

# **BISHOP'S HATFIELD GIRLS' SCHOOL**

## **FEEDBACK FOR LEARNING POLICY**

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| <b>Date of last review:</b> | <b>Summer 2022</b> |
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| <b>School Based Policy</b>  |                    |

# FEEDBACK FOR LEARNING POLICY

## Rationale

This Feedback for Learning policy is underpinned by research which suggests that providing feedback is one of the most effective ways of improving students' learning. We recognise the importance of constructive, informative and subject-specific oral and written feedback and how much this is valued by students. We are mindful of the research surrounding effective feedback and the workload implications of marking and our policy is underpinned by research from the Education Endowment Foundation and researchers including Daisy Christodoulou and Dylan Wiliam. An evidence synthesis produced by the EEF, Sutton Trust and Durham University found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF

Pupils should receive regular feedback from staff, so that they can understand their progress and achievement and understand what their next steps are in their learning. Feedback should prompt pupils to do something effective with that feedback, with understanding how this will help and apply to future learning. Faculty areas are empowered to decide on the most appropriate methods of feedback, and the regularity of when this occurs, to promote and deepen learning most effectively in their subject areas.

This policy recognises that written feedback remains an important way of giving feedback to pupils, as it offers an opportunity to provide pupils with clear and specific information about progress and next steps. It is important to move away from the idea that a thoroughly-marked book represents effective feedback; feedback is about more than written marking. Effective feedback allows students to respond to targets through planned opportunities and it should allow students to engage in a dialogue about their work. Conversations with pupils over time, providing immediate feedback during a lesson, using low stakes quizzes and skimming books to pull out misconceptions and mistakes are all part of the feedback and feedforward loops for learning, and are highly effective in terms of moving learning on. As Mary Myatt writes 'a conversation with the child about what they have done well and what they need to do to improve ...makes a difference to learning and provides honest feedback and secures deeper progress, over time' (*The Curriculum - Gallimaufry to Coherence - 2018*)

## Principles and purpose behind giving Feedback for Learning

- To empower students to take responsibility for improving their own work. ("Feedback should be more work for the recipient than the donor." Dylan Wiliam, [dylanwiliamcentre.com](http://dylanwiliamcentre.com)).
- To deepen learning and allow students to make good progress
- To be rapid and immediate within lessons wherever possible - timely, not time-consuming.
- To create opportunities for teachers to assess learning as it occurs, so misconceptions can be addressed quickly and successes shared and to inform future planning.
- To be adaptive to the class and context to develop student learning most effectively through a range of strategies.
- To be linked to summative assessments where appropriate to prepare students for success in forthcoming examinations
- To be personalised and aid motivation, encouraging and stimulating pupils by praising current achievement.
- To be deployed when necessary and meaningful. With particular reference to written feedback, this should not create excessive or unnecessary workload for staff. Teachers should prioritise developing

high-quality lessons and feedback should be part of this; we reject the notion of marking for any reason other than improving learning.

- To develop student reflection and ownership of their own learning, aiding metacognition.
- To be inclusive and accessible for all learners, with thought given to the appropriate level of clarity and accessibility of feedback.
- Students should be fully involved in feedback, and are expected and supported to engage fully and meaningfully with feedback and use it to improve their work.

### **Types of feedback**

There are a wide range of formative strategies possible that support student feedback for learning. These include:

#### **Feedback can be:**

- immediate - at the point of teaching, eg. through mini-whiteboards or discussion, as seen in learning walks/lesson observations;
- summary feedback - at the end of a lesson/task, eg. through a quiz or self/peer assessment, as seen in learning walks/lesson observations, or through work in book looks;
- next lesson - further teaching allowing students to identify and improve areas of development identified by the teacher, eg. through starter tasks or modelling as seen in learning walks/lesson observations, through work in book looks or in green pen;
- summative - through end of unit tests and as part of the whole-school summative assessment calendar, as seen through assessment data.

