



Homework, Marking and Feedback At Oasis Academy Mayfield

‘Imagine what a difference it would make if all students knew what they were good at and knew what they needed to do to improve’.

This booklet is an outline of our Marking and Feedback policy at Oasis Academy Mayfield

Homework, Marking and Feedback Contents

| |
|--|
| Marking and Feedback |
| Whole school Literacy approach |
| Exceptional presentation and pride in work |
| Monitoring and Evaluating |
| Homework |
| Frequency of Marking and Feedback |
| Departmental Marking and Feedback strategies |

| | Term | Year |
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| ALT Lead | Kali Warwick | |

At Oasis Academy Mayfield we are committed to providing regular feedback to our students, both orally and in writing. We know that marking helps inform planning, and evaluate how well the learning intentions and success criteria have been met. This also helps teachers identify areas for development or the next steps for teaching. Through marking we aim to create a dialogue with the learner, where feedback can be exchanged and questions asked; where the learner is actively involved in the process. Research shows that marking and feedback are essential factors in students' learning, so this policy is crucial for the Academy.

We aim to:

- Provide constructive and regular marking and feedback
- Move learning forward by closing the gap
- Provide consistency in marking throughout the Academy so that students have a clear understanding of teacher expectations
- Use the Department marking strategies to provide regular marking and feedback
- Develop students' self-esteem through praise and valuing their achievements
- Create a dialogue in books which will aid progress and address misconceptions
- Celebrate student success and achievements using the Mayfield rewards system
- Use PPE (pre public examinations) to identify areas of strength and weakness and inform planning

Effective Marking and Feedback:

- Is clear, constructive, regular and legible
- Contains comments from the teacher which provide a clear focus for improvement
- Linked to the Learning Intentions and Success Criteria
- Provide both written and verbal feedback
- Students are able to read and act on feedback
- Creates a dialogue with the learner, checks for understanding
- Helps students expand their knowledge and subject specific vocabulary

All teachers will:

- Provide students with regular marking and feedback, that may include WWW and EBI
- Close the gap marking using DIT (directed improvement task)
- Provide time in lessons to review work from previous lessons as well as read and respond to marking
- Adjust planning in light of marking and checking of AAF (action after feedback)
- Make learning intentions and success criteria explicit
- Involve students in the process
- Ensure students are clear about the teacher expectations
- Use student's work as exemplars
- Use marking and assessment to inform future target setting and data capture (DC)
- Mark alongside other colleagues within the department
- Use some time in the lessons to go through work and mark it as a class

All students will:

- Read feedback in books, make sure they understand it and what they need to do to improve their work
- Reflect and act on the marking and feedback from the teacher
- Students are to respond to the teacher feedback explaining what they have done to improve their work
- Self-mark and peer assess
- Write in blue or black pen and draw using a pencil
- Write HW in a circle next to homework that has been completed

Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some departments may use this type of feedback more frequently because of the nature of their subject. For example in Design and Technology, Art, Music and Physical Education the most effective feedback is often verbal. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the Learning Intention and Success Criteria. In written subjects such as English and Humanities verbal feedback may be written down by the teacher if they are walking around the class room during the lesson supporting learners. There is no need to write or stamp that verbal feedback has been given.

Peer Assessment and Self-Assessment:

- Students need to be trained to do this, through modelling with the whole class and watching paired marking in action
- Ground rules need to be set (e.g. listening, interruptions, confidentiality, etc.)
- Students should, alternately, point out what they like first, using WWW, and then suggest ways to improve the piece using EBI, but only against the Learning Intentions and Success Criteria not spellings, etc
- Pairings should be considered and generally be ability based and where appropriate could be 'Learning Partners' (e.g. two middle, two higher or one middle and one lower together.)

Marking for Literacy

- You will not be expected to mark/correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected
- Some subjects may correct spellings that are subject specific rather than all spelling errors
- For less able students, it may be necessary to write the correct spelling for the student. As students gain confidence and knowledge, they should be able to identify and correct their own mistakes
- You may ask students to check through their work to look for any obvious spelling, punctuation or grammatical errors and redraft/ edit work
- The whole school Literacy strategy, 'Format Matters', should be visible in both verbal and written feedback within lessons.

