



Isca Academy

Marking, Feedback and Assessment Policy

Review date: May 2020

Assessment

This Assessment Policy sets out the key principles behind our approach to assessment at Key Stage three and Key Stage four at Isca Academy.

The purpose of assessment is to:

- Identify what students know and what they need to learn
- Inform planning (school/class/cohort/group/individual), target setting and to provide performance information for parents and governors
- Measure individual student and group progress
- Evaluate the effectiveness of teaching and associated interventions

How assessment will be used:

- Formative assessment; to inform teaching in order to meet the learning needs of all students
- To give constructive feedback to students in a range of ways that enables them to have an active role in identifying their own learning needs and more importantly, how to make progress
- To inform parents/carers of their child's progress
- To rigorously monitor and evaluate students' progress on an individual, group and whole school basis, using this information to plan for improvement

At Isca Academy assessment will:

- Include effective formative and summative assessment opportunities that provide robust evidence of learning
- Incorporate clear assessment points that provide evidence of the progress of students in their learning
- Be carried out accurately, competently and confidently and include processes of moderation, standardisation and benchmarking. Whilst assessment practices might differ between subjects due to subject-specific requirements, the measured outcomes will all be robust and accurate
- Provide feedback on learning that is clear to the student and informs them of what they have done well and also what they need to improve, so that they can move on in their learning
- Provide data to inform lesson planning in order to ensure that each student is provided with appropriate learning activities that include opportunities for challenge in their learning
- Provide clear information to parents about the progress of their child
- Provide data to Governors and Academy leaders so that necessary interventions and training can be introduced for staff to support improvement in teaching and learning and ultimately student progress

Each department is required to write its own assessment policy/plan and this may differ from Key Stage 3 to Key Stage 4. This will allow subjects to set out a clear assessment plan that satisfies the demands of the curriculum in terms of skill development and knowledge acquisition which is specific to their subject area.

How we assess in Key Stage 3 (Years 7 & 8)

Assessment takes place through the following mechanisms:

- Pre-tests/post-tests
- End of unit formal assessments
- On-going assessment of skills and the application of knowledge in lessons

Assessments are quality assured through internal moderation informing predictions for every student. The assessment will indicate if they are *Above*, *Expected* or *Below* their target grade.

How we assess in Key Stage 4 (Years 9-11)

Assessment takes place through the following mechanisms:

- Pre-tests/post-tests
- End of unit formal assessments
- Mock examinations
- On-going assessment of skills and the application of knowledge in lessons

Robust quality assurance/moderation of assessment takes place to ensure that work is benchmarked to a consistently high standard and therefore predicted grades are as accurate as they can be.

Reporting to parents

Assessment data will be reported to parents three times a year, through termly reports and once a year at parents' evening. Reports to parents will include:

- Details of progress against targets in all subjects
- Effort, behaviour and homework using a RAG rating
- Tutor comments on general academic progress
- Arrangements for discussing the report with the student's teacher(s)
- The student's attendance record, which includes:
 - The total number of possible attendances, and the total number of unauthorised absences expressed as a percentage of the total possible attendances

Inclusion

The principles of this assessment policy apply to all students, including those with additional needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of students' needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. Our assessment arrangements will consider progress relative to students starting points, and take this into account alongside the nature of students' learning difficulties.

Roles and responsibilities

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving performance by rigorously analysing assessment data

Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in all subjects
- Analysing student progress and attainment, including individual students and specific groups

- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over time

Teachers are responsible for following the assessment procedures outlined in this policy as well as subject specific policies in-line with the teachers' standards to ensure that all students continue to make progress in their learning.

Marking & Feedback Guidelines

Rationale:

Effective feedback is the process of the teacher diagnosing where learners are in relation to where they need to be, this can be derived from one of or a combination of the following; curriculum defined success criteria, factual information and learning objectives, and then using pedagogical strategies to outline how to get there. Formative assessment concentrates on learning as it is taking place, with an explicit focus on bringing about rapid and sustained improvements in learning gains. These guidelines focus on the written element of assessment for learning. Summative assessments such as tests/mock examinations and controlled assessments are marked separately.

Objective:

Feedback guidelines bring a consistent approach to ensure students reach or exceed their potential. A large proportion of feedback will take place as students are working to complete sections of, or whole pieces of work to demonstrate their learning. Much of this is verbal and **does not** require evidencing. Diagnostic written feedback requires students to have undertaken a piece of work that enables them to demonstrate their learning. This feedback cannot be undertaken effectively solely from simple questions or short tasks in isolation.

Why is written feedback so important?

Motivation – students are more likely *to engage* with our expectation to make improvements if marking is regular and formative.

Assessment for Learning – students know how to make improvements and are given the appropriate time to do so. This is then revisited to check understanding.