### **Live Feedback**

Diagnostic feedback in lessons closes in on specific areas to improve and offers instant feedback for the student. It also helps teachers to support pupil progress, identify misunderstandings or misconceptions, and gives teachers the opportunity to address these quickly and effectively as the lesson is progressing. There are many ways of doing this effectively - for example through targeted questioning, verbal feedback, 1:1 instruction or coaching, or live marking of work completed so far.

### **Self Assessment**

Research evidence shows that responding to feedback plays a significant role in enabling pupils to make progress in their work. For written feedback, we have adopted a Green Pen Policy to help to facilitate this process and to promote a 'growth mindset' in pupils so that they view feedback as a positive opportunity to improve. Pupils should use a green pen whenever they are:

- self-assessing their work
- making corrections to work
- following up on targets/questions set.

### **Peer Assessment**

Peer assessment is an effective tool allowing students not only to demonstrate their own progress but also to develop a better understanding of the criteria they need to adhere to in order to succeed. Peer assessment also provides an effective way of giving opportunities for collaborative working.

### **Modelling**

Providing a model answer gives pupils an example that they can use to compare with their own work, so that they can then identify areas to work to enable pupils to self-assess/reflect on their progress. It can allow them to see a model of excellence and best practice.

### **Whole Class Feedback**

Celebrating successes and addressing misconceptions or other issues as a collective can have a significant impact on student progress and can also prevent repetition of individual feedback to multiple recipients, aiding staff workload. This can particularly be of use after marking an identified piece of work for a group, or perhaps after skimming through work produced so far from a group of learners.

### **Written feedback**

The marking of pupils' work in all subjects should be regarded as a regular means of communication with pupils about their individual progress. The type and extent of the written feedback will vary from subject to subject, but will be agreed at the departmental level, in line with the overall school policy. This communication must be in a form that is comprehensible and clearly able to be understood by the individual pupil as well as their parents/carers. The feedback on progress that this represents should inform the next steps in a pupil's learning.

Written feedback has a particular role in:

- assisting pupils by setting clear targets to focus on aspects of work where further development is needed.
- expecting pupils to respond to marking, so that they make formative use of feedback
- providing the teacher with feedback on how well pupils have understood the current work and enable them to plan the next stage of teaching and to review curriculum provision.
- enabling the teacher to make judgements about pupil attainment, particularly with regard to the assessment criteria at GCSE and A level.

After a piece of written feedback has been returned by the teacher, sufficient time should be set aside time to allow pupils to respond meaningfully.

### **Faculty Feedback for Learning strategies**

Each department has a "Feedback Strategy" statement, which reflects the needs of the individual subject(s) and explains how they apply the whole-school feedback policy. This is to ensure a common understanding and approach across subjects so that feedback is given in a way, and with the regularity, that ensures it has the greatest impact on students' progress. This policy should identify the types of feedback that are most effective for supporting pupils' learning in this subject, the nature of work that should receive feedback, and the frequency this occurs.

### **Developing effective feedback opportunities across the school**

Teachers give feedback in many multiple different ways and throughout lessons. The development of what makes effective feedback for pupils should be part of the ongoing process of continuous professional development discussions and the sharing best pedagogical practice across teaching staff. This should take place through professional discussion both informally and at formal opportunities (eg through faculty

meetings) and also by staff engaging with subject networks and keeping abreast of best practice and educational research.

### **Monitoring of Feedback for Learning**

Curriculum Leaders will ensure that schemes of work (medium and long term plans) provide regular opportunities for developing assessment for learning and providing quality feedback to students.

Students' work will form an important part of the monitoring process, although this will take place alongside discussion with students to allow them to provide vital input into the feedback process. All quality assurance will focus on how the student is making progress; it will not focus on what the teacher writes. The actual practice of a student making progress is the priority.

The monitoring of written feedback will be undertaken within faculty areas by Heads of Faculty, with Subject Leaders also playing a role. Heads of Faculty will undertake bi-annual monitoring of the work of class teachers and this will include a specific focus on marking.