What you will see:

- Writing and speaking in full sentences where appropriate
- Avoid slang words, unless it is appropriate to the text being studied / learning
- Use of subject specific words in the correct context
- Definitions of key words explained
- Use of correct punctuation and grammar

| MARKING – Standard Codes | |
|---|--|
| <p>This mistake is explained more clearly later where you see the *</p> <p>√ Well written/drawn/done</p> <p>√√ Outstanding section of work</p> | |
| <p><u>Punctuation Error</u></p> <p>//</p> | <p>This is a punctuation error. Correct it by yourself or ask for help.</p> <p>New Paragraph is required here.</p> <p>Capital letter is required.</p> |
| <p><u>Spelling Error</u></p> | <p>This is a spelling error. Correct the spelling, using a dictionary.</p> |
| <p><u>Grammar Error</u></p> | <p>Tenses are incorrect</p> <p>A word or phrase missing so re-read the sentence and fill in the missing part.</p> |
| <p><u>Style Issue</u></p> | <p>Check your use of tone, vocabulary and formality is suitable for the audience and purpose.</p> <p>Error in the expression of Standard English. Re-read the sentence and correct it.</p> |

Exception presentation and pride in your work

In all classrooms at Mayfield you will see displayed on the wall an “Exceptional Presentation and Pride in Your Work” poster, example below. This poster is displayed and referred to by students and teachers to remind us of the Mayfield Way.



The poster features a red and dark blue background. At the top, the text 'Mayfield Way Exceptional presentation and pride in your work' is written in white. In the top right corner, there is a logo for 'Oasis academy' with a red and white arrow shape. The main content is a list of 14 items, each starting with a letter and followed by a rule. The items are: P Take pride in all your work, write the title and date at the top of the page; R Use a ruler to underline the title, draw graphs and tables; E Always have exceptional presentation and layout on each page; S Write in full sentences using capital letters and full stops; E Evaluate the progress that you are making by using WWW and EBI; N Write neatly using a black or blue pen and draw using a pencil; T Work towards your target grade and above; A Act on teacher feedback - DIT directed improvement task; T Never tear pages out of your exercise book; I Be able to work independently in class and at home; O Own your exercise book and look after it, keep it in a safe place at home; N Never doodle in your exercise book. At the bottom, the text 'Excellence for Everyone' is written in white on a red background.

Mayfield Way
Exceptional presentation and pride in your work

Oasis academy

P Take pride in all your work, write the title and date at the top of the page

R Use a ruler to underline the title, draw graphs and tables

E Always have exceptional presentation and layout on each page

S Write in full sentences using capital letters and full stops

E Evaluate the progress that you are making by using WWW and EBI

N Write neatly using a black or blue pen and draw using a pencil

T Work towards your target grade and above

A Act on teacher feedback - DIT directed improvement task

T Never tear pages out of your exercise book

I Be able to work independently in class and at home

O Own your exercise book and look after it, keep it in a safe place at home

N Never doodle in your exercise book

Excellence for Everyone

Monitoring and Evaluation

Middle Leaders and Senior Leadership will review samples of work from each class to monitor the implementation of this policy each half term. An analysis will be made and feedback given to individual staff by the curriculum leader. This is then recorded on SISRA observe. Sampling marking and cross-phase moderation also take place regularly so that teachers are involved in the monitoring and can examine the quality of their own marking alongside that of colleagues. This will provide consistency in teachers' marking across the Key Stages and between year groups.

The outcomes for this policy are to see the improvement in students' understanding, knowledge and skills resulting in positive student attainment and outcomes.

Marking and feedback is also monitored each week by Middle Leaders and Senior Leaders through our whole school drop-in cycle, where each teacher has one drop in each week followed by verbal and written feedback.

Homework

Teachers set challenging homework in line with the departments SOL. Homework will be appropriate for the Key Stage of the student. Homework is to consolidate learning, deepen understanding and prepare students for the work to come.

