have time for meaningful feedback and corrections. We use the green box and purple pen system.
4. Peer and Self-assessment is regularly used so that students practise being a critical friend and become able to assess their work independently.
5. We have a clear focus on literacy in MFL and incorrect spellings are highlighted so that students can re-write them correctly.
6. Comments given are constructive and include a positive aspect and an area to improve.

Music and Performing Arts

In addition to following school policy for written work completed, constructive and continuous verbal feedback will be given at KS3-5 to:

1. Acknowledge effort and attainment
2. Give suggestions for improving learning
3. To correct mistakes and offer encouragement
4. To assess students' performance against stated learning objectives providing data for analysis;
5. To involve students through peer and self-assessment.

Students are expected to respond immediately to feedback to improve their work.

Appendix 3

Kingdown Marking Guidance - Reducing Teacher Workload Recommendations

What should we do? **DO**	What should we not do? **DON'T**
For clarity - use green pen to mark where possible.	Mark work that students haven't proof-read and checked themselves, or proof-read for a partner.
Provide formative feedback before a summative assessment; verbally, or in writing, or through self and peer assessment.	Use a verbal feedback stamper or record verbal feedback – we trust you to do this as part of your teaching.

Use self and peer assessment effectively to support learning. Use purple pens for this and DIRT.	Mark everything yourself with no peer or self-assessment.
Give prompt feedback – spend less time marking and get work back faster, using Assessment For Learning to then plan lessons.	Give books back late because you have spent too long marking them. Students prefer prompt feedback and to make immediate improvements.
Try withholding a grade or mark from a piece of work until the formative feedback and DIRT has been completed and ask students to work out what grade they are and why.	Just put a grade or mark on a piece of work with no suggestion of how to improve.
Mark for literacy and numeracy errors.	Correct every literacy or numeracy error made - try close marking one paragraph for errors and look for patterns instead.
Be concise.	Write overlong feedback. Quality not quantity.
Mark less, mark better. Try the 'class feedback' approach – note class general patterns, as well as individuals who need support and use this to inform your planning. Code the targets/DIRT question and ask students to write them down themselves from your PowerPoint.	Write out the same feedback for 10 students again and again.
Mark smart – tell the class you are marking for a particular AO or SC in advance and stick to this focus. Share these expectations so students know what to expect.	Tick and flick and mark work copied down. No 'acknowledgement marking'. Live mark as you wander to monitor notes are up to date and neat.