

Feedback in Art

When and how will pupils receive feedback?

Key Stage	Feedback opportunities	
KS3	<ul style="list-style-type: none"> Whole class verbal feedback every lesson as teacher circulates the room to check understanding and progress made. x1 Individual verbal feedback during lesson time per half term. Once a term, teachers will mark classwork or homework in purple pen. X3 Formal assessments per year including written feedback on whole class feedback sheets. x2/3 Peer/self-assessments per half-term in green pen (every other lesson). x1 Retrieval task per term. x1 One-to-one informal verbal feedback per half term. x1 Individual formal written feedback per half term either on Coursework Tracker or on post-it notes. x3 Formal assessments per year including written feedback on individual assessment slips. Whole class verbal feedback once a week with high quality examples shared. Weekly one-to-one informal verbal feedback. Once a fortnight discussion and written feedback recorded on KS5 Mentoring Sheets for independent tasks. x3 Formal assessments per year including written feedback on individual assessment slips. Whole class verbal feedback once a week with high quality examples shown. 	
KS4		
KS5		
Types of feedback		Subject specific best practice
Blue whole class feedback slips (KS3 only)		<ul style="list-style-type: none"> Formal assessment feedback recorded on blue whole class feedback sheets. These are adapted to fit the specific assessment task and include a self-assessment task.
Personalised feedback slips (KS4 and KS5 only)		<ul style="list-style-type: none"> Formal assessment feedback slips with strengths, areas for improvement/action points and their current projected grade.
Questioning		<ul style="list-style-type: none"> No hands up spaced questioning during a starter activity. Clarifying understanding after first explanation of task to targeted pupils. Mini quiz on artist knowledge to recap the following lesson to activate prior learning. Questioning on key vocabulary and understanding of procedural knowledge.
Self and peer-assessment		<ul style="list-style-type: none"> Share success criteria. Pupils create their own success criteria in a class discussion and assess their own and each other's work against it. Use the success criteria to self-assess/set themselves a target. Pupils write 'What Went Well' and 'Even Better If' in peer's sketchbook using success criteria in green pen. Pupils collaborate to verbally peer assess before self-assessing their own work in green pen in their sketchbooks. Showcasing of pupils' work through the visualiser; identifying strengths and areas for improvements.
Marking for literacy/effort/presentation		<ul style="list-style-type: none"> KS3 - Teachers use purple pen in sketchbooks once a term to provide written feedback for homework/classwork. Teachers will comment on where the success criteria has been met and suggest an area for improvement.

	<ul style="list-style-type: none"> Teachers will comment on effort/presentation when marking using codes. KS4 and KS5 artist analysis essays are marked for literacy using the whole school literacy policy.
Sharing pupils' work	<ul style="list-style-type: none"> Sketchbooks shared under the visualiser or shared mid-task. Include past examples of pupils work on PowerPoint. Schemes of Work to ensure high expectations. During a formal assessment feedback lesson, teachers will share graded work to clarify pupils' understanding of how their work has been marked.
Self-regulation focused feedback	<ul style="list-style-type: none"> Pupils set themselves a target for the lesson and record in their sketchbooks. This is revisited during the lesson. Entrance and Exit tickets used to gauge the extent of pupils' understanding/learning. After receiving verbal feedback from the teacher, pupils add a green pen sentence to show they understand the feedback given.
Verbal feedback	<ul style="list-style-type: none"> Use of visualizer to model. Use of visualizer to show pupils' work. Use of visualizer to show pupils' work and give live feedback so pupils can improve their work whilst they are completing it.

How will pupils use their feedback?

How will teachers ensure that pupils act on their feedback?

Department expectations	Department best practice
<ul style="list-style-type: none"> Pupils work back into sketchbook/coursework pages to show a visual understanding of their feedback. After a KS3 formal assessment, pupils identify their current strengths and areas for improvement on their whole class feedback slip. KS4 and KS5 pupils use their feedback to focus on 'refining ideas and outcomes over a sustained period of time. After live feedback, pupils develop their procedural knowledge and confidence through repetition of experimentation. Frequent use of green pen enables pupils to develop their ability to record, reflect and then improve their procedural or conceptual knowledge. The creative process/cycle of reflecting on their own work is revisited throughout their art education. 	<ul style="list-style-type: none"> Teachers check that KS3 pupils have highlighted relevant statements on the feedback slips before setting homework. A follow up homework is then set for pupils to focus on the area of improvement they highlighted on their feedback slip. Teacher then compares their homework drawing to their assessment drawing and checks their understanding of how to improve. Teachers model the use of written feedback by sharing effective examples. They also check green pen responses and ask pupils to expand on their writing if necessary. Pace points are awarded for effective green pen reflection. Teachers will also monitor the quality of peer/self- assessment when books are marked. Teachers provide adequate time for pupils to act on their feedback in lessons or as a set improved homework. Teachers regularly look through pupils sketchbooks during lesson and after receiving homework to check pupils have responded to the feedback. Teachers create a safe learning environment for pupils to respond to verbal feedback and ask further questions if needed to ensure they can act on their feedback successfully.

Feedback in Business and Economics

When and how will pupils receive feedback?

Subject Specific opportunities	
<p>Mostly verbal feedback given by the teacher. Visualisers used so that pupils can mark their own work in green pen.</p> <p>GCSE: Typically two blue stickers a term where work is marked in depth and written personalised feedback is given.</p> <p>GCSE: four formal assessments in Y10 and three in Y11.</p> <p>KS5: Y12 at least one formal assessment and Y13 at least two formal assessments. Y12 have sub-topic assessments for each topic area.</p> <p>KS5: At least two pieces of work are marked in depth and written personalised feedback is given.</p> <p>KS4 & 5 Retrieval practice at the start of each lesson – verbal feedback given and <i>pupils correct in green pen</i>.</p>	
Types of feedback	Subject specific opportunities
Blue stickers	<ul style="list-style-type: none"> Used for assessments identified in the schemes of work. Blue stickers used for classwork and homework as identified in schemes of work (typically once every three weeks). Only one or two actionable targets are given. Teacher marks in purple pen and gives personalised feedback. Teacher uses comment only marking and reveals the grade when feedback has been acted upon. Teachers use whole-class feedback sheets (and the visualiser) in between blue stickers.
Questioning	<ul style="list-style-type: none"> 'Fertile' questions and statements used to test depth of understanding & identify gaps and potential misconceptions – verbal feedback given to encourage pupils to develop their answers. Focus on links to prior learning. Multiple-choice questions used to test depth of understanding and misconceptions. Knowledge recall questions / retrieval practice in starter activities (Do it now / 5 a day). No hands up embedded; verbal feedback is given to all pupils. Self-marking quizzes such as Quizlet used regularly for homework to provide instant feedback on gaps & misunderstandings.
Self and peer-assessment	<ul style="list-style-type: none"> Use of exemplar answers, pupils' work and success criteria to enable pupils to self-assess their own work. Pupils mark their work in green pen. Pupils improve their work in green pen (e.g. context, linked strands, balance) before it is handed in to be marked. A "pre-flight checklist" may be provided to aid pupils in improving their work before it is marked. Teacher models how to use success criteria, exemplar answers and pupils' work to aid peer assessment.
Marking for literacy/effort/presentation	Teacher uses whole school codes to identify mistakes. Pupils correct them in green pen.
Sharing pupils' work	<ul style="list-style-type: none"> Work shared on whiteboards and under visualizers. A range of exemplar work shared for exam question responses: excellent, good and poor responses. Pupils asked to match feedback to the different exemplars.
Self-regulation focused feedback	<ul style="list-style-type: none"> Self-regulation feedback given after Y11 mock exam & after end of topic assessments. Reflections on why their performance in an assessment, was less successful than a previous performance. Feedback used to set targets for next time.

Verbal feedback	<ul style="list-style-type: none"> Visualisers used to model. Visualisers used to enable pupils to mark own work. Visualisers used to share pupils' work and to allow pupils to improve work whilst completing it. Plenty of 'stop start' feedback embedded into lessons.
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How will pupils use their feedback?