The Senior Leadership Team may also monitor marking across the school through examining pupils' work, and Learning Walks/QA weeks for post-16 may identify assessment, frequency of marking and pupils' response to feedback as an area of investigation across the school. One Learning Walk per year usually has a specific focus on assessment.

In order to provide a degree of consistency across Faculties, the following guidelines should be adhered to. These should also form the basis for the monitoring of marking:

- Work should be collected in regularly and returned as quickly as is practicable.
- Faculty policy should establish the frequency of collection and work will be returned in a timely fashion.
- Standard marking symbols should be used to promote accuracy of writing for the correction of spelling, punctuation and grammar (see Appendix )
- Written comments should be predominantly constructive, acknowledging what has been achieved as well as highlighting areas for improvement.
- If appropriate, pupils should have access to the marking criteria and understand the meaning of the marks/grades/levels they receive.
- Marking should usually recognise achievement and attainment.
- There should be thorough recording-keeping of the results of assessment.
- Self and peer-assessment should be encouraged.
- There should be evidence of the use of green pens by pupils where they are responding to marking.
- Sixth Form Students should keep their own record of marking and assessment in their folders.
- Marking practices and procedures should be consistently applied.

### **Review**

This policy will be reviewed by the member of SLT responsible for Assessment.

## Appendix 1 -Faculty/Subject feedback strategies

### Faculty - English

**What types of feedback are most effective for supporting pupils' learning in this subject? (please refer to evidence informed practice/the Ofsted research reviews as appropriate)**

- Whole class feedback immediately after an assessment (feedback is most effective when it is immediate)
- Allowing time in lessons to speak to pupils during a task and give individual verbal feedback.
- Clear targets and questions on written work with a meaningful opportunity for green pen improvements and not just corrections.
- Peer assessment in purple pen
- Model answers when writing PEE paragraphs/ answering exam questions
- Specific targets rather than generalised ones

**What types of work will pupils receive feedback on so that they have opportunities to demonstrate what they 'know, understand and can do'?**

- Key assessments at the end of every half term in all years
- Lots of opportunities in informal written work throughout each half term
- Listening into group discussion where possible.
- Short starter activities focusing on a specific area e.g. language techniques.
- Speaking & Listening activities

**How frequently is feedback given to learners? (Please separately detail the frequency of written feedback given to learners).**

- Verbally, in most lessons
- Informally in books, every 2-3 weeks
- Formally, written feedback on extensive writing tasks at least once every half term (formative and summative)
- Whole class formative feedback on assessed tasks every half term

**What will pupils/students do with feedback they receive, so that their learning moves forward?**

- Answer questions about their work, and improve a section of their extended written work in green pen
- Make corrections to SPaG in green pen
- Record targets in books. These are revisited periodically and pupils keep track
- Use feedback to inform targets/ areas of focus for the next piece of work.

## **Faculty - Humanities**

**What types of feedback are most effective for supporting pupils' learning in this subject or subjects?**  
*(please refer to evidence informed practice/the Ofsted research reviews as appropriate)*

- A range of strategies including live marking, feedback from peer assessment, as well as teacher summative and formative feedback is used at formal data points, as well as regular low stakes testing / checks.
- Immediate verbal feedback during lessons, as this helps accelerate the learning journey that the student takes.
- Feedback that challenges students to think and reflect the BHGS core values and Bishop's 360.
- Feedback to include a positive comment and target(s) in the form of a question, to allow opportunity for further progress.
- Whole class feedback with key focus to improve for all.
- Use of standardised feedback for assessments focussing on content and skills.

**What types of work will pupils receive feedback on so that they have opportunities to demonstrate what they 'know, understand and can do'?**

- Short tests/quizzes, essays, longer synoptic tests and assessments, extended writing, exam questions, decision-making exercises, individual and group presentations
- Standard of presentation to help maintain our high expectations for developing literacy in Humanities and across the school.
- It is acceptable that some work will be left unmarked as students regularly receive a wide range of other types of feedback in addition to traditional marked work.