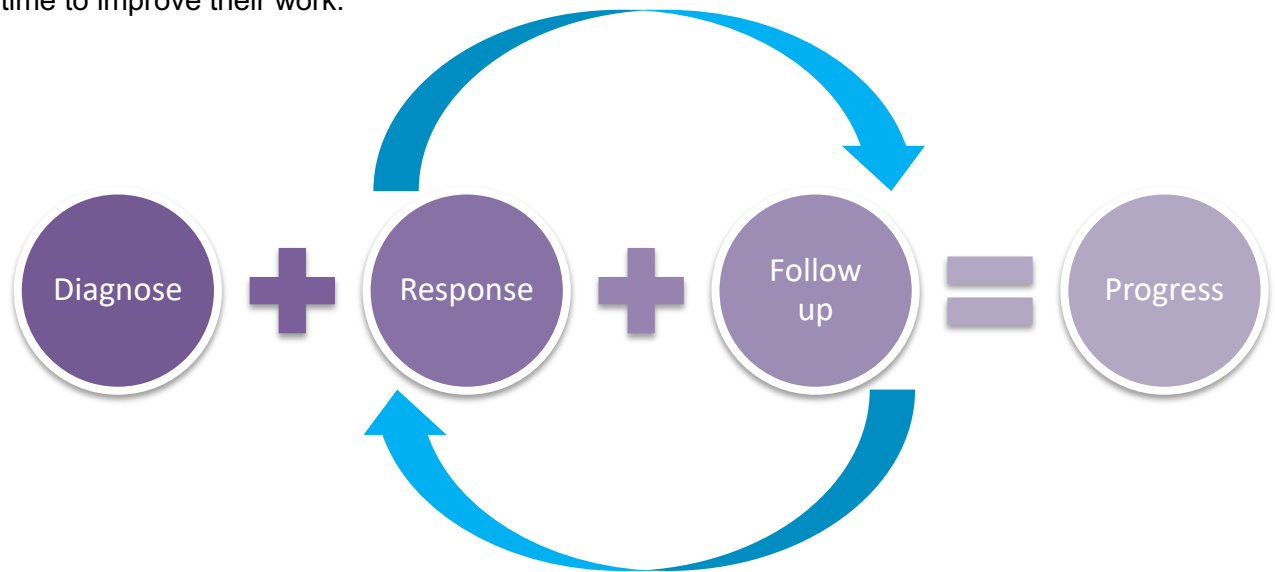
Regular feedback to inform teachers, students and parents of learning gains and diagnose misconceptions

Knowledge and understanding can be checked and corrected by the teacher.

Independent learning – comments by the teacher in the form of questions can promote research and self-regulation of learning.

Needs of individuals – all students are challenged appropriately as teachers mark and guide students according to ability.

Gains in learning are accelerated through correcting faulty interpretations of ideas and misconceptions. Followed up by checking progress after students have received dedicated time to improve their work.



Expectations:

1. What should be marked?

Written pieces of work that contribute to evidencing learning should be marked with diagnostic developmental instructions or questions where appropriate to ensure students are secure in their understanding.

Avoid	Ensure
Marking every single page of work (unless of course you are annotating key pieces of coursework etc.. where it may be appropriate) Avoid 'tick and flick', well done, good work and generic think comments	You mark key aspects of work that will accelerate progress for all students. This may differ from student to student and in frequency across year groups. Consider if your feedback is summative or formative
Evidencing verbal feedback in books/electronic books (date stamp, students writing a transcript of the conversation etc...) it's a waste of everybody's time so STOP!	You exploit various approaches to feedback; peer to peer, verbal, written, use of new technologies such as video and audio capture – variation is key.
Pointless and unnecessary dialogue; don't write anything you could have verbally expressed for the sake of it	You mark in-line with the department policy and school feedback guidelines and plan for students to rework/redraft key pieces of work
Writing extensive feedback on every piece of work, or work that will not improve and secure progress in learning	Marking has impact . Provide diagnostic feedback to stretch and challenge the learner(s) leading to student progress
Superficial DIRT for the sake of it and discourage simple student acknowledgement of your marking such as; "thanks" or "I understand" – ask yourself, What does this achieve?	You plan for DIRT where it will have high impact upon student progress as a result of your feedback. This is the opportunity for students to rework/redraft work to secure progress. Remember the time allocated isn't a 'one size fits all' it will probably be different from student to student and from subject to subject.

2. Is there a particular way in which work should work be marked?

There is no particular or preferred style of marking students work. Quite simply, it is imperative that all students receive regular developmental feedback that accelerates learning gains, this can take the form of both verbal and written diagnostic feedback. The focus should concentrate on managing students misconceptions, link to relevant success criteria and be structured to allow students the opportunity to correct and improve the work. Written comments should identify where improvements need to be made. Students need to receive instructions or questions based upon the teacher's diagnosis of the work that when completed by the student will improve their progress. There is no requirement to write grades and levels on the students' work as it progresses, teachers should use professional judgement about this.