How will teachers ensure that pupils act on their feedback?

Department expectations	Subject practice
<ul style="list-style-type: none"> Pupils edit and redraft work in green pen, finding & fixing mistakes as they progress. Pupils develop their responses in green pen based on written, <i>verbal and peer feedback as well as when self-assessing their work.</i> Whole class discussion of feedback leading to pupils improving their work in green pen. 	<ul style="list-style-type: none"> From the outset of each course, the teacher should discuss the purpose of feedback and set high expectations for work produced. Teachers provide clear, concise and focused feedback, which should be constructive rather than critical. Teachers model the use of peer feedback. Where a whole class feedback sheet is used this must be done appropriately and discussed to ensure that all pupils understand the feedback. Teachers regularly check green pen responses are taking place in exercise books.

Feedback in Computing

When will pupils receive feedback?

Feedback Opportunities	Subject Specific opportunities (separate into year groups or key stages if necessary)
Classwork	KS3 / KS4 - Feedback typically provided verbally by the teacher regarding the activity undertaken, with students self-marking and updating their answers / responses in green (either pen or digitally). KS3 / KS4 - Peer-marking for certain pieces (such as KS3 project work).
Homework	KS3 / KS4 - Homework is self-marking. Feedback provided as to whether it has been completed satisfactorily.
Assessments	KS3 one assessment per term. KS4 one assessment per topic covered – formal assessments such as end of year 10 and mock exam.
Quizzes/retrieval	KS3/KS4 – starter activity for most lessons is retrieval activity. Plenaries at the end or at key points within lessons with feedback provided based on class results.
Verbal contributions	In all lessons: students are encouraged to use accurate and technical subject specific language, to 'talk like a computer scientist'.
Practical contributions	KS3 - At least one practical assignment per Year group per academic year (to be set out in scheme of work). Feedback based on rubrics designed for peer-review. Teacher to provide one key point feedback for 'What Went Well and Even Better If'.

How will pupils receive this feedback?

Types of feedback	Subject specific best practice
Blue stickers (KS4)	<ul style="list-style-type: none"> Used for assessments identified in the schemes of work. Only one or two actionable targets are given. Teacher marks in red pen and gives personalised feedback. Whole class feedback sheets - used in post assessment DIRT (dedicated improvement and reflection time), students review their performance and structure their improvements based on feedback given to the whole class.
Questioning	<ul style="list-style-type: none"> Whole class questioning: Short sharp recall to test for understanding and identify gaps in understanding & misconceptions. No hands up used, questioning technique 'pose, pause, pounce, bounce' used (KS3 & KS4). Multiple- choice questions used in majority of KS3 and KS4 starters for knowledge retrieval. Misconceptions and common errors frequently tested. 'Fertile' questions for every lesson or sequence of certain lessons (KS3 & KS4). Self-marking retrieval practice homework to be set in line with timetable (KS3). Smart Revise system used for multiple-choice questions, short answer and longer answer questions for homework (KS4).
Self and peer assessment	<ul style="list-style-type: none"> Verbal feedback from the teacher used to improve work in green pen (KS3 & KS4). Pupils mark their own work in green pen / font (KS3 & KS4). Where appropriate, rubrics or mark schemes shared with students prior to work completion. Use of success criteria, exemplar work or verbal feedback from the teacher to offer peer feedback in green pen. Where appropriate, rubrics or mark schemes shared with students prior to work completion.
Marking for literacy/effort/presentation	<ul style="list-style-type: none"> Teacher uses codes in red pen to identify mistakes. Pupils correct them in green pen. Teacher corrects errors in red pen using whole school codes.

Sharing pupils' work	<ul style="list-style-type: none"> • Share a range of work: excellent, good and poor responses. • Ask pupils to match feedback to different exemplar work.
Self-regulation focused feedback	<ul style="list-style-type: none"> • Prompt pupils to reflect on why their performance in a recent test or assessment was less successful than a previous performance and get them to use feedback to set targets for next time – time allocated for pupils to identify areas for focus and to set targets.
Verbal feedback	<ul style="list-style-type: none"> • Use of visualizer to model (KS4). • Use of visualizer to enable pupils to mark their own work (KS4). • Use of visualizer to show pupils' work and give live feedback so pupils can improve their work whilst they are completing it (KS4).

How will pupils use their feedback?

How will teachers ensure that pupils act on their feedback?

Department expectations	Department best practice
<ul style="list-style-type: none"> • KS3 assessments require students to update or improve answers in green pen / font, or to undertake activities designed to improve knowledge retention of the content. These will be based on the assessment itself, e.g. peer marking will have teacher lead discussion followed by green pen peer marking. • The majority of feedback will be at a whole class level with students taking individual feedback points and working to improve. • Personalised feedback also provided (minimum of once per academic year). 	<ul style="list-style-type: none"> • Schemes of work clearly identify time allocated for feedback where needed. • Teachers discuss the purpose of feedback with pupils and their high expectations/standards. • Feedback is helpful rather than critical. • Teachers model the use of feedback and how pupils should give it to their peers. • Teachers provide clear, concise, and focused feedback (sometimes less is more). • Whole class feedback sheets are used appropriately and are discussed to ensure that all pupils understand the feedback. • Teachers check green pen responses are taking place in exercise books.

Feedback for CoPE/ASDAN

How and when will pupils receive feedback?

Feedback opportunity	Specific opportunities.
Classwork feedback	<ul style="list-style-type: none"> • Skills unit CoPE: Plan, Do, Review sheets to be completed by pupils for each of the six challenges. • Challenge modules will have terminal feedback on completion that will refer to how well they have met the criteria.

Assessment feedback	<ul style="list-style-type: none"> Types of assessment: <ol style="list-style-type: none"> 'A' challenges –all feedback is skill based and linked to 'C' module challenges. Assessment can be through practical demonstration of skills; presentation in a chosen format, audience, peer and teacher feedback, observation forms and witness statements. 'B' challenges – these can require SMART targets linked to the module theme. Feedback for this is Q&A led to direct target setting skills of pupils' own design. Feedback on research is given on observation sheets and student logs or journals. 'C' challenges require SMART feedback; recording sheets in student journals and on recording templates. The project templates for feedback, marking and review are implicit within the module.
Learning log	Learning logs are completed by students at the end of a module to evidence what they have learned in that unit. They can be completed individually, as a team or in consultation and as part of reflective work with a teacher or appropriate adult. Key language and vocabulary from the sub lists are encouraged at all times.
Witness statements	These are used to support practical work as evidence of meeting criteria set for each challenge. Some are in the journals. Feedback is related to pupils' achievements and areas to develop.
Observation statement	Completed by an appropriate person in attendance, e.g. parent, carer, work experience supervisor.
Peer statement	Pre designated sheets from the exam board with clear guidelines of how peers should complete them. Peer assessment takes place for 'check and challenge', oral contributions, presentations and practical tasks. It is logged on Asdan forms or in their journals.
Standardisation feedback	Individual feedback relative to meeting the standards happens after IV session. It is a logged feedback, ties in with reporting and is delivered as a one to one meeting with the student.
Internal Verification feedback	Students are made aware of areas of discrepancy and targets are set to allow time for improvement.
Q&A feedback	There is a no hands policy in lessons. Questions are asked to challenge depth of understanding and to develop knowledge linked to the challenge brief. Action points or targets can be set in any format or linked into scaffolded work to develop understanding. Knowledge recall takes place in introductory activities where module skills link together. E.g. Anne Frank – module A, euthanasia / capital punishment – Module B and module C developing tolerance or thinking skills in a chosen area of study.
Check and Challenge feedback	'Check and challenge' techniques are used to allow reflective analysis of the quality of work the student is due to submit. 'Check and challenge' is also used within modules as a stimulus for reflective work and the development of pupils' questioning skills.
Check Lists	These are included with each 'C' module so that 'check and challenge', analysis and reflective skills are developed throughout the course. This is done through a tick list or by a series of reflective questions for evidencing.
Spelling, punctuation and grammar	Handwritten work is corrected using stickies or pencil notes. The software facilities of Microsoft Word provide a check point for pupils to use.
Exemplar material	<p>This is embedded in the course for developmental and reflective purposes:</p> <ol style="list-style-type: none"> to allow students to see layout and presentation aspects; to allow students to see how work can be presented; to allow students to see process ion action; to allow students to take ideas from; as a stimulus for discussion in a new topic; to show the difference between L1 and L2.
GANTT chart	Each individual student has a GANTT style chart which shows completed challenges, outstanding challenges, and progress for portfolio completion. These are used as discussion points and as an ongoing learning journal.