All Teachers will:

- Set homework regularly in accordance to the amount of learning contact time (please see table below). Set homework weekly or in the case of classes taught less frequently, once a fortnight/once every two lessons
- Ensure adequate time is given in lesson time for the explanation of and recording of homework in student planners
- Record homework set on SMHW (show my homework)
- Set tasks that are relevant, meaningful, varied and challenging and either consolidate learning or prepare students for future learning.
- Ensure all pieces of homework are clearly labelled in students' books
- Mark homework promptly using the appropriate department marking and feedback strategy
- Set appropriate sanctions if homework is not completed on time

Curriculum Leaders and Leaders of Teaching will ensure that homework is monitored through work sampling, drop-in and lesson observations.

Senior Leaders will support Middle leaders and monitor homework at least once per half term (through work sampling and teaching and learning review)

Students have a responsibility to complete all homework tasks set to the best of their ability and to hand in tasks on time.

Below are questions that Middle Leaders and Senior Leaders may ask students during student conversations, weekly drop-ins and the Teaching and Learning review, which takes place every eight weeks.

1. Are you interested in this subject?
2. Do you enjoy your lessons? Why?
3. Is your book marked regularly?
4. Do you receive verbal and written feedback?
5. Does the teacher model work in your book?
6. Are you given opportunities to redraft classwork?
7. In this subject, is it a safe to learn and it is ok to make mistakes?
8. In this subject, do you understand the value (beyond exams) of what you are learning?
9. Does your teacher link things to what you are learning, to things you have learnt before?
10. Do you take pride in (this subject) your book? Why?
11. Show me a piece of work where you have improved?
12. Show me a piece of work where teacher feedback has been helpful?

Frequency of Homework, Marking and Feedback

| Subjects | Key Stage | Number of lessons a week | Marking frequency | Homework frequency |
|----------------------------|-----------|--------------------------|--|---------------------------------|
| Maths | KS3 | 4 lessons a week | Once a week | Once a week |
| | KS4 | 4 lessons a week | Once a week | Once a week |
| English | KS3 | 4 lessons a week | Once a week | Once a week |
| | KS4 | 5 lessons a week | Once a week | Once a week |
| Science | KS3 | 3 to 4 lessons a week | DIT twice per half term | Once a week |
| | KS4 | 4 to 6 lessons a week | Subject to PPE + CA which takes priority | Once a week (may be ongoing CA) |
| History | KS3 | 1 lesson a week | Once every 3 weeks | Once a week / fortnight |
| | KS4 | 3 lessons a week | Once a fortnight | Once a week |
| Geography | KS3 | 1 lesson a week | Once every 3 weeks | Once a week/ fortnight |
| | KS4 | 3 lessons a week | Once a fortnight | Once a week |
| Religious Education | KS3 | 1 lesson a week | Once every 3 weeks | Once a week / fortnight |
| | KS4 | 3 lessons a week | Once a fortnight | Once a week |

| | | | | |
|---|-----|--|---------------------|------------------|
| Languages | KS3 | | | |
| | KS4 | | | |
| Business / IT / Travel & Tourism | KS3 | 1 lesson a week | Twice per half term | Once a fortnight |
| | KS4 | 3 lessons a week | Once a week | Once a week |
| Art and Design | KS3 | 1 lesson a week | Once every 3 weeks | 1 per fortnight |
| | KS4 | 3 lessons a week | Once a fortnight | 1 per week |
| Drama | KS3 | 1/2 lessons a week | Twice a half term | Once a fortnight |
| | KS4 | 3 lessons a week | Once a fortnight | Once a fortnight |
| Music | KS3 | Y7/8 – 1 lesson a week Y9 – 2 lessons a week | Once a fortnight | 1 per fortnight |
| | KS4 | 3 lessons a week | Once a week | 1 per week |
| Technology | KS3 | 1 lesson a week of Resistant Materials and Food Tech | Once every 3 weeks | 1 per week |
| | KS4 | 3 lessons a week | Once a fortnight | 1 per week |
| Physical Education | KS3 | 2 lessons a week | Twice a half term | Once a fortnight |
| | KS4 | 3 lessons a week | Once a fortnight | Once a week |

English

What do the marking and feedback strategies look like in English?

Written feedback is most commonly used in English, although there will be regular verbal dialogue between the teacher and student in class.