3. Frequency

The Isca feedback promise:

- Include praise and development points
- Be regular and when needed
- Be written in green pen
- Encourage students to respond and make progress
- Develop literacy skills

Students will:

- Date, title and underline work
- Write in blue or black pen
- Respond to teacher feedback
- NOT doodle or graffiti work – if this happens student will be required to redo this piece of work

Marking for Literacy:

Teachers will pay attention to the marking for literacy expectations related to Spelling, Punctuation and Grammar. Throughout the section of work that is marked, the following notation will be used to highlight this. The table below outlines the codes that will be used and the direct action required by the student to correct their work. Marking for literacy codes will be printed on the front of every exercise book:

Code	Error identified	Direct student action
SP	Spelling mistake	Correct the spelling
P	Incorrect punctuation	Add or correct the missing punctuation
~	Grammatical error	Identify the error and correct it
//	New paragraph needed	Identify where a new paragraph should be and add a //
C	Capital letter needed	Add the missing capital letter to your work
V	Improve vocabulary	Chose a more powerful or appropriate word to use and add it to your work

Roles and Responsibilities

Teachers

- Mark work regularly according to Department/subject expectations

- Advise students on how to improve work. Key questions or statements are given, not lengthy targets
- Allow students to improve their work and remark it when done. (We call this dedicated improvement and reflection time)
- Insist on high standards of presentation and care with all work (draft and final)
- Use fine diagnostic methods to correct faulty interpretations and misconceptions
- Share good practice with feedback strategies
- Co-operate with ALT and HoD by providing when asked a sample of marking
- Recognise and reward effort and progress

Head of Department

- Must ensure that this policy is developed and adapted to suit the curriculum model across both key stages. This must be understood by all members of their team
- Must uphold the policy by complying fully with the expectations and modelling the practice expected of their team
- Must participate in work scrutiny as part of their ongoing self-evaluation and subject demands

Teaching Assistants

- To read through the comments written by teachers in order to guide any students with additional needs, so that they can improve their work
- To use the notation consistently and in accordance with the whole school approach referred to above
- Advise teachers on strategies for students with additional needs

Students

- Put the best effort into their work at **all** times
- Read comments written by teachers and respond positively to the instructions to improve their work
- When advised, self-assess work using the criteria provided
- Peer assesses work fairly and responsibly, giving strengths and next steps
- Catch up on work after a period of absence to ensure it is all completed to the deadlines set
- Keep standards of presentation of work high and take pride in all work undertaken
- Take responsibility to ask for guidance if tasks set are unclear

Parents/Carers

- Read through the comments written by staff regularly
- Support teachers by checking that students are organising their work and completing tasks that are set
- Check that students are packing the correct equipment, books and work for every day of the week.

Work Impact Assessment

These guidelines have been written with consideration given to teacher workload and wellbeing. Marking has been reduced by allowing departments to interpret their own guidelines from this master document, whilst still maintaining high standards of student progress. We have achieved this by not over-prescribing how teachers should mark, but

instead switching the emphasis to marking for impact using professional judgement alongside guidance linked to diagnostic approaches, comments on work are limited to key questions/statements therefore reducing the need for lengthy target setting comments.

Subject: Mathematics

We want our marking to have IMPACT. It needs to be meaningful, manageable and motivating. The ultimate purpose of marking is to have positive impact on pupil attainment.

The NCETM guidance rightly points out 'the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons'. And the DfE guidance correctly states that any marking taking place during or after lessons should be done so 'with a view to improving or enhancing the future performance of pupils'.

Also, it is important to remember that Ofsted recognise in their 2015 School Inspection Handbook that 'feedback can be written or oral and they do not expect a written record of oral feedback'.

Contrary to popular belief, there is no expectation that "VF" (to indicate verbal feedback) be added to pupils' work either. In fact, the Independent Teacher Workload Review Group identifies this as an example of ineffective practice.

With this in mind, a conversation with a pupil in your class – there and then – may be the most effective way of improving their performance.

Of course teachers should check their pupils' work for 'slips' and errors that reflect a lack of understanding and pupils should be encouraged to respond through further practice where needed. This ensures that marking is always meaningful, manageable and motivating – designed to enhance pupil performance and deepen understanding.

A key aspect of learning in Maths is regular feedback to students in order to check understanding and address misconceptions. The majority of feedback is verbal, it happens spontaneously based on the needs of the pupils as they arise, and can be delivered to individuals, small groups or the whole class. (Claire Flynn, Development Lead – Mathematics Mastery)

Summative assessment

As a department we do Summative Assessment approximately every 4 weeks. We use the BAM tracker tests and the self-assessment trackers that follow each assessment. These are end of unit tests. Each Stage has 13 Mastery Indicators which we are tracking on 4matrix. Each BAM test will be marked by a peer, the teacher or by self. Corrections and written feedback are expected to be on each assessment paper. Each BAM test will be levelled and results entered inside the front cover of the student's exercise book as well as on the front cover of the assessment pack.

Purple Pens of Progress are for

1. Reflection
2. Next steps problems
3. Summative Assessment (eg marking tests)

Formative feedback

This is when helping a student 1-1 or in a small group. Teacher will write guidance notes, usually in the presence of the student.

Responding to the LQ:

At the end of the lesson, every student will do a LQR. This is Learning Question Response. All maths teachers will do this at the end of each lesson. This replaces RAG321 tracking from last year.

Light touch/Acknowledgement marking includes praise for good work and includes:

For Literacy we find that we mainly use SP for spelling and we will continue with this especially maths specific language. We follow the school's Literacy policy, using the appropriate codes.

Presentation is extremely important to all of us. We expect:

1. Work to be well presented and generally written in pen.
2. Pencil for all diagrams.
3. Underlining of Date, Title and LQ
4. Pencil line in the middle of each page
5. LQR at the end of each piece of work

Homework is set regularly on MyMaths. Teachers sometimes set paper homework for year 11, in addition to MyMaths. It is also transferred to Show my Homework as per school policy.