Intrinsic feedback	Students are asked to reflect and analyse how they feel. 'Working With Others' is about their mental health, in the 'Developing Myself and My Performance' unit they reflect on their beliefs and values.
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Feedback in Design and Technology

When and how will pupils receive feedback?

Feedback Opportunities	Subject Specific opportunities (separate into year groups or key stages if necessary)
Classwork	Verbal feedback from the teacher on practical elements. Classwork marked by each teacher during a 6 week unit.
Homework	Homework marked by the teacher in red pen, work is graded against the 1-5 descriptors found on blue sheet in the front of pupils' books.
Assessments	At end of every unit students will complete a written assessment. Students' practical work is also marked against the A-E grade descriptors found in the back of their books.

Quizzes/retrieval Verbal contributions Practical contributions	KS4 students will have selected end of unit assessments to build their preparation for the GCSE exam. Students will mark and improve their responses in green pen guided by the teacher. Retrieval practice at start of each lesson and at the end to summarise what pupils have learnt etc. Students are encouraged to expand on their responses and to challenge each other's ideas of concepts in each DT discipline. An array of practical activities build upon a wide range of skills within each unit. Students receive feedback during each 6 week element of the course.
Types of feedback	Subject specific best practice
Blue stickers	<ul style="list-style-type: none"> Used at the end of a unit to summarise their progress and allow a student to reflect in green pen. Blue stickers also used on homework tasks by a teacher as required. Only one or two actionable targets are given. Teacher marks in red pen and gives personalised feedback to a student on a piece of work. Teacher uses comment only marking for some homework tasks. Teacher will provide marks of 1-5 on a piece of homework and A to E on a practical element.
Questioning	<ul style="list-style-type: none"> 'Fertile' questions and statements used to test depth of understanding – verbal feedback to encourage students to develop their answers. Knowledge recall questions in starter activities or via entrance/exit tickets. No hands up embedded so verbal feedback is being given to all students.
Self and peer-assessment	<ul style="list-style-type: none"> Use of success criteria, exemplar answers and pupils' work to enable students to prepare for the work to be completed. Students mark their work in green pen, improve aspects of their work and stretch their thought process. Students are encouraged to improve their work in green pen before it is handed in. Teachers model how to use success criteria in practical tasks when giving peer feedback. Students use the blue A-E descriptor sheet in back of their book to help with their understanding of this process. Students mark their work in green pen.
Marking for literacy/effort/presentation	<ul style="list-style-type: none"> Students complete a glossary task to convey key words/ terms/ tools/ processes in a unit of work along with the correct meaning/ explanation. Teachers underline in red pen if a key word is written incorrectly. Whole school codes are used. Homework sheets handed out in lesson 1 will include a range of key words/ processes for that unit of work for students to refer to.
Sharing pupils' work	<ul style="list-style-type: none"> Range of classwork/ homework and practical activities shared with students at various times during a 6 week unit of work. This work is shared via projectors/ visualisers or live in the lesson.
Self-regulation focused feedback	<ul style="list-style-type: none"> Self-regulation feedback given after Year 10 assessments, KS4 and KS5 mock examinations Feedback on practical work at KS3 and KS4. This allows students to learn from their mistakes and to develop further in future units.
Verbal feedback	<ul style="list-style-type: none"> Visualisers used to demonstrate practical activities/ good aspects of work. Visualisers used to enable students to mark own work. Visualisers used to show students work and to allow pupils to improve work whilst completing it. Go-Pro style videos on loop aid students learning and understanding of practical aspects.

How will pupils use their feedback?

How will teachers ensure that pupils act on their feedback?

Department expectations	Department practice
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<ul style="list-style-type: none"> • Students redraft their exam questions at KS4 & KS5. • Students expand/ respond to the teachers red pen in books in green pen to show that they understand and have improved their work. 	<ul style="list-style-type: none"> • Teachers provide clear and concise feedback at all stages for students. This includes theory and practical work in each of the 6 week carousels. • Teachers guide and train students as to best practice in their responses to avoid one word answers. • Teachers monitor pupils response to feedback and use of green pen when they mark the exercise books.
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Feedback in English

When and how will pupils receive feedback?

Subject Specific opportunities
<p>KS3: Six formally assessed pieces of work a year – three reading and three writing tasks, using whole class feedback sheets and/or blue stickers.</p> <p>Students in Year 7 and 8 receive feedback on Accelerated Reader and STAR Reader tests.</p> <p>KS4:</p> <p>Year 10: Three ‘supported’ GCSE-style assessments completed under high control and one GCSE-style full mock exam in Y10 – whole class feedback sheets/blue stickers and sample marking under the visualiser. Students given opportunities to improve their work after marking under the visualiser.</p> <p>Year 11: GCSE-style mock exams in Y11. Feedback in the form of whole class feedback sheets/blue stickers but second attempts marked using sample marking under the visualiser. Students given opportunities to improve their work after marking under the visualiser.</p> <p>KS3 & 4 Retrieval practice as a frequent starter activity – verbal feedback given and pupils correct answers in green pen.</p> <p>KS4: ‘Five a day’ retrieval practice as a regular starter activity – verbal feedback, pupils mark & correct in green pen.</p>

Types of feedback	Subject specific best practice
Blue stickers	<ul style="list-style-type: none"> • Only one or two actionable targets are given. • Teacher marks work and gives personalised feedback. • Feedback and pupil responses to feedback are kept separate from giving students a grade. • Whole Class feedback sheets also used.
Questioning	<ul style="list-style-type: none"> • Whole class questioning: Short sharp recall to test for understanding and identify gaps in understanding & misconceptions. • 'Fertile' questions: pupils use their knowledge to analyse, challenge misconceptions and link to prior learning. • Recall: retrieval practice and self-marking homework (Educake) which gives pupils instant feedback on gaps and misunderstandings.
Self and peer- assessment	<ul style="list-style-type: none"> • Use of success criteria, exemplar work or verbal feedback from the teacher to improve their own work or that of their peers, in green pen. • Teacher models how to use success criteria to give peer feedback. • Pupils mark their own work in green pen. • As above (a pre-flight checklist) to allow pupils to improve their work before they hand it in to be marked.
Marking for literacy/effort/presentation	<ul style="list-style-type: none"> • Teacher use whole school marking codes in red pen to identify mistakes which pupils correct in green pen. • Teacher corrects errors in red pen.
Sharing pupils' work	<ul style="list-style-type: none"> • Share a range of work: excellent, good and poor responses. • Ask pupils to match feedback to different exemplar work.
Self-regulation focused feedback	<ul style="list-style-type: none"> • Whole class feedback sheets direct students to go through a set process of reflection. • Students are directed to review targets for improvement in preparation for subsequent assessments.
Verbal feedback	<ul style="list-style-type: none"> • Visualisers used to model. • Use of green pen during the process of writing so pupils can review as they write. • Use of green pen for annotations that are completed in class. • Visualisers used to enable pupils to mark own work.

How will pupils use their feedback?

How will teachers ensure that pupils act on their feedback?

Department expectations	Department best practice
<ul style="list-style-type: none"> • Pupils are expected to edit and redraft their work in green pen. 	<ul style="list-style-type: none"> • Schemes of work suggest time allocated for feedback where needed.