**How frequently is feedback given to learners? (Please separately detail the frequency of written feedback given to learners).**

- Evidence of written feedback twice every half term (every 3-4 weeks) for a significant key piece of work from teacher and pupil. This may be more frequent for A-Level subjects.
- Peer feedback to be used when appropriate.

**What will pupils/students do with feedback they receive, so that their learning moves forward?**

- Actively encourage green pen feedback or redrafting and improving work
- Teachers to ensure that sufficient time is given in lessons for students to reflect, respond and improve work following teacher feedback from marked work.

## Faculty - Science

### What types of feedback are most effective for supporting pupils' learning in this subject or subjects? (please refer to evidence informed practice/the Ofsted research reviews as appropriate)

The types of feedback used to support pupil learning in science fits the following principles;

- Feedback that makes pupils **think** about their work and how to develop it. This develops autonomy in learners. e.g. Instant individualised verbal feedback
- Feedback that makes pupils **do** something to improve. This makes the feedback purposeful. e.g green pen feedback using model mark schemes and examiner's reports.
- Feedback that keeps pupils in the **challenge** zone. This moves them from their comfort zones but does not push them into the panic zone. e.g. modelling and addressing misconceptions

Strategies used to achieve these are: Self-checking, live marking, exit tickets, checklists, post-assessment DIRT, whiteboards, verbal feedback and highlighter action.

### What types of work will pupils receive feedback on so that they have opportunities to demonstrate what they 'know, understand and can do'?

- End of topic tests(7-8) so pupils will know how good their recall is and start to apply their knowledge (AO1 and AO2) also to use their graphical analysis skills (AO3).
- Practical activities assessed in year 7-8 to examine their practical skills and application of knowledge (AO3).
- Oracy and disciplinary literacy skills tasks, tested within the ESQs, EOTs and the practical assessments.
- PAGs completed for year 9-13, summary questions marked to assess understanding and ability to carry out the practical skills.
- End of topic assessment and a 6MQ (year 9-11) topic dependent.
- Essay writing(Psychology) and exam question marking.
- Homework , this can be exam questions, text book questions, bespoke questions, Dynamic learning homework activities.

### How frequently is feedback given to learners? (Please separately detail the frequency of written feedback given to learners).

#### Year 7-8

- End of topic test  
(Dependent on length of topic:(2-5 weeks)
- Practical activity reports  
(Dependent on length of topic:(2-5 weeks)
- Disciplinary Literacy tasks in EOTs  
(Dependent on length of topic:(2-5 weeks)
- Verbal feedback  
(Every lesson)

#### Year 9-11

- Exam-style questions test  
(Dependent on length of topic:(2-5 weeks)
- PAG reports  
(Dependent on length of topic:(2-5 weeks)
- Disciplinary Literacy tasks in ESQs  
(Dependent on length of topic:(2-5 weeks)
- Verbal feedback  
(Every lesson)



**Year 12-13**

- End of module test  
(Dependent on length of topic:(2-5 weeks)
- CPAG reports  
(Dependent on length of topic:(2-5 weeks)
- Disciplinary Literacy tasks in EOMTs  
(Dependent on length of topic:(2-5 weeks)
- Verbal feedback  
(Every lesson)
- End of topic tests and timed essays in class.  
(Dependent on length of topic:(6-10 weeks))
- Summative Exams  
(Feb & Jun in Year 12; January & April in Year 13)
- Homework  
(essays, worksheets, practice papers, research method practicals - weekly or twice-weekly) - either teacher marked, self-marked or peer-marked.

**What will pupils/students do with feedback they receive, so that their learning moves forward?**

Pupils record attainment and evaluate their progress using tracking sheets. Pupils complete a reflection activity to help them identify mistakes and use new learning to inform the next assessment. Tools used are Yr 7-8 : Yellow tracking graph and WWW/EBI yellow stickers. Year9-11: Exam ewapper and WWW/EBI yellow stickers. Year 12-13: folder tracking sheet, Focussed feedback sheet, Learning from mistakes(VESPA) activity and Post-assessment DIRT .