Marking codes

These can be used by the teacher and pupils in summative and formative marking

U – units

K – key words

W – show your working

RP – draw diagrams with ruler and pencil

D – Add detail to your answer

E – explain

GA – Graph axes

RD – refer to data

RTQ – Read the Question!

Book looks will take place in line with the SEF cycle, sometimes in a meeting when we bring books for the department to look at together and share good practice. Sometimes they will be done by MM and RP in a learning walk.

Subject: English

Rationale

This policy is based on current research into working and long term memory, responsive teaching and a drive to provide regular, immediate feedback as frequently as possible.

How feedback will take place

An informal assessment of knowledge of the domain of the unit and SpaG will take place (these are mapped across our medium term plans). Teachers will also test the threshold concepts as they relate to the unit of study. For example, in the case of a novel, questions may relate to identifying writer's methods, awareness of impact and meaning, using evidence and social/historical context. Teachers will do this through a range of methods: questioning, live marking, verbal feedback, written feedback.

During the teaching of each unit:

To enable responsive teaching the class teacher will use a combination of:

- live marking in the lesson, using written and/or oral feedback to targeted individuals or groups and 'hunting' for misconceptions and exemplar work
- book sampling soon after the lesson
- whole class feedback

Each of the strategies above will include marking for literacy in line with the school policy.

Summative Assessment:

This will take place at least twice a year (often more frequently – as mapped out in the medium term curriculum plans) for each year group at KS3.

Summative Assessment will be used to:

- Confirm set/grouping decisions based upon attainment,
- Confirm decisions about areas of underperformance and students in need of further support
- Confirm decisions about areas of excellence and students in need of further challenge
- To report current level of attainment (on track / below expectations / above expectations) to parents/guardians and other stakeholders

Quality assurance processes

1. The team leader and deputy pick a year group focus for QA each term, as per the SEF and reporting business cycle
2. Class teachers use the Atkinson Reports provided to identify trends in their own data e.g. gender gap, PP gap, HPA gap...
3. Class teachers bring books for scrutiny of these targeted students to the department meeting
4. Class teachers predict what they will find in the pupils' books in terms of:
 - Presentation

- Evidence of the impact of teacher feedback on progress and improvement

5. Class teachers then look through the books to compare their predictions to reality

6. Learning Walks, student voice and/or additional book scrutiny may be strategies used by all members of the team to collect and share areas of good practice

9. Good practice is shared with the team to review progress and improvement.

10. One member of the team has a responsibility for AfL at KS3 to ensure mark sheets are fit for purpose and current – given changes made to the curriculum.

Subject: Science

A key aspect of learning in Science is regular feedback to students in order to check understanding and address misconceptions. The majority of feedback is verbal, it happens spontaneously based on the needs of the pupils as they arise, and can be delivered to individuals, small groups or the whole class.

Summative assessment

Summative assessment is regular, approximately every 3 weeks for KS4, and takes the form of an end of topic test. For KS3 there is an assessed practical (AT practical) and end of topic test approximately every 6 weeks. It is standardised across the department and the outcomes recorded on the department tracker. A combination of peer, self or teacher feedback after summative assessments allows pupils to demonstrate their knowledge and understanding, and identify how to improve. A review lesson is factored into the rotation document for the improvement to take place.

Formative feedback

When formative feedback happens it:

- is appropriate and designed for maximum impact on pupil progress
- is consistent across the department but allows for professional judgement, e.g. the teacher uses their professional judgement to decide whether pupil work needs written formative feedback
- is used during the silent starter and usually linked to the recall or application of prior learning
- a six mark question at some point during each cycle/topic is assessed by the teacher and designated time assigned for pupil improvement
- can be done as pupils are working, in conversation with the pupils
- can provide scaffolding to allow pupils to become unstuck/make more progress/be challenged
- can be given verbally to the whole class e.g. for a common misconception
- does not require evidencing if the feedback was verbal
- can trigger pupils to improve their work in purple pen
(signifying that verbal feedback has taken place to bring about the improvement)

Literacy

Literacy will be marked in line with the school policy, using the appropriate codes.

Quality assurance

Book Looks will take place in line with the SEF cycle and will alternate between whole department iSEF (where we sit together and reflect on pupil progress as evidenced in books of those we teach), and line management book looks undertaken by RBr/GS and our line manager. Key questions will always be asked;

- Why did you assess this way?
- What impact did you have?
- How do you know?

Learning walks to follow up on actions set through iSEF are undertaken by all teachers to ensure progress is being made in any areas identified as needing improvement.

Homework

Homework may be set on paper or online through activeteach, senecalearning or any other online platform as appropriate. It can be either self, peer or teacher assessed with the expectation that some kind of improvement will follow. The assessment method is chosen as appropriate to the class/task/previous marking. Teachers will monitor that appropriate improvements are being made to pupil work following the assessment.

Presentation

Pupils will be shown and regularly reminded of the following expectations regarding presentation in their exercise books

Pride in Progress and Presentation

- ✓ You must write in **blue** or **black** pen.
- ✓ Your teacher will mark in **green**.
- ✓ Improvements can be written in **purple**
- ✓ You must always write your date, title and objective or learning question
- ✓ Underline your date and title, with a ruler.
- ✓ Pencil for drawing, pen for writing.
- ✓ Cross your mistakes out neatly. Corrected mistakes are a sign of learning.
- ✓ No doodling

Subject: MFL

A key aspect of learning in Languages is regular feedback to students in order to check understanding and address misconceptions. The majority of feedback is verbal, it happens spontaneously based on the needs of the pupils as they arise, and can be delivered to individuals, small groups or the whole class.

Summative assessment

Summative assessment is regular (approximately once a term) and takes the form of an end of unit test. It is standardised across the department and the outcomes recorded by the class teacher on 4 Matrix (KS3 skills) and used to inform PT data. A combination of peer, self or teacher feedback after summative assessments allows pupils to demonstrate their knowledge and understanding, and identify how to improve. Pupils receive a departmental sticker with feedback (colour coding/grade and targets) after each summative assessment.

Formative feedback

When formative feedback happens it:

- is appropriate and designed for maximum impact on pupil progress
- is consistent across the department but allows for professional judgement, e.g. the teacher uses their professional judgement to decide whether pupil work needs
- written formative feedback
- is used on **extended** written tasks that demonstrate the student's level of understanding
- can be done as pupils are working, in conversation with the pupils
- can provide scaffolding to allow pupils to become unstuck/make more progress/be challenged
- can be given verbally to the whole class e.g. to address a common misconception
- does not require evidencing if the feedback was verbal
- encourages pupils to correct their own mistakes (e.g. by using **orange highlighter** to draw their attention to it) rather than providing answers
- may be in the form of an explanation of a grammar rule to address their misconception
- triggers pupils to **improve** their work in **purple pen** (signifying that verbal feedback has taken place to bring about the improvement)

Literacy

Literacy will be marked in line with the school policy, using the appropriate codes.

Book looks

Book Looks will take place in line with the SEF cycle and will alternate between whole department sharing with reflection, and line management book looks undertaken by KR. Key questions will always be asked;

- Why did you assess this way?
- What impact did you have?
- How do you know?

Homework

Homework will be used to consolidate class learning. It is normally marked by the teacher to ensure pupils have embedded the new learning, and return within a week of having been handed in, but could be peer or self assessed (e.g. spelling test). Homework is on average set once a fortnight and pupils are given at least a week to complete it.

Presentation

Work will have a date and title in the target language, and learning question (knowledge rather than task focused e.g Can I use adverbs of frequency?) in English. Sheets should be stuck in.

The start of each unit will be identified by the lilac RAG sheet and vocabulary page.

Subject: Geography

Rationale

Student voice has informed the current policy, so hopefully time is not wasted on forms of feedback which are not perceived as useful by the pupils. Whole school priorities are also thought of – for example the push on better presentation.

How feedback will take place

Formative marking in lessons to be used more, and distance marking to be used less. Scaffolding in class, sentence starters, questions on books, spelling corrections etc. In green pens.

Summative marking for assessments each term. Pupils will respond to personalised targets on most of these pieces of work (especially in Years 7 and 8), or where exam questions are used, pupils will be required to self and/or peer mark their work before being shown the teacher marks (particularly Years 9-11), thus building their understanding of those all-important mark schemes. Pupils in purple pens, staff in green pens.

Use of Learning Questions (LQ) and LQ Responses (LQR) in most lessons by every pupil. Provides a quick win as progress is being regularly assessed by the pupils as well as the staff, and will prove useful in planning future lessons if misconceptions are apparent. Written in purple pens. This is used in Years 7-10 currently and this could inform future use in Year 11.

Presentation – to be emphasised relentlessly. Pupils should produce only their best work. Black ink, drawings/graphs/diagrams in pencil, colours pencil not felt tip, underlining titles, legible handwriting, no doodling/scribbling etc.

Quality assurance processes

In Geography there are currently two teachers, and the policy is checked by work scrutiny “book looks”, listening to pupil voice throughout the yearly quality assurance cycle, and learning walks. Resulting findings are added to School IP as evidence to inform development.

Subject: History

Rationale

This policy is based on student voice, discussion within the department and current research on effectiveness of feedback

How feedback will take place





Feedback at KS4 is based around questioning and comments that lead to improved answers in teacher drawn boxes. Notes are acknowledged in books but detailed feedback takes place around exam style questions.

Quality assurance processes

With a two person KS4, book looks and sharing take place regularly and discussions are held in order to develop and revise the marking

Subject: Religious Studies

The overall purpose of the R.E. marking policy is to praise excellent student practice but also to identify the development needs of all pupils. Teachers will use a number of assessment codes/symbols in exercise books which will clearly praise or challenge pupil work.