<ul style="list-style-type: none"> • Pupils are expected to develop their responses in green pen based on written, verbal and peer feedback as well as when self-assessing their work. • Whole class discussion of feedback leading to pupils improving their work in green pen. 	<ul style="list-style-type: none"> • Teachers discuss the purpose of feedback with pupils; the teacher has high expectations/standards and helps pupils to meet them; feedback is helpful rather than critical. • Teachers model the use of feedback and how pupils should give it to their peers. • Teachers provide clear, concise and focused feedback. • Whole class feedback sheets are used appropriately and are discussed to ensure that all pupils understand the feedback.
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Feedback in Geography

How and when will pupils receive feedback?
<p>Overview:</p> <ul style="list-style-type: none"> • All pupils will regularly self-reflect on their classwork and homework and improve it/respond to feedback using a green pen. • Frequent verbal feedback from the teacher. • Written feedback from teacher and peers; the focus will mainly be on subject knowledge. • Students to have an updated progress log in the front of their books to check progression. <p>Key Stage 3:</p> <ul style="list-style-type: none"> • One summative assessed piece of work each half-term will be given a blue sticker. This will assess knowledge recall, extended writing and use of geographical skills. This will be marked through a combination of peer-marking (for knowledge recall) and teacher marking using grade descriptors for extended writing and geographical skills. • Formative assessment is used regularly (feedback methods listed below). <p>Key Stage 4:</p> <ul style="list-style-type: none"> • Regular formative exam questions with a combination of teacher and peer marking. • Summative end of unit tests with blue sticker at the end of each topic in Y10 & Y11 – approximately one per full term depending on time taught. Summative mock exams – End of Y10 (June) and part-way Y11 (Dec). • Two blue sticker assessed pieces of work per half-term. This could include an end of unit test, mock exam, exam question, extended writing or geographical skill. This will be assessed by the teacher using mark-schemes.

- Formative assessment is used regularly (feedback methods listed below).

Key Stage 5:

- Regular formative exam questions with a combination of teacher and peer marking.
- Summative end of unit tests at the end of each topic in Y12 and Y13 – approximately one per full term depending on time taught.
- Summative Non-Examined Assessment coursework – 20% of final grade to be completed Spring-Summer Y12 in lesson time.
- Summative mock exams – Spring Y12 and Spring Y13.
- Two assessed pieces of work per half-term. This could include an end of unit test, mock exam, exam question, extended writing or geographical skill. This will be assessed by the teacher using mark-schemes and issuing a blue sticker.
- Formative assessment is used regularly (feedback methods listed below).
- Folder check to be completed by class teacher twice during the year to check class notes and organisation standard.

Types of feedback	Subject specific best practice
Blue stickers	<ul style="list-style-type: none"> Blue stickers: Used for assessments & some classwork and homework as identified. Only one or two targets are given to keep feedback manageable. Teacher marks in red for personalised feedback. This may include whole class feedback for common misconceptions (a number given). Pupils improve their work or self-reflect using a green pen. Teacher uses comment only marking and reveals the grade when feedback has been used to improve work. Whole class feedback sheets for responses to extended exam questions or homework where appropriate. KS5: Use of marking grids for extended answers based on exam board mark schemes.
Questioning	<ul style="list-style-type: none"> No hands up questioning is embedded and seen in all lessons. Short sharp recall tests at the start or end of lessons e.g. 5-a-day, Gimme 5, Quiz question etc. Fertile questions and statements used to test depth of understanding. Verbal feedback to encourage pupils to develop their answers. Hinge questions: Use of the learning intention in the middle part of the lesson to gauge progress and if the class is ready to move on. Use think time before asking students to respond & include think/ pair & share.
Self and peer assessment	<ul style="list-style-type: none"> Use of success criteria, exemplar answers and pupils' work to enable pupils to self and peer-assess their work. Pupils peer and self-assess to improve their work in green pen. Pupils highlight on their work where they think they have met success criteria, before it is marked. Self-marking quizzes for homework or starter/plenaries to check understanding. Teacher models how to use success criteria to give peer assessment. 'Draft' answers are peer marked <i>before</i> the pupil finishes their answer – KS3 extended writing practice tasks before an assessment.
Marking for literacy/ presentation	<ul style="list-style-type: none"> Teachers identify some spelling mistakes, especially geographical terminology and correct these in green pen. Teacher may use a highlighter to highlight errors but not say what they are (pupils have to identify or look up the mistake/ spelling error). Codes are used to mark presentation and literacy e.g. Sp for Spelling.
Sharing pupils' work	<ul style="list-style-type: none"> Pupil work is shared (scanned copies and under visualizers). This is used in the KS3 assessments and KS4 / KS5 extended writing tasks. Students given model paragraphs or samples of work. Teachers create 'Frankenstein' essays where they take the best sections from a range of pupil work to combine and create a full answer

Self-regulation feedback	<ul style="list-style-type: none"> Self-regulation feedback given after KS3 assessments and Y10/11 mock exams and end of unit tests.
Verbal feedback	<ul style="list-style-type: none"> Visualisers used to model answers. Visualisers used to enable pupils to mark own work. Visualisers used to show pupils' work and to allow pupils to improve work whilst completing it. Students model their plans for 8 mark questions on mini whiteboards. Teacher explanation behind assessment criteria or mark-schemes.

How will pupils use their feedback?

How will teachers ensure that pupils act on their feedback?

Expectations of pupils	Expectations of teachers
<ul style="list-style-type: none"> Students annotate their work in green pen showing their improvements following any form of feedback from a teacher. Pupils develop their responses in green pen based on peer feedback or self-assessing their work. For KS4 and KS5 exam questions pupils draft their answers in lessons, using teacher or peer feedback to make improvements later. Some extended writing opportunities in KS3 to be used as draft practice before assessment opportunities later in the topic. 	<ul style="list-style-type: none"> Feedback opportunities identified in schemes of work and discussed at department meetings. Teachers provide clear, concise and focused feedback. Teachers check green pen responses are taking place in exercise books as they are marked frequently and share examples of good green pen responses. Ensure modelling of peer and self-feedback is taking place to agree quality and quantity expected by the teacher.

Feedback in History

When and how will pupils receive feedback?

Subject Specific opportunities (separate into year groups or key stages if necessary)	
<p>KS3: x6 formally assessed pieces of work a year – approximately one a term.</p> <p>KS4: Two formal assessments in Y10 (end of USA unit and Yr 10 exam) and one in Y11 (December mock exam). X2-3 blue stickers a term for exam type questions.</p> <p>KS3 & 4 Retrieval practice at the start of each lesson – verbal feedback given and pupils correct in green pen.</p> <p>KS3: Some assessment based on knowledge tests – verbal feedback given and pupils mark their own work with the guidance from the teacher using the visualiser.</p> <p>KS4: Gimme 5 tests at the end of each unit based on knowledge organisers – verbal feedback, pupils mark & correct in green pen.</p> <p>Develop tier 2 and tier 3 vocabulary, encourage pupils to develop explanations and to encourage pupils to challenge each other's ideas.</p>	
Types of feedback	Subject specific best practice
Blue stickers	<ul style="list-style-type: none"> Used for assessments that are identified in the schemes of work. Blue stickers used on classwork and homework as identified in schemes of work. Only one or two actionable targets are given: KS3, KS4 & 5 – feedback on exam pieces is more meaningful. Teacher marks in red pen and gives personalised feedback. Teacher uses comment only marking and reveals the grade when feedback has been used to improve work.