All students are provided with an exercise in September which is where you will be able to see the marking and feedback students receive in English. Students in KS4 studying GCSE English Language and English Literature will also sit a number of Pre-Public Examinations, and will receive their marked papers back so that they are aware of the progress they are making in relation to their targets.

You will see the following in English exercise books:

1. DIT (directed improvement task)

At least twice per half term, students will be asked to produce an extended written assignment in English which will be marked using the Academy DIT sheet. The DIT sheet has the following sections:

What Went Well: detailing what the student's strengths are.

Even Better If: detailing what their areas for development are.

Directed Improvement Task: a specific task designed to build on and improve the area of development which they student will act on. This work will be evident in their book.

The DIT sheet also has sections for a student's feedback to their teacher and the teacher's response to ensure that a productive, supportive dialogue is ongoing.

2. Peer Assessment

This will be in the form of WWW (what went well) and EBI (even better if) which students already recognise from formal DIT marking.

The teacher will model this strategy to help students link this to the learning intentions and success criteria. Lower ability students may need support with this strategy from the teacher.

3. Spelling, Punctuation, Grammar and Literacy

Teachers will encourage students to use the whole school Literacy strategy "Format Matters" in all verbal communication in the classroom.

In written marking, teachers will use the following colour coding to identify errors for students. The students will then be expected, supported and encouraged to make corrections.



Spelling error



Punctuation error



Grammar error



Style / tone issue

Mathematics

What does the marking and feedback strategies look like in Mathematics?

The majority of students' work is completed in their exercise books however we also use whiteboards, worksheets and computers to stretch and challenge our students. As a result, most feedback will be given in the form of modelling on the board or in books however verbal feedback is also regularly given which will be used in a timely manner to help secure rapid progress in class. We aim to model in student books every week and to use DIT (see below) as appropriate but at least twice per half term.

You will see the following in Maths exercise books:

1. Modelling

The teacher will provide a visual example of what the student needs to do in order to improve their work. This is to aid understanding and to provide a visual reference of what is expected.

Handwritten mathematical work showing percentage calculations for decrease and increase. The work includes the following calculations:

$$100 - 120 = 80\% = 0.8$$
$$120 \times 0.8 = 96$$
$$120 \times 0.72 = 86.4$$

decrease #46 by 18% $100\% - 18\% = 82\%$
 $100 - 46 = 54\% = 0.54$
 $46 \times 0.54 = 24.84$
 $46 \times 0.72 = 33.12$
110.40

increase #130 by 30% $100\% + 30\% = 130\%$
 $100 - 130 = 30\% = 0.30$
 $130 \times 0.30 = 39$

2. DIT (Directed Improvement Task)

This is generally in the form of a question that has been used to assess a particular area of knowledge or check understanding after a teaching episode. These DITs will be labelled "DIT" with a green sticker or hand written by the teacher or student. At times marking and feedback stickers are also used to show "what went well (WWW)" and "even better if (EBI)" alongside the DIT activity.

Handwritten DIT (Directed Improvement Task) showing percentage calculations. The work includes the following calculations:

DIT: Decrease

1) 80 by 20% $80 \times 0.2 = 16$
2) 64 by 12% $64 \times 0.12 = 7.68$
3) 610 by 33% $610 \times 0.33 = 201.3$
4) 17 by 4% $17 \times 0.04 = 0.68$
5) 2 by 7% $2 \times 0.07 = 0.14$

Tuesday 8th December 2015. Good progress on DIT

$12 \div 25 = 12 \div 25 = 0.48 \times 100 = 48\%$

3. Peer and Self-Assessment

This allows students the opportunity for instant feedback and in the case of peer assessment, suggested guidance on how to improve. Student teacher conversations may also be seen through the RAG123 marking technique, where students assess their own work and level of understanding every lesson and the teacher responds accordingly.

Handwritten student work showing a reflection on understanding percentages. The work includes the following text:

I now understand how to decrease and increase percentages. I however need to work on some details.

Do my corrections for percentage decrease. Make sure you start with 100% and decrease the %.

eg To increase $\frac{1}{5}$ by 10%
 $0.15 \times 50 = 7.5$
 $50 + 7.5 = 57.5$

Monday
Do Now
15% of 20
= 3

4. Literacy

Teachers will correct subject specific words and capital letters in order to improve levels of literacy. Due to the nature of the subject grammar or punctuation are rarely tested, although these are checked for errors when appropriate.