## Faculty -MFL

### What types of feedback are most effective for supporting pupils' learning in MFL?

(Ref: [Research review series: languages - GOV.UK](#) )

- Different strategies are effective when applied to Attainment Targets 1 and 3 (Listening and Reading) and 2 and 4 (Speaking and Writing), although all methods will have targeted applications under specific circumstances. This applies to Formative and Summative feedback, ensuring that it is linked to the Building Blocks / Curriculum plan with pupils drawing on prior learning and being made aware of what they could be aiming at achieving within a particular remit.
- **AT 1 & 3:**
  - Feedback should include not just highlighting errors of omission or miscomprehension but also strategies such as reading / listening for key information, trigger words indicating time frame, negatives etc.
  - Feedback on improvement techniques; e.g. reading the questions before listening to the recording or reading the text; preparing for a range of possible answers in advance e.g. if the question has to do with the time of a meeting, consciously attempt to pre-empt the type of answer expected by bringing the relevant vocabulary set to mind (days of week, clock times etc.)
- **AT 2:**
  - **Recasting:** re-stating what the pupil said, but correcting errors in it
  - **Prompting:** where the correction is elicited from the learner themselves
  - **Explanation:** where explicit, often metalinguistic, information is given about a rule relating to the cause of the error
  - **Phonics,** with reference to phonics booklet
  - Speed of recall
- **AT 4:**
  - As for AT 2 but with applications for whole class guided writing for recasting and prompting. Explanations more applicable for work submitted and 1-to-1 feedback
  - Accuracy of spelling and pronunciation
  - **Grammar foci** with direct applications in contexts
  - **Vocabulary** - knowledge of synonyms and antonym relations

### What types of work will pupils receive feedback on so that they have opportunities to demonstrate what they 'know, understand and can do'?

- Feedback, in all its forms following on from formal and informal assessments and class/individual interaction should be balanced between language elements tested in isolation (known as 'achievement tests', such as vocabulary, phonics or grammar) and assessments of integrated language, including open-ended creative language production (written or oral) and listening and reading comprehension. (*Adapted from Ofsted Languages Review*)
- In practice, particularly applying to AT 2 & 4, this will entail that the pupils have opportunities to develop the key feedback given in subsequent tasks to establish learning over time.
- **AT1:** Standardised formative and summative differentiated comprehension tests and linked to the Schemes of Work. Use of *ActiveLearn* formative online exercises at KS4
- **AT2:** Role plays, group work, individual answers to questions, presentations and tasks directly linked to skills required by the new specification, e.g. picture stimulus tasks
- **AT3:** Standardised formative and summative differentiated comprehension tests, homework comprehension exercises prepared in their work books. Use of *ActiveLearn* formative online exercises at KS4. Translation tasks to develop KS4 skills.
- **AT4:** Original creative work in the target language e.g. exercises, posters, for display, postcards, letters, dialogues, work using ICT, projects, surveys and translation tasks to develop KS4 skills
- **Grammar:** Key focus on developing a deeper understanding of linguistic patterns and structures.
- **Vocabulary:** Tasks designed to increase expressive range of pupils linked to Schemes of work and in preparation for study at KS4.

### How frequently is feedback given to learners? (Please separately detail the frequency of written feedback given to learners).

- Informal verbal feedback during lesson
- Responses to ad-hoc questions
- Feedback on whole class / group performance in any AT following an evaluation of key areas for improvement
- Personal feedback on home and classwork set either in writing or verbally with the pupil preferably recording the feedback
- Targeted support in response to a specific need (PP / SEND / EAL [core language / terminology ]etc.)
- Written feedback to be given on tasks completed of a significant length relative to the Year Group with a minimum of twice per half term.