Questioning	<ul style="list-style-type: none"> • 'Fertile' questions and statements used to test depth of understanding – verbal feedback to encourage pupils to develop their answers. • Multiple-choice questions used to test depth of understanding and misconceptions. • Knowledge recall questions in starter activities is embedded in lessons. • No hands up embedded so verbal feedback is being given to all pupils. • Self-marking quizzes for homework.
Self and peer-assessment	<ul style="list-style-type: none"> • Use of success criteria, exemplar answers and pupils' work to enable pupils to peer and self-assess their work. • Pupils mark their work in green pen in most lessons. • Pupils improve their work before it is handed in to be marked in green pen. • Use of excellent exemplar responses using the visualiser. • Teacher models how to use success criteria to give peer assessment.
Marking for literacy/effort/presentation	<ul style="list-style-type: none"> • Teachers correct a maximum of 3 spelling & grammatical mistakes by writing them out. Pupils correct 3 times underneath. • Teachers use whole school codes to mark presentation and effort – sheets in front of pupils' books (e.g. NAFS: 'not a full sentence').
Sharing pupils' work	<ul style="list-style-type: none"> • Work shared on smartboards and under visualisers.
Self-regulation focused feedback	<ul style="list-style-type: none"> • Self-regulation feedback given after Y11 mock exam.
Verbal feedback	<ul style="list-style-type: none"> • Visualisers or smartboards used to model. • Visualisers or smartboards used to enable pupils to mark own work. • Visualisers used to show pupils' work and to allow pupils to improve work whilst completing it. • Visualisers also shows a pupil completing work as a live demonstration of a good response.

How will pupils use their feedback?

How will teachers ensure that pupils use feedback?

Department expectations	Department practice
<ul style="list-style-type: none"> • Pupils edit and redraft work in green pen. • Pupils develop their responses in green pen based on written, verbal and peer feedback as well as when self-assessing their work. • Whole class discussion of feedback leading to pupils improving their work in green pen. 	<p>Teachers provide clear, concise and focused feedback.</p> <p>Teachers check green pen responses are taking place in exercise books as they are marked frequently.</p>

Feedback in Languages

When and how will pupils receive feedback?

Subject Specific opportunities (separate into year groups or key stages if necessary)	
<p>KS3-4: Pupils receive two pieces of homework per fortnight. Feedback is provided via guided peer and self-assessment in green pen, depending on task. Visualisers are used so that pupils can mark work in green pen. Some written feedback from teacher (usually on written tasks); focus mainly effort/literacy/presentation using marking code.</p> <p>KS3: 3x common vocabulary tests throughout the year. Students engage with feedback in green pen.</p> <p>KS3: 3x formal assessments throughout the year. Feedback provided on blue stickers. Personalised feedback given on for productive tasks (translation, writing). Students engage with feedback in green pen.</p> <p>KS4: Each topic: End of topic test (range of skills) marked by teacher with personalised feedback. Students engage with feedback in green pen.</p> <p>KS4: 1x formal assessment (Y10 = term 6, Y11 = term 2) covering at least one receptive and one productive skill.</p> <p>Fewer blue stickers used at KS4 due to marking of conversation questions for oral exam.</p> <p>KS5: a range of skills are assessed at the end of each topic, as per language and SOW. This is likely to be one receptive skill (listening, reading, translation into English) and at least one productive skill (writing, translation into English, speaking). Blue stickers are not used at KS5.</p>	
Types of feedback	Subject specific best practice
Blue stickers	<ul style="list-style-type: none"> Used for assessments and common vocab tests identified in SOW. Only one or two actionable targets are given (KS3, KS4). Teacher marks in red pen and gives personalised feedback. Self-assessment on blue stickers (e.g. reading) in green pen. Teacher uses comment only marking for written tasks. Effort and motivation play a significant role in languages and may be commented on by teacher. Teacher may provide marks of 1-5 on a piece of writing in line with the school's reporting policy of 1-5 for effort. Students correct mistakes and respond to feedback in green pen.
Questioning	<ul style="list-style-type: none"> Whole class questioning to check for understanding, identify gaps in understanding & misconceptions. Verbal feedback to encourage pupils to develop their answers. Knowledge recall questions. Appropriately targeted questioning with personal and whole class verbal feedback. No hands up embedded (blended approach to motivate pupils) so verbal feedback is being given to all pupils.
Self and peer- assessment	<ul style="list-style-type: none"> Use of success criteria, modelled answers and pupils' work to enable pupils to self and peer assess their work. Pupils improve their work in green pen before it is handed in to be marked. Pupils mark and correct their work and that of their peers, in green pen. Teacher models how to use success criteria to give peer assessment.

Marking for literacy/effort/presentation	<ul style="list-style-type: none"> Teachers correct spelling & grammatical mistakes by using department and whole school marking code. Pupils correct in green pen. Teacher corrects errors in red pen. Teachers use codes to mark presentation – sheets in front of pupils' books (Y7, Y8-Y11).
Sharing pupils' work	<ul style="list-style-type: none"> Work shared on mini whiteboards, whiteboards and under visualisers.
Self-regulation focused feedback	<ul style="list-style-type: none"> Common vocab tests – teacher/self/peer assessment encourages self-regulation and areas to develop. Teachers prompt pupils to reflect on why their performance in a recent task was less successful than a previous performance (e.g. what was harder/more challenging this time) and get them to focus efforts in this area (KS3). KS4 – self-regulation following Y11 mock encouraged by teacher. KS5 – regular self-regulation.
Verbal feedback	<ul style="list-style-type: none"> Teacher provides regular verbal feedback in response to planned questioning in speaking or in writing (mini-whiteboard work). Regular verbal feedback provided on speaking and pronunciation. Visualisers used to model expected written work. Visualisers used to enable pupils to mark/ improve their own written work in green pen. Visualiser used to show pupils' work and to allow pupils to improve work whilst completing it.

How will pupils use their feedback?

How will teachers ensure that pupils act on their feedback?

Department expectations	Department practice
<ul style="list-style-type: none"> Pupils may edit and redraft key aspects of work in green pen. Pupils develop their responses in green pen based on written, verbal and peer feedback as well as when self-assessing their work. Teacher directs students to highlight/write previously identified targets as a starting point for the next task (provided it is the same skill). Whole discussion of feedback leading to pupils improving their work in green pen. 	<ul style="list-style-type: none"> Assessments clearly identified in schemes of work with opportunities for improvement and reflection. Teachers model peer and self-feedback. Teachers model the use of feedback. Where possible, teachers circulate the class while pupils are making corrections in green pen to check for completion. Teachers provide clear, concise and focused feedback. Whole class feedback sheets are used appropriately and are discussed to ensure that all pupils understand the feedback. Teachers monitor green pen responses are taking place in exercise books.

Feedback in Maths

When and how will pupils receive feedback?

Types of feedback	Subject specific best practice
Verbal feedback	<p>Happens regularly throughout the lesson:</p> <ul style="list-style-type: none">• Teachers give answers to retrieval starter activities.• Teachers use no hands up questioning• In response to mini whiteboard work• Teachers use the visualiser to model best practice, show good examples of pupil work alongside careful unpicking of success criteria or mark schemes.• Teachers have conversations with an individual or small group of students.
Summative assessments	<p>KS3/KS4: Pupils complete a 'knowledge check' at the end of each topic. The knowledge check contains carefully selected questions based on the key substantive knowledge from the topic. Answers can be called out so students tick/cross their work. Teachers collect knowledge checks to provide written feedback in red pen. The following lesson, teachers may give whole feedback and use the visualiser to explain key misconceptions or go through key questions.</p> <p>KS3/KS4/KS5: Teachers mark more formal summative assessments (KS3 – 3 times per year, KS4/5 – 4 times per year). Verbal whole-class feedback given where there are whole-class issues and questions modelled under visualiser and small amounts of written feedback given on assessments where necessary. Students are encouraged to self-assess areas of strength and weakness.</p>
Homework	<p>Teacher set homework once per week in line with homework timetable. Homework completion is checked and detentions are set for non-completion.</p> <p>Online platforms such as MathsPad and DrFrost are regularly used which provide instant feedback.</p> <p>For written homework, answers are provided in class and students swap books to tick/cross answers in green pen as a minimum and teachers will provide verbal feedback and go through key misconceptions when necessary. Teachers will also use this time to check the quality of pupils' presentation, effort and use of green pen.</p>
Self-assessment	<p>KS3/KS4/KS5: Pupils are often provided with answers and should mark, correct and attempt to improve their own work in green pen.</p> <p>KS3/KS4: At the end of each topic, after completing a knowledge check pupils use the 'RAG' system to assess their understanding and relative strengths/weaknesses on each aspect of substantive or disciplinary knowledge.</p> <p>KS3/KS4/KS5: After each formal summative assessments students complete a 'RAG' sheet and identify strengths and weaknesses.</p>
Marking for literacy/effort/presentation	<p>Teachers mark in red pen using annotations to highlight places where improvements can be made. Whole school and department-specific codes can be used.</p> <p>Teachers log both Pace Points and concerns on ClassCharts .</p>

How will pupils use their feedback?