Handwritten student work showing a table for literacy correction. The work includes the following text:

December 2015

percentages

| Decimal | Decimal | percentage |
|---------|---------|------------|
| 0.27 | ✓ 7 | 0.87 |
| | | 87% ✓ |

Science

What does the marking and feedback strategies look like in Science?

You will see the following in Science exercise books:

1. DIT

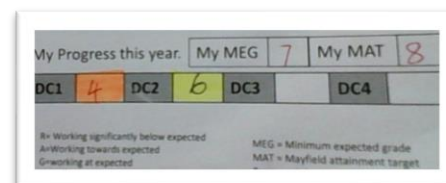
To close the gap and student response twice every half term – This is to encourage students to take feedback from this period of time. It is aimed at deepening understanding and challenging students to make further progress from whatever their start point. Students have opportunity to feedback and ask further questions in their book as part of the DIT process.



2. RAG 123

As quick progress check in lessons and to inform planning when it is appropriate (feedback in lessons once a week with one class). A quick snapshot reflection from students about how they feel their behaviour and learning was in that lesson. Encouraging honesty and self-reflection from students and informing planning for the teacher.

3. Record of student progress on front of exercise books this is a visual and instant reflection for teachers and students to see how they are progressing over the course of a year following each data capture.



4. Literacy

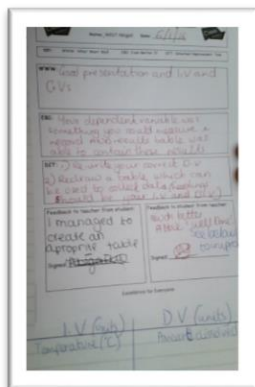
Spellings will be highlighted using a yellow highlighter for Science keywords in particular in line with the whole school literacy policy.

5. Modelling

By teachers for students or peer modelling: A correct answer or technique may be modelled in books (where relevant) for students to use in future lessons to help with their skills. For example in planning an investigation or drawing a scientific diagram.

6. Light Marking

In books there will be evidence of regular light marking feedback weekly to pick up on misconceptions, presentation of work and literacy. Presentation will be checked and modelled how to improve where appropriate. Student literacy shows evidence of using complete answers in full sentences.



Peer Modelling Example example



Teacher modelling

Modern Foreign Languages

What does the marking and feedback strategies look like in Modern Foreign Languages?

A range of different marking and feedback strategies are used in MFL. Much of the feedback is instantaneous and is oral in nature, such as the correction of pronunciation or grammar when speaking.

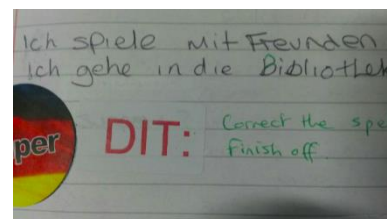
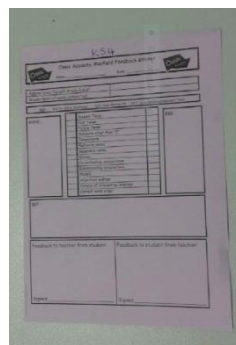
Students have an exercise book to practise, prepare and improve the 4 skills of listening, speaking, reading and writing. Due to the nature of the final examination in languages it is very important that students spend a great deal of time learning vocabulary off by heart and practise writing and speaking both using resources to help and unaided to improve their written and spoken skills.

It is expected that students go home and re-read the work covered in class later at home. Vocabulary tests are also set weekly.

You will see the following in MFL exercise books:

1. DIT (directed improvement task)

This is a clear action point written by the teacher that the student needs to work on in order to further improve their work. The 3 types of sticker are the Key Stage 4 sticker with a list of key skills, the Key Stage 3 sticker with a list of key skills and a simple sticker as below:



2. Modelling

Teachers of MFL will model spellings and relevant language structures to students to aid student progress in written work. Teachers will also model correct pronunciation orally for students.

3. Literacy

Teachers will correct spellings, grammatical structures and punctuation in line with the whole school literacy marking codes. Teachers also encourage good use of the dictionary.