R.E. Assessment Codes		<u>Focus on</u>	<u>Achieved</u>
	Very good	_____	_____
	Good attempt	_____	_____
SA	Self-Assessment		
PA	Peer-Assessment		
Sp	Learn key spellings		
C	Use capital letters properly		
P	Use punctuation properly		
//	Use paragraphs effectively		
	Improve the way you phrase your words		
R	Read through your work		
	Improve presentation		
Exp	Explain in more detail		
2 PV	Give a detailed second point of view		
Link	Link beliefs to the topic		
Q	Answer the question		
Conc.	Give a conclusion		

A list of these assessment codes are placed on the front cover of pupil exercise books with information for each student as to what they have achieved, and what they still need to focus on. Pupils will be asked to regularly study these front cover sheets in order to evaluate their target needs, especially before they tackle an extended writing task so that they are ready to improve.

An important element of the target skills we will expect pupils to improve in are the skills of self and peer assessment. Pupils will regularly assess their own work to show they have understood and completed the learning question.

Another important feature of the R.E. assessment code will be for pupil presentation. Pupils will be expected to write in black ink (whilst teachers mark in green). Pupils will use purple pens to highlight self and peer- assessment. All students will use rulers to underline titles and will be told to start sentences next to the margin with letters placed on the line. Doodling will not be allowed.

Pupils responding to formative marking will be the main ways pupils make progress, but summative tests at key stage 4 (including mock exam marking) will take place once a term, the results of which will be used for A.F.L. in class, and will also feed into progress tracker grades.

Subject: Visual Arts (Art/Photography/Textiles)

At the Visual Arts Department we equip our students with the confidence and skills they need to perform with excellence at their Art and Design GCSE Exam. This exam takes place during a period of 8 to 10 weeks and it requires that students follow the creative process from generation of ideas to evaluation of final outcome.

During the first 8 weeks they will produce preparatory studies.

The technical skills that our students need to succeed in this part of the exam relate to their ability to:

- set up lines of investigation, make links between ideas
- communicate intentions
- record observations
- conduct research
- analyse and interpret visual and contextual information, making connections between findings
- learn and apply new techniques and processes
- present and communicate progress of project
- evaluate and plan the next steps of action

During the 10-hour period of sustained focus under examination conditions, students will work unaided to produce personal responses to a broad-based thematic starting point.

The personal skills that our students need to succeed in this part of the exam relate to:

- their self-confidence,
- their ability to express themselves,
- their ability to apply previous knowledge,
- their ability to take risks, manage fear and avoid negative thoughts,
- their ability to tolerate their own mistakes and use them as opportunities,
- their stamina to see a long project through to the end.

Our marking and feedback will be focused on identifying these two strands of skills from year 7 to Year 11.

Personal creative and expressive skills will be acknowledged and rewarded with verbal or written positive, honest, constructive feedback during contact time through use of praise and encouragement. All creative work is good work and it means progress is being made. Unsuccessful pieces will help show progress in the long term. We never judge, we model positive attitudes (can do, will try). We demonstrate how to improve any test pieces that may not be of the expected standard. We encourage personal contributions and thank students for their input to projects or learning conversations, we use ticks and “well done” comments in books.

Technical skills are acknowledged, corrected or stretched using demos, guided learning, 121 advice, 121 questioning, peer assessment and/or group critiques. Written marking/feedback will be given in green pen to KS3 and on post-its to KS4.

This is what our marking and feedback will look like:

		Type	When and Purpose	What we do	What you see
KS4	9, 10 and 11	Formative Assessment	Consistent monitoring of work in progress during lesson time	Identify needs and cater for mixed ability sets using guided learning	Small group demos
				121 mentoring	121 Conversations and post-it notes in sketchbooks
				Group critiques/ plenaries (only when relevant)	Peer feedback in post-it notes or verbal
		Summative assessment	Accurate grading of all the coursework evidence produced for a particular project or before the year 11 coursework deadline. Identification of specific areas of weakness. Target setting.	Progress sheet and target setting document.	A personalised document for each student, completed with the student during an arranged appointment. Teacher accommodates time on request.
KS3	7, 8	Formative assessment	(During each rotation)	Use skills in lesson objectives. Self- assessment and annotation of work in progress when it's relevant.	Personal learning log.
			Students reflect on the skills that they have learned or practised at the end of each lesson or blocks of lessons		
			5 weeks into the rotation- approx 10 weeks in total	Stickers or comments with feedback. Dirt time allocated. Students reply or initial when task is completed.	Stickers or comments with feedback. Students reply or initial when task is completed.
	Summative assessment	(End of each rotation)	Self- evaluation progress form- PLC	PLCs in books, ticked and colour coded for target setting and identification of strengths. Students reflect on their strengths, weaknesses and their general experience.	

Subject: Design Technology

- The key purpose of feedback and marking is to promote learning.
- The criteria for assessment for work will be shared and understood by all (teachers, TA's and learners).
- Home learning will be used to reflect the learning in the classroom and be developed to ensure knowledge acquisition.
- The department will follow the Academy feedback promise.

Departments:

This policy will apply to the subject areas of Food, CAD/CAM, Graphics and Resistant Materials at KS3 and Catering and Hospitality, Paper and Boards and Manufactured boards and Timber at KS4.

Key Stage 3:

Technology consists of several practical subjects at KS3. As a result of this during KS3 students complete fewer written tasks and are mainly completing practical tasks to develop key skills required for KS4. As a department the main form of feedback we will use at KS3 is verbal feedback. This has an immediate and effective impact on students' progress and will not be possible to record.

"Research has shown that the most influential form of feedback is verbal." Taken from SecEd magazine 2013, 'Providing one-on-one feedback with a student is one of the most effective means of providing feedback' Teachthought,

"Providing feedback that moves learners forward. short cycle formative assessment that really matters, minute by minute, and day by day." Dylan William.

This underpins why we use verbal feedback in lessons; it is instant, students can respond to it and improve the work they are completing there and then. Therefore, students' work and progress in the lesson will benefit from this assessment. Where appropriate there will be opportunities for students to peer assess and self-assess their work. As the specialisms within Technology are studied on a rotation format, there is not enough time to include written comments from staff in order to evidence on going dialogue in practical lessons. The department have developed a recording system to be used at the end of every rotation to ensure progress within the different subject areas.

Key Stage 4:

The main assessments undertaken will follow the guidelines of the current examination being studied. For example written feedback cannot be given to year 11 students who are completing their non-examined assessment in all subject areas. Therefore, verbal feedback will be the main form of feedback given to these students. During years 9 and 10 students will receive written and verbal feedback as is appropriate to the project they are undertaking. We expect the feedback given in years 9 and 10 will prepare them for the demands of year 11. It is hoped that with any form of assessment students feel that they know how to develop and move forward with their own education.

Key Stage 3 Assessment

Type of assessment	How often?	Evidence
Food and Nutrition Formative assessment	Every lesson or where appropriate.	Verbal feedback Peer verbal/written feedback End of unit verbal feedback given.

Resistant Materials/CAD/CAM Formative assessment	Every lesson or where appropriate.	Verbal feedback Peer verbal/written feedback End of unit verbal feedback given.
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Key Stage 4 Assessment

Type of assessment	How often?	When and purpose	Evidence
Food and Nutrition years 9,10, 11 Formative assessment Summative assessment	Every lesson Where appropriate – end of modules	Monitoring during lessons to guide and intervene and guide learning/develop skills. In line with current examination feedback requirements. (year 11 are not allowed written feedback)	Verbal feedback Peer feedback 1:1 Interventions Written feedback given at the end of modules
Resistant Materials 9, 10,11 Formative assessment Summative assessment	Every lesson Where appropriate – end of projects	Monitoring during lessons to guide and intervene and guide learning/develop skills. In line with current examination feedback requirements. Year 11 are not allowed written feedback.	Verbal feedback Peer feedback 1:1 Interventions Written feedback given at the end of modules
Graphics year 11 Formative assessment (summative assessment – not allowed to do on the majority of the work completed during year 11)	Every lesson	Year 11 are not allowed written feedback.	Oral feedback for NEA weekly. 1:1 interventions Exam Practice questions

Subject: Performing Arts: (Music/Drama/Dance)

Aim and Purpose:

To ensure quality feedback across Music, Drama and Dance that has efficient impact upon students' progress in addition to the Isca Feedback Promise¹.

Departments:

This policy applies to Music, Drama, and Dance at both KS3 and KS4.

Reasoning:

The Education Endowment Foundation states high-quality feedback and the most effective way for students to make progress for the least cost. "[Our Toolkit](#) suggests that the provision of high-quality [feedback](#) can lead to an average of eight additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback." ². This is of course on average since there is also the possibility that feedback can have a negative impact. Because of this implication we do not use grading at KS3 in Performing Arts as it can have a negative impact upon the willingness to try new things this early on. We instead use WWW/EBI and development points. At KS4 we obviously refer to targets and grade boundaries as per the exam board.

Performing Arts is a prominently practical subject that has fewer written tasks. This means that the frequency of written marking is dependent on the exam board being studied and the students' location within the course. At KS3 written tasks are rare. Therefore, verbal feedback is the preferred method for feedback in the Performing Arts. This has an immediate and effective impact on students' progress and is not recorded. Peer, self and teacher feedback are obviously recorded within books and workbooks but the frequency of this will depend on the tasks being undertaken. Performing Arts are studied on a rotation at KS3 and there simply is not enough time to include written evaluations etc. simply to show written feedback. At KS4 written tasks are conducted based upon the topic and need.

Impact:

We expect the impact of feedback to be vastly evident and of immediate effect in lessons when verbal feedback (from teacher or peers) is used. We also expect that the impact of written feedback to be greater since it is used mostly at KS4 at the end of assessments and before resubmissions. It should be in line with the criteria agreed beforehand and clear enough to point students in the direction of improvement in their work. We should also be creating a culture in which students feel safe and able to ask if they are not sure of what the feedback means so that it had the desired impact.

Marking and feedback types (what you will see in the classroom):

		Type	Frequency	When and Purpose	Evidence
KS4	9, 10 & 11	Formative Assessment	Every lesson (with the exception of	Monitoring during lesson activities to	Verbal feedback
					Peer feedback

¹ See school marking policy for Isca Feedback Promise

² Education Endowment Foundation <https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/> 25/4/18

			completion of assignments)	intervene and guide learning	1to1 interventions/demonstrations in class Group critiques/ plenaries (only when relevant) Reactive teacher intervention
		Summative assessment	Approximately half termly	In line with RSL or BTEC policies using assessment records or feedback forms. BTEC and RSL do not allow formative feedback during the completion of assignments.	Written feedback to given deadlines set out in assignment briefs using BTEC or RSL assignment records.
KS3	7, 8	Formative assessment	Every lesson	Ongoing during lesson activities	Verbal feedback Peer verbal feedback
				To close a unit or a block of work.	Work is recorded/filmed and a written/verbal evaluation and feedback is given.

Quality Assurance:

The following methods will be employed to ensure this policy is being implemented and followed by the team and that feedback continues to be high quality and of maximum impact:

Learning walks: At KS3 this will be an essential way to gauge verbal feedback in lessons. This may also be a way of ensuring KS4 are aware of criteria etc. for their assignments.

Tracking sheets: As of September 2018 all years will have tracking sheets either on SIMS or kept by the class teacher. At KS3 this will be a PLC style skills list that is RAG scored to show progress over time. At KS4 this may include assessment results and/or test scores.

Student voice: This will be used to check students are aware that feedback is happening in lessons and to gauge its effectiveness.

Work scrutiny: This may be used at any year to see the impact feedback is having on lessons. This may be done in conjunction with student voice. This could also take the form of the BTEC IV process.

Subject Physical Education

Rationale

The **Quantity** of feedback should not be confused with the **Quality**. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. Eliminating unnecessary workload around marking, (Report of the Independent Teacher Workload Review Group, March 2016)

We aim to: Create efficient and effective marking and feedback by making sure we only focus on the students' needs. Ultimately "Marking and Feedback" should be **Meaningful**, **Manageable** and **Motivating (Triple M's)**.

Marking and feedback at Isca should be manageable for teachers and beneficial for students. Before writing in green pen think 'why am I writing this and who is it for?' The Teacher Standards set a framework and we have developed general principles that inform the marking and feedback of practical and written work.

Marking and feedback need to be effective and regular, but for the sake of sensible work-life balance must also be efficient – greatest impact for less time spent, it should place the onus on students to respond.

How feedback will take place

KS3 & KS4 Practical Core PE:

Activity Type	Description	Marking Frequency	Who / Type of Marking	When to Mark	Feedback Provided	Expectations of the student
Practical Sport and Schemes of Work	Core PE curriculum	Ongoing	KS3 Teachers to update Practical Tracker mark book for each sport in line with GCSE assessment criteria.	During practical lesson time	Verbal feedback and GCSE grade from assessment criteria	To take on verbal feedback and action upon that feedback practically

Marking, Feedback & Assessment



Activity Type	Description	Marking Frequency	Who / Type of Marking	When to Mark	Written Feedback Provided	Expectations of the student
Classwork / Notes	A combination of practical and theory lessons	GCSE Theory – Books marked every 6 hours of theory lesson content Practical lessons – Verbal feedback given to students every lesson	Teacher to check class notes for SPaG and presentation using Isca codes: <div style="text-align: center; border: 1px solid green; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">Code</div>	During lesson and DIRT time. Teachers will mark during the lesson whilst pupils are on task	<i>Theory only:</i> Teacher/Peer/Self Giving appropriate WWW and EBI's	Students correct SPaG and presentation issues responding to EBI in PENCIL
Classwork Exam Questions (LQR)	Exam questions attempted during a theory lesson in relation to the (LO/LQR)	When required by class teacher	Teacher/Peer	During Lesson	Exam course specific grading's given for students to reflect upon	Students respond to feedback in PENCIL
Homework Books	Set by teacher when appropriate	Lesson immediately after submission deadline	Teacher/Peer/Self	During DIRT time within lesson	Marked answers against mark scheme	Students respond to feedback in PENCIL
End of Topic Tests	Test within class time at the end of each topic	At end of each topic	Peer (With teacher Assistance)	Immediately after the test	Graded and marked answers against mark scheme and grade boundaries	Student correct mistakes in PENCIL
End of Year / Mock Exam Papers	Test conducted either in class or a formal setting	Depending on yearly planned mocks	Teacher / Peer	Before the start of the following term	Graded and marked answers against mark	Students correct mistakes in PENCIL

Marking, Feedback & Assessment



					scheme and grade boundaries	
					Whole class review	

KS4 Exam Based Course:

Quality assurance processes

The Quality and Consistency across the department is very important to us as a team. To make this happens the whole team are responsible for the quality assurance process and therefore two things will happen:

1. We as a team will quality assure each other’s books at each and every departmental meeting, this will form a standing agenda item based around “marking and feedback”. This will be linked to our other standing agenda point “sharing good practice” and will be recorded on department meeting minutes.
2. HOH and SLT linked to the department will also continue to perform “Work Scrutiny’s” and “Book Look’s” as informed by the “Business

Pupil Name:	Marking Frequency Met? Y/N	Written Feedback Provided? Y/N	Expectations of the student met? Y/N	Marking for SPaG & Presentation? Y/N	WWW	EBI

SEF Cycle” set by the academy.

This will be record on the below document to aid both the above processes.

Marking, Feedback & Assessment



Class:

Teacher..... Date.....

***This policy will be reviewed regularly to ensure it is fit for purpose and that it underpins student progress. This policy will be judged against the actual hours teachers spend marking, and adjustments to requirements made where necessary**