How will teachers ensure that pupils act on their feedback?

Department expectations	Department practice
<ul style="list-style-type: none">Pupils use green pen in response to verbal feedback, written feedback and work shown under the visualiser to mark answers, add in method/corrections/useful comments or second attempts at questions.	<ul style="list-style-type: none">Teachers plan when feedback is to be given at the point of lesson planning. This will involve giving adequate time for pupils to respond to feedback.Teachers monitor the quality of green pen work as part of effort and book quality checking twice per half term.Pace Points and concerns around quality of green pen are logged on Class Charts.

Feedback in Performing Arts

When and how will pupils receive feedback?

Subject Specific opportunities

KS3:

- Live feedback during classwork (every practical lesson, during periods of rehearsals and following performances to class). Verbal recall starters every other lesson (in both music and drama), instant live feedback from teacher. Pupils mark their own work.
- Whole-class feedback for project-based tasks/group work including planning and rehearsal. Written/listening assessments where questions are short answers (e.g. multiple choice), class feedback sheets 2-3 times per year. Pupils use green pen to reflect on feedback and improve their work.
- 3-4 times per year individual blue feedback sheets given for performance work. These are mark scheme-focused and include some written evaluation tasks. Pupils use green pen to reflect on feedback and improve their work.

KS4+5:

- Individual written feedback will be more frequent and more detailed for KS4 and 5, including teacher marked homework. More action results from this (lesson time allocated), including revisiting work and focussing on specific improvements in lessons.
- Performance and composition blue sheets given at the end of each project (3 times per year for music), which include a broken-down score and detailed written feedback. Blue sheets used in drama for mini-component 1 and 2 projects, as well as whole class component 3. Feedback focused on exam criteria.
- Feedback logs used to document verbal conversations and for coursework.

Types of feedback	Subject specific best practice
Blue stickers	<ul style="list-style-type: none"> • Printed blue feedback sheets used across both subjects for all feedback on practical work/assessments. Blue sheets include a short description of the task, and mark scheme or success criteria. Teachers can tick the appropriate comments applicable to the pupil, to allow much of this to be completed during the task/performance. Additional box for teacher comment can be used for further personal target. Box for pupil reflection in green pen. • Teachers to use red pen or word-processed feedback. • Whole class feedback sheets (printed on blue) to be used for appropriate tasks, e.g. short answer written quizzes or to summarize overall successes/focus coming from a performance.
Questioning	<ul style="list-style-type: none"> • Written recall starter every other lesson in both subjects. Marked by pupils in green pen immediately. • Verbal recall starter every other lesson in both subjects. Answers discussed immediately, instant live feedback.
Self and peer-assessment	<ul style="list-style-type: none"> • Regular discussion-based self/peer reflection during performance work in both subjects. Guided by teacher, supported by success criteria projected on the screen or typed on task sheet. • Pupils improve their own work through rehearsal, identified via iPad video evidence from the start and end of a task. • Live peer feedback based on success criteria can be widely included during performance tasks.
Marking for literacy/effort/presentation	<ul style="list-style-type: none"> • Book marking is rarely required at KS3, unless an extended writing task as been completed. If so, titles and dates should be underlined and teachers to reinforce this with red pen. • School marking codes used where appropriate.
Sharing pupils' work	<ul style="list-style-type: none"> • iPad footage used to share pupil work. • Written work – regular use of model answers using visualisers.
Self-regulation focused feedback	<ul style="list-style-type: none"> • Pupils identify ways to improve practise technique in green pen reflections from performance work. • Self-feedback loop practise is encouraged during performance development. Pupils taught how to continually assess and improve performance skills.
Verbal feedback	<ul style="list-style-type: none"> • Continuous verbal feedback used during practical tasks, including 'back-and-forth' feedback.

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| <ul style="list-style-type: none"> • Verbal feedback given immediately during questioning in lessons. |
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How will pupils use their feedback?

How will teachers ensure that pupils act on their feedback?

Department expectations	Department best practice
<ul style="list-style-type: none"> • Pupils expected to respond to live feedback discussions by acting upon it during second phase of rehearsals. This can be documented and evidenced through iPad recordings from the start and end of a task. • Visible improvement seen in performances where feedback has been used effectively. • Whole class discussions will further show engagement with feedback. • Green pen responses to individual and whole class feedback sheets will be purposeful and allow specific targets to be set. 	<ul style="list-style-type: none"> • Teachers will discuss feedback thoroughly and plan sufficient time into lessons for this. • "I do, we do, you do" approach to modelling peer and self-feedback. Teachers to ensure they model first, plan for pupils to complete together or as a whole class, before allowing pupils to try independently. • Vigilance and consistency with green pen work, allowing enough time for these tasks during lessons. Green pen comments scaffolded to ensure pupils know how to approach the reflection process. Teachers to monitor and check green pen work during lessons, to hold pupils accountable.

Feedback in Physical Education

When will pupils receive feedback?

Subject Specific opportunities
<p>KS3 practical lessons: verbal feedback is given by the teacher during practical performance in every lesson. During all KS3 and KS4 practical units students will use both self and peer assessment.</p> <p>KS3 Formative assessments : via observations and dynamic feedback given throughout each 6-week unit.</p> <p>KS4 & 5 theory lessons: visualisers are used to model exam responses using OCR/AQA exam mark schemes. They are also used to share pupil's work.</p> <p>KS4 - GCSE/V cert : department blue feedback sheets are used to give teacher feedback. Teachers also share the mark schemes and annotate exemplar answers to share with the class. This happens approximately once every 4-5 lessons. Pupils use green pen to make improvements to their work.</p>

KS4 GCSE/V cert : formally assessed tests at the end of each module, once every 6 weeks. Students respond to this with green pen showing improvements in work.

KS3 & 4 Retrieval practice at the start of each lesson – verbal feedback given and pupils correct in green pen.

KS4: Gimme 5 tests at the end of each unit based on knowledge organisers – verbal feedback, pupils mark & correct in green pen.

How will pupils receive this feedback?

Types of feedback	Subject specific best practice
Blue stickers	<ul style="list-style-type: none"> • Department blue feedback sheets used for assessments that are identified in the Schemes of Work. • Only one or two actionable targets are given: KS3, KS4 & 5. This keeps feedback manageable. • Teacher marks in red pen and gives personalised feedback. • Teacher uses AO3 comment only marking and reveals the grade when feedback has been used to improve work.
Questioning	<ul style="list-style-type: none"> • Fertile questions and statements are used to test depth of understanding. Verbal feedback used to encourage pupils to develop their answers, particularly for A03. • Knowledge recall questions in starter activities. • No hands up embedded so verbal feedback is being given to all pupils. • Pose the question to the whole class, wait time, then think, pair, share.
Self-assessment	<ul style="list-style-type: none"> • Use of success criteria, exemplar answers and pupils' work to enable pupils to self-assess their own work. • Pupils mark their work in green pen. • Pupils improve their work before it is handed in to be marked in green pen.
Peer assessment	<ul style="list-style-type: none"> • Teachers model how to use success criteria to give peer assessment. • Use of success criteria, exemplar answers and pupils' work to enable pupils to peer-assess their work. • Pupils mark their work in green pen. • Pupils improve their work before it is handed in to be marked in green pen. • Students are used to model successful performance. • Clear success criteria is given identifying 3 clear coaching points. • Peer assessment is used regularly to reflect on success criteria.
Marking for literacy/effort/presentation	<ul style="list-style-type: none"> • Teachers correct a maximum of 3 spelling & grammatical mistakes by writing them out. Pupils correct 3 times underneath • Target subject specific language • Teachers use codes to mark presentation and effort – sheets in front of pupils' books.
Sharing pupils' work	<ul style="list-style-type: none"> • Work shared on whiteboards and under visualizers. • Students present/demonstrate examples of good work to small groups/whole class.
Self-regulation focused feedback	<ul style="list-style-type: none"> • Self-regulation feedback given after Y11 mock exam. • Self- assessment of practical performance against pre-agreed success criteria. • Pupils are encouraged to set their own targets and reflect on their level of success, and to give reasons for a successful performance.
Verbal feedback	<ul style="list-style-type: none"> • Visualisers used to model. • Visualisers used to enable pupils to mark own work.

	<ul style="list-style-type: none"> Visualiser used to show pupils' work and to allow pupils to improve work whilst completing it. Practical PE lessons involve regular live feedback both during performance and between performances..
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How will pupils use their feedback?

How will teachers ensure that pupils act on their feedback?

Department expectations	Department practice
<p>Pupils edit and redraft work in green pen and this is monitored during the lesson and termly via folder checks.</p> <p>Pupils are expected to demonstrate and model best practice regularly, in all units.</p> <p>Pupils develop their responses in green pen based on written, verbal and peer feedback as well as when self-assessing their work.</p> <p>Whole class discussion of feedback leading to pupils improving their work in green pen.</p>	<ul style="list-style-type: none"> Teachers provide clear, concise and focused feedback Teachers check green pen responses are taking place in exercise books as they are marked frequently. Teachers give students time to reflect and perform after receiving feedback in practical based activities.

Feedback in Psychology

How and when will pupils receive this feedback?

Types of feedback	Subject specific best practice
Questioning	<ul style="list-style-type: none"> 'Fertile' questions used to test depth of understanding – linked to knowledge recall questions in starter activities. Verbal feedback to encourage pupils to develop their answers. Multiple-choice questions used to test depth of understanding and misconceptions – use of quizzes from online book and used to compare groups. No hands up embedded so all pupils receive verbal feedback.
Self and peer assessment	<ul style="list-style-type: none"> Use of success criteria, exemplar answers and pupils' work to enable pupils to self-assess their work, visualiser used. Always used after exams and with most home works, word doc or PowerPoint presentations. Pupils mark their work in green pen. Pupils improve their work in green pen <i>before</i> it is handed in to be marked.
Sharing pupils' work	<ul style="list-style-type: none"> Use of pupils' work and examples from the exam board to check pupil understanding of grading – they improve marked work with green pen.

Self-regulation focused feedback	<ul style="list-style-type: none"> • All exam feedback forms have space for self-reflection and targets. • Pupils are asked to select work to rewrite, this is then checked by the teacher.
Verbal feedback	<ul style="list-style-type: none"> • Teacher uses visualisers to share model answers. • Visualiser used to show pupils' work and to allow pupils to improve their work using green pen during completion.

How will pupils use their feedback?

How will teachers ensure that pupils act on their feedback?

Department expectations	
<ul style="list-style-type: none"> • Pupils edit their work in green pen – find and fix mistakes. • Pupils decide to redo up to 3 questions (1 long 2 short) and have to show redone work to teacher who signs that it is completed. • Take time out of lessons to complete improvements – use questioning to develop and highlight certain criteria. 	<ul style="list-style-type: none"> • Feedback identified on Schemes of Work. • Teachers provide clear, concise and focused feedback and check that previous feedback has been used to improve work. • Teachers check green pen responses are taking place in folders and workbooks as they are marked frequently. They also make sure exemplar work is clearly annotated by pupils. • Model peer and self-assessment by using examples in green pen. • Whole class feedback sheets are discussed with students in lesson time.

Feedback in Religious Education

When and how will pupils receive feedback?

Subject Specific opportunities (separate into year groups or key stages if necessary)	
<p>KS3: Three formally assessed pieces of work a year, highlighted in the scheme of work and overview document. Additional opportunities for blue sticker are also suggested in the schemes of work. Six blue sticker opportunities in total for the year. Three specific assessment point blue stickers and three stickers for teacher discretion for either homework tasks, extended writing or other tasks that pupils will complete throughout schemes of work. This equates to approximately one sticker per term.</p> <p>KS3: Some assessment based on knowledge tests – verbal feedback given and pupils mark their own work.</p> <p>KS4: Two formal assessments in Y10 and one in Y11. Two-three blue stickers a term for exam type questions.</p> <p>KS3 & 4 Retrieval practice at the start of each lesson – verbal feedback given and use of 'low stakes' tasks.</p>	
Types of feedback	Subject specific best practice
Blue stickers	<ul style="list-style-type: none"> • Assessments tasks are identified in schemes of work. • Use of whole class feedback (blue sheets) with 5 pupil tasks attached. • Use of pupil end of topic evaluation sheets for all year groups and units of work.

	<ul style="list-style-type: none"> • Use of the three blue stickers at teacher discretion (2-3 term) and professional judgment e.g. a specific HW task or written task. Blue sticker feedback should focus on the task, subject and metacognitive processes (self-regulation processes). • We use comment only marking at KS3. At KS4 we utilise mark schemes with the focus on moving the learning forward rather than scores. Grades are given as appropriate e.g. Y11 mock exams.
Questioning	<ul style="list-style-type: none"> • Retrieval starter tasks well established in schemes of work. • Use of 'mid-point' questioning and reflection in lessons. • No hands up embedded in lessons.
Self and peer-assessment	<ul style="list-style-type: none"> • Use of success criteria identified in schemes of work. • Teaching 'plan – monitor – evaluate' identified in schemes of work (e.g. 'Become the teacher' research task). • 'Mid-point' peer feedback in assessments; peers feedback in red pen, pupils make changes and redrafts in green pen. • Assessments use a 'pre-flight' check list. Pupils self- assess and improve their work <i>before</i> handing it in to be marked. • Excellent exemplar material in schemes of work to share with pupils. • Use of visualiser to 'skill draft' before pupils attempt longer pieces of writing.
Marking for literacy/effort/presentation	<ul style="list-style-type: none"> • Up to 3 key words corrected (blue sheet feedback). • Correct / tick task on blue sheet (engaging with feedback and task marked) and part of the extension tasks • Use of whole school codes.
Sharing pupils' work	<ul style="list-style-type: none"> • The RE department has a bank of excellent pupil work for teachers to share with pupils.
Self-regulation feedback	<ul style="list-style-type: none"> • Elements of this in blue feedback sheet for assessments.
Verbal feedback	<ul style="list-style-type: none"> • Use of visualiser. • Targeted questioning. • Verbal plenaries to check understanding and learning (verbal exit tickets) and 'ping pong' questioning.

How will pupils use their feedback?

How will teachers ensure that pupils act on their feedback?

Department expectations	Department practice
<ul style="list-style-type: none"> • Pupils make improvements to their work in green pen in the middle of completing assessment, based on peer feedback. • Where appropriate, pupils are expected to redraft work based on feedback received.. 	<ul style="list-style-type: none"> • Teachers check pupils are engaging with green pen work during the lesson and when books are marked. • Time allocated in lessons through the schemes of work, for feedback to be discussed and used by pupils. • Teachers will follow up with pupils who are not engaging with green pen tasks in their exercise books.

Feedback in Sociology

When and how will pupils receive feedback?

Subject Specific opportunities

In sociology, we share model answers with students and expect them to engage in peer assessment. Many homework tasks are used to support the learning in lessons, in particular preparing for timed exam questions. Exam questions are completed in lesson time to allow for a real experience. As a result, practice is continuous and students are used to this approach. Exam questions should be attempted at least twice a term and teachers give pupils feedback sheets which are stuck into exercise books. This applies to both KS4 and KS5. At the beginning of most lessons, students will have the chance to draw upon previous learning by using the '5 a day' approach or questioning techniques. Students at KS4 can expect to complete an end of unit test every term plus assessments throughout the term where appropriate. The Schemes of Work indicate where assessment opportunities appear. We expect students to green pen their improvements once the teacher has discussed the most effective pupil responses. At KS5, we expect students to complete a weekly exam preparation; feedback is given at least three times during a term. All work should be stuck into exercise books and green pen should be used to identify errors and improvements. For both KS4 and KS5 the department has its own feedback sheet.

How will pupils receive this feedback?

Types of feedback	Subject specific best practice
Blue stickers	Assessment opportunities are identified in the schemes of work. At KS4 and 5, students will have a record of assessments in their books as well as feedback sheets. Teachers use red pen to give feedback and students use green pen to advise best practice for future essays. Teachers should provide live feedback to classes following an essay/ exam question.
Questioning	This a strength of not only the department but also the subject. The schemes of work identify key questions that all staff and students use. The 'Learning Journey' provides students with an overview of the course. Students should come up with the key questions as they go through their own sociology journey. We adopt a 'no hands- up' approach in lessons to encourage all students to participate. We encourage a 'no hiding place' in the classroom. Retrieval practice will be used in most lessons for students to recall previous studies and identify the agreed 'Bargain Sociologists'.
Self and peer-assessment	Students make use of model answers and use this to improve their own work. Green pen is used to identify weaknesses and areas to improve. The model answers supplied by the teacher will allow students to reflect and respond to the all-important Assessment Objectives (AO).

Marking for literacy/effort/presentation	Teachers to correct key concepts and ideas put forward by sociologists only.
Sharing pupils' work	Teachers in the department will use white boards to ask students to respond to questions asked. Model answers are shared. The questions asked in lesson will be: <ol style="list-style-type: none"> 1. Have I followed the exam board's guidance? 2. Is my answer similar to the model answer? 3. How can I improve my response? 4. What went well?
Self-regulation feedback	The section on the sociology feedback form allows students to reflect upon their performance and how they may improve their work. The feedback sheets are for 8 marks, 15 marks (KS4) and 20 marks and 40 marks (KS5).
Verbal feedback	Sentence starters and possible conclusions for set essays are shared. Opportunities are given to improve essays after before they are marked.

How will pupils use their feedback?

Department expectations
<ul style="list-style-type: none"> • Students use green pen to correct and/ or add key studies as evidence. • Students to use green pen to add in arguments or to show application marks. Students will be able to identify what when well and how to improve. • Students inform the class as to how they could improve their work and why they achieved the mark they did. • Visualizers are in all sociology classrooms and model answers are shared after each assessment task.

How will teachers ensure that pupils act on their feedback?

Department practice
<ul style="list-style-type: none"> • Teachers use department feedback sheets showing the levels of attainment and the skills achieved. The areas to improve will be clear and concise. The aim of the 'feedback lesson' will be to get students to engage with the learning and make effective comments, improving on their learning. • Teaching staff check with students that the work is stuck in their books and notes have been made on 'what went well' and what could be improved. • Teachers allow students time to reflect before the next assessment task is written to ensure that lessons have been learnt. Teachers model good practice and students use green pen to identify areas of improvement.

Feedback in Science

When and how will pupils receive feedback?

Feedback Opportunities	Subject Specific opportunities (separate into year groups or key stages if necessary)
Assessments	<p>KS3: Pupils receive feedback for keyword homework quizzes at least once per topic.</p> <p>KS4: Students receive whole class feedback sheets based on pre-planned exam questions.</p> <p>KS4: During a fortnight cycle, students receive feedback to homework in two ways:</p> <ul style="list-style-type: none"> via live feedback of exam question style homeworks involving live marking and modelling answers and exam technique under the visualiser. Live feedback and self/peer marking for key word knowledge retrieval quizzes; via self-marking of key word long-term retrieval quizzes using the Science Quizlet vocab bank. <p>KS3: 2x topic skills development tasks completed and feedback received through a combination of live peer marking and teacher marking (whole class feedback sheet).</p> <p>KS3: 3x formal assessments throughout the year. Students engage with a whole class feedback sheet (<i>see below</i>).</p> <p>KS3: 1x formal end of year exam; students receive targeted feedback through a whole class feedback sheet.</p> <p>KS4: 3x formal assessments throughout the year; students receive whole class feedback sheets.</p> <p>KS4: end of topic test marked by teacher with whole class feedback sheet issued.</p>
Types of feedback	Subject specific best practice
Blue whole class feedback sheets	<p>Whole class feedback sheets are used at identified marking events. Students personalise their sheets by reflecting on which part matches their responses during live feedback. Each comment is targeted to a specific question. Students 'tick' where applicable. Students then complete a maximum of three tasks (or two and an extension) targeted to develop learning.</p> <p><u>Frequency:</u></p> <p>KS3: 1x topic: in response to skills assessment.</p> <p>KS3: 1x two topic block: in response to end of topic assessments.</p> <p>KS4: 1x topic: pre-planned exam question.</p> <p>KS4: 1x topic: end of topic assessments.</p> <p>KS4: 3x year: formal assessments.</p>
Questioning	<ul style="list-style-type: none"> Retrieval starter activities. No hands up questioning embedded and used appropriately. Pre-planned rich questions. A range of questioning techniques are used; including <i>think, pair, share</i>.
Self and peer-assessment	<p>KS3 and KS4: Personalised learning checklists provided for all topics. At KS4 these are differentiated by target grade, at KS3 this includes substantive and disciplinary knowledge.</p> <p>KS3: Skills development sheets provide success criteria for self and peer review.</p>

	KS3 & KS4: All topics have key words lists provided and a Quizlet resource. Key word retrieval self-assessment test are used in lessons. KS4: Peer assessment used to develop quality of extended response (6 mark) answers.
Marking for literacy/effort/presentation	Teachers mark in red pen using annotations to highlight places where improvements can be made. All or some of ^ → (K) (ET) (W) are regularly used. Teachers start feedback lessons with reminders of the annotations used. On a regular basis teachers review the work in books. This includes checking that key words where spelling is critical (e.g. glycogen vs glucose) are correct. Teachers review the exercise book for literacy and effort using the whole school codes.
Sharing pupils' work	Every Science lab has a high quality visualiser to share pupils' work and model best practice.
Self-regulation focused feedback	Pupils are required during feedback to reflect on which of the whole class feedback statements apply to them. This allows for comparison of transferable exam technique over time. Teachers regularly use visualisers to model "what a good one looks like". This often involves students' work from the lesson alongside careful unpicking of success criteria or exam markschemes. This allows students to reflect more effectively on their own work and make significantly better improvements.
Verbal feedback	Regular verbal feedback is both planned and impromptu during: <ul style="list-style-type: none"> - Class questioning responses and interaction. - Class mini-white-board work. - Using the visualiser to improve work in class success modelling. - KS3 & 4 assessment whole class feedback. - Skills development tasks in supporting peer feedback or direct teacher feedback. - One-to-one comments during lessons. - Practical activity on experimental technique. - Key word recall checks from Quizlet vocab learning moments.

How will pupils use their feedback?

How will teachers ensure that pupils act on their feedback?

Department expectations	Department practice
<ul style="list-style-type: none"> • Pupils use green pen to improve their work in response to feedback. • Pupils engage with the whole class feedback sheet by listening to feedback – identifying which areas of praise and areas for development apply to them. Pupils then act as instructed on the most appropriate follow up tasks. 	<ul style="list-style-type: none"> • Feedback cycles and opportunities are planned in schemes of work. • Teachers plan when feedback is to be given at the point of lesson planning. This will involve giving adequate time for pupils to respond to feedback. • Whole class feedback sheets are discussed in lessons and teachers ensure there are a manageable number of points for development. • Teachers monitor the quality of green pen work as part of effort and book quality checking.