### **What will pupils/students do with feedback they receive, so that their learning moves forward?**

- Explanations to pupils will need to be overt and explicit as regards the direction of travel.
  - *Why has this been corrected? Where can this structure be redeployed? Are there similarities with anything you have learnt in the past? How could you use this in another context? How could this be made more interesting...etc.*
- This can be raised and evidenced by highlighting the following aspects as progress over time linked to effective feedback of all kinds:
  - **AT1:** Pragmatic understanding (e.g. comprehending subtle intentions of the speaker in a recording)
  - **AT2:** Socio-linguistic (e.g. register)
  - **AT3:** Progressive understanding across sentences, paragraphs and the entire text.
  - **AT4:** Production of more complex and longer language, in less scaffolded environments and also discourse in creative writing (e.g. the linking ideas across paragraphs). Targeted use of green pen to prompt pupil reflection and self-monitoring / evaluation.

## **Food and Nutrition**

**What types of feedback are most effective for supporting pupils' learning in this subject or subjects?**  
*(please refer to evidence informed practice/the Ofsted research reviews as appropriate)*

- Food Teachers Centre evidence shows that pupil evaluations along with teacher assessment of practical tasks is effective in enhancing progress with preparation skills.
- Immediate verbal feedback during lessons, as this helps accelerate the learning journey that the student takes.
- Feedback that challenges students to think and reflect the BHGS core values and Bishop's 360.
- Feedback to include a positive comment and target(s) in the form of a question, to allow opportunity for further progress.

**What types of work will pupils receive feedback on so that they have opportunities to demonstrate what they 'know, understand and can do'?**

- Written work – worksheets, projects and investigations. Practical – Cooking tasks.
- GCSE - continual feedback on practical tasks. Homework, classwork, topic tests and food investigations. 8 hour food investigation and 12 hour food preparation task - verbal non specific feedback.

**How frequently is feedback given to learners? (Please separately detail the frequency of written feedback given to learners).**

- KS3 - At least every other week (during 6 week rotation) practical work is photographed, verbal feedback given during the next available lesson whilst viewing the photographs as a group.
- Written workbooks marked at the end of the first rotation (6 weeks)
- KS4 - Homework tasks such as exam questions and investigations marked within 2 weeks of completion.

**What will pupils/students do with feedback they receive, so that their learning moves forward?**

- Encourage green pen feedback or redrafting and improving work
- Ensure that sufficient time is given in lessons for students to reflect, respond and improve work following teacher feedback from marked work.

**What types of feedback are most effective for supporting pupils' learning in this subject or subjects?**  
*(please refer to evidence informed practice/the Ofsted research reviews as appropriate)*

**PE** - Immediate, live feedback where the performers can receive feedback on the skills, technique or knowledge they are using. Self and peer assessment are also used in lessons so pupils can develop their understanding of misconceptions, errors and set targets for self and group improvement. Modelling is also used by staff and talented pupils to show what the "perfect model" looks like so the class has a clear vision of what they should replicate.

**What types of work will pupils receive feedback on so that they have opportunities to demonstrate what they 'know, understand and can do'?**

**Physical Education.** KS3 practical assessments are completed in a range of activities. Formative assessments occur throughout the unit of work with a summative grade awarded at the end of the unit of work. KS3 written assessments (booklet/activity sheets) will be used for each activity to track knowledge and understanding throughout. This will feed into the practical formative assessment grade at the end for each unit.

Year 9 will also complete a written exam in the Spring term to check pupils' knowledge and understanding and help inform PE staff of suitable candidates for GCSE PE.

GCSE written work, end of module tests, multiple choice and past paper questions. GCSE practical work - 3 practical activities (one team activity, one individual activity and an activity of their choice) and coursework. AEP coursework (14 hour written assessment).

**How frequently is feedback given to learners? (Please separately detail the frequency of written feedback given to learners).**

**Physical Education.** Live and immediate feedback is given in all practical PE lessons. Use of peer/ self assessments in all practical PE lessons

Written feedback.

KS3 - Teacher and self-assessments are completed in a range of activities each term, in line with the grading criteria.

GCSE written work is marked within 1-2 weeks of receipt.

GCSE practical activities are assessed in the same format as the practical exam at the end of every module. Continual practical assessment takes place in lessons in the form of coaching, training and analysing performances. PE theory classwork is marked once every three weeks. Homework is marked within two weeks of receipt.

**What will pupils/students do with feedback they receive, so that their learning moves forward?**

**Physical Education.**

KS3 PE - Pupils are able to use their live and immediate feedback in lessons to act and improve. Written feedback at the end of the unit (sporting activity) will be used to help inform practical performance, knowledge and understanding in the next activity. Activities in Years 7 run through to Year 9 so feedback from each year can feed through into the consecutive academic year.

GCSE PE 3 practical activities (30%), 2 written papers (60% in total) and coursework (PEP) (10%).

The assessment for the GCSE written work consists of multiple-choice, short-answer and extended writing questions. Written work will receive a comment, a grade or both depending on the nature of the task set. Grades are awarded according to the awarding body specification. House Points are awarded for achievement, improvement, effort, presentation, initiative or progress; for one piece of work or a selection of pieces of work.

## Life Skills and Citizenship

**What types of feedback are most effective for supporting pupils' learning in this subject or subjects?**  
*(please refer to evidence informed practice/the Ofsted research reviews as appropriate)*

### Life Skills

live feedback in lessons and peer assessment.

### Citizenship

Written feedback on 4 mark and 8 mark questions is the most effective feedback for pupils. Self-assessment and peer marking as well as live feedback on short form questions (2 marks and multiple choice).

**What types of work will pupils receive feedback on so that they have opportunities to demonstrate what they 'know, understand and can do'?**

### Life Skills

Written work: Google Classroom forms at the end of each term, written advice to others using the knowledge learned in the lesson.

Oral work: presentations, role plays and debates.

Group & collaborative work: projects, displays and presentations.

### Citizenship

Written work: end of module tests, answers to multiple choice and past paper questions, mock exams, homework tasks (4 mark or 8 mark questions / fact sheets summarising their knowledge)

Oral work: presentations, debates and discussions.

Group & collaborative work: presentations.

**How frequently is feedback given to learners? (Please separately detail the frequency of written feedback given to learners).**

### Life Skills

Teacher, self-assessment and peer assessment tasks are completed in a range of activities each term. Each pupil is assessed three times per year at the end of each term.

### Citizenship

Teacher, self-assessment and peer assessment tasks are completed in a range of activities each term, in line with the grading criteria. At least one GCSE piece of work (4 mark/8 mark questions) will be marked every 3 weeks.

**What will pupils/students do with feedback they receive, so that their learning moves forward?**

### Life Skills.

Use of a green pen to improve their answers or to give themselves targets for their next presentation.

Complete the summer assessment feedback sheet after their end of term assessment.

### Citizenship.

Use of a green pen to re-write the 4 mark / 8 mark questions.

Complete the assessment tracking sheets.

## Faculty - Expressive Arts

**What types of feedback are most effective for supporting pupils' learning in this subject or subjects? (please refer to evidence informed practice/the Ofsted research reviews as appropriate)**

Immediate verbal feedback that is personalised and relevant to the practical work students are undertaking. Written feedback is recorded on yellow tracking sheets providing a log of feedback and is most effective when it relates directly to practical learning. Written feedback is also given on the written work of KS4 students especially when preparing for written exams or completing portfolios. Verbal feedback provided when working practically or when reviewing portfolio or written work at KS4. Peer assessment is a useful tool for building students' confidence to talk about their own and others' work in an open forum, developing key skills for performance and showcasing of work.

**What types of work will pupils receive feedback on so that they have opportunities to demonstrate what they 'know, understand and can do'?**

Students' practical work will be assessed against the success criteria of each unit in each subject area, making links to previous and future units. Skills based learning is a key focus for Expressive Arts subjects. As students progress through units and key stages, practical skills will form the foundation in which they can evolve and develop their talents. Opportunities to respond to targets over a period of time is crucial as creative skills take time and investment to foster.

**How frequently is feedback given to learners? (Please separately detail the frequency of written feedback given to learners).**

Expressive Arts subjects provide verbal feedback consistently throughout practical lessons, with teachers constantly reviewing and responding to the practical work students are creating as lessons progress. Numerous starter and plenary activities across the faculty enable learners to take moments of reflection, whether this be via peer or self assessment of the learning that has or is going to take place.

Written feedback is given approximately every 3 weeks in Art and Design via yellow tracking sheets. This coincides with the mid-point of units. Approximately every 6 weeks students units are graded upon completion, with grades and feedback given. Students green pen responses at both the midpoint and end points of units, considering what they have achieved and reflecting upon what they need to focus on in the next unit to build and embed their skills.

Drama - For Key Stage 3, formal assessment at the end of every unit (4 times a year) with grades given to track progress (except Yr7). The verbal feedback from the teacher is recorded on the students' yellow sheets by the student and supervised by the teacher. The grade is also recorded on the yellow sheet. At GCSE, each pupil is assessed at the end of every unit (approximately every 9 weeks). This feedback is both verbal and written, with targets being written on yellow sheets and a grade being given to each student for their portfolio and written exam practice.

Music - KS3 - Assessment will take place during practical lessons, when composing and at the end of each unit of work (half termly or termly). Verbal feedback at the end of each performance and unit of work which students write down as written feedback and targets on yellow sheets. Self assessment takes place during the unit of work via a radar diagram (a simple but effective colouring in exercise).

KS4 - Practical assessments, listening and appraising questions, during composition work (every lesson) and should be recorded by students in folders or exercise books. Targets are written on white sheets at least once every half term for performing and composing.

**What will pupils/students do with feedback they receive, so that their learning moves forward?**

Students can use this feedback to identify what areas of their practical work they need to focus upon in order to develop and progress. Over a period of time students will work towards securing knowledge and skills in key areas, enabling them to build a solid foundation in which to layer more advanced targets. Students should be able to implement the advice they have been given directly into their work, seeing a physical improvement in the work being created, composed or performed.



## Appendix 2 - marking symbols to support whole school literacy development

### Marking Symbols

#### For written work

| Symbol      | Meaning   |
|-------------|---|
| <b>SP</b>   | Spelling  |
| ^           | Letter or letters of word or words missed out   |
| ~~~~~       | Grammar. This sentence is wrongly constructed and needs to be re-written. If you cannot see what is wrong, ask.   |
| <b>WO</b>   | The order of the words in this sentence is not quite right. Re-write it so it makes sense.                        |
| <b>WW</b>   | The wrong word use, or at least an inappropriate word choice for the context of the writing.                      |
| <b>V</b>    | Vocabulary choice. The word you have used doesn't fit the sentence or the word can be improved. Use a thesaurus.  |
| <b>T</b>    | Tense. The tense of the verb is incorrect. Change it to the correct tense.  |
| <b>C</b>    | Capital letter. Check whether this needs to be a capital letter or not.   |
| <b>P</b>    | Punctuation. Punctuation is missing or is used incorrectly in the sentence. Add/remove/correct the punctuation.   |
| <b>[PL]</b> | Plagiarism - place square brackets around the section   |
| <b>T</b>    | Target  |
| .           | Missing full stop. Consider whether the following word should now start with a capital letter.                    |
| ?           | Missing question mark.  |
| ,           | Missing comma. Consider whether the following word should now start with a small letter and not a capital letter. |
| //          | Begin a new paragraph here.   |
| <b>X</b>    | Facts are incorrect.  |
| <b>I</b>    | Separate this into two words, e.g. write 'a lot' not 'alot'   |
| —           | Bring these two parts of the word together, e.g. write 'although', not 'al though'                                |
| ?           | Illegible. 'I can't read this' or 'this is confusing'. Check your sense. Look back over your work and correct it. |

#### For Short Answer/ Numerical Work

|     |                       |
|-----|-----------------------|
| ✓   | Correct               |
| (✓) | Almost correct        |
| X   | Incorrect             |
| ECF | Error carried forward |