4. PPEs

Students carry out listening and speaking or reading and writing examinations each PPE cycle to practise examination technique. These are marked in tandem with the students' books to inform the data collection.

5. Homework

Homework tasks are set weekly and are usually learning homework tasks. These homework tasks are usually assessed in lesson time.

History

What does the marking and feedback strategies look like in History?

Both verbal and written feedback is used during History lessons. This is to provide both immediate feedback to students in lessons, as well as written feedback to inform students on either how well they have completed an extended piece of writing or how to improve next time.

You will see the following in History exercise books:

1. Students' work

All students will be provided with an exercise book and/or folder depending upon the topic being undertaken. For example, KS4 students are provided with an A4 exercise book for each exam topic. Throughout these exercise books there will be written comments (in pink), praising good work and informing students how to improve. Where appropriate there will be personalised mini-DITs to challenge students to extend/deepen their learning/understanding.

At KS3 various topics are completed in folders (to be used as wall displays, e.g. Reconstructing a Medieval Village (Year 7) and 'Jack the Ripper' (Year 9). However all students will be provided with an exercise book in which they will complete most of their classwork. Throughout these exercise books there will be written comments (in pink), praising good work and informing students how to improve. Where appropriate there will be personalised mini-DITs to challenge students to extend/deepen their learning/understanding.

2. Directed improvement task (DIT)

These will be used on PPEs and/or end of unit tests. They will provide a clear action from the teacher that the student needs to complete in order to improve their PPE/end of unit test. This needs to be completed as soon as possible after the PPE/test and the teacher will then sign off the DIT as completed, providing further feedback if necessary.

3. Literacy

Teachers will correct subject specific words (in pink), marked with 'sp', capital letters with 'c' and one/two ticks for good work etc. Students will also be encouraged to use the whole academy Literacy strategy 'Format Matters' in extended writing.

Geography

What does the marking and feedback strategies look like in Geography?

Students will be given written feedback in their books. All students are provided with a workbook in which you'll be able to see marking and feedback. Students studying GCSE Geography will be provided with written feedback in their course books. For Coursework – Students will receive feedback on post it notes or annotations on their work. They will be asked to keep the post it notes as proof of edits. However teachers are NOT supposed to be marking coursework or helping drafts in certain parts, so this will have to be noted during that time.

You will see the following in Geography exercise books:

1. DIT (directed improvement task)

This is a clear action point written by the teacher that the student needs to work in order to further improve their work. You will see DITs written in red pen with feedback from the student in green.

2. Self-Assessment

This will be in the form of WWW (what went well) and EBI (even better if). Students are familiar with this strategy as it is regularly used in Geography. The student will go through their books and highlight the WWW (what went well) and EBI (even better if) and reflect on this in green pen. The teacher will model this strategy to help students link this to the learning intentions and success criteria. Lower ability students may need support with this strategy from the teacher.

3. Literacy

Teachers will correct subject specific words and will also be encouraging students to use the whole school literacy strategy "Format Matters". Focus will be on geographical terminology and concepts.

What does the marking and feedback strategies look like in R.E / Sociology?

Due to the academic and written nature of R.E and Sociology the most appropriate form of feedback is written which extends knowledge and deepens written work.

You will see the following in R.E/ Sociology exercise books:

1. WWW and mini DIT

Every three weeks books will be marked in red pen with a www and mini DIT for the three lessons of learning. The following week from the marking students are expected to answer the mini DIT in their books either underneath or on the new page.

Not all work will be marked e.g. spider diagrams, only the output such as extended writing.

2. Yellow highlighted spellings

Every three weeks as well as the red pen, there will be yellow highlighted spelling mistakes or underlined mistakes. These spellings should be subject specific or words that are commonly used e.g. "because". For more able students, they should be using dictionaries to correct spellings. For less able students spellings should be highlighted and corrected for them but encouragement to practice spelling mistakes.

3. Grammatically incorrect or confusing wording.

Every three weeks "/" will be used to indicate new paragraphs, "Gr" where grammar has been confused or "____?" "_____" where sentences do not make sense or are incomplete. Incomplete sentences will be expected to be answered where appropriate and can be remembered. Underlined sentences should be explained orally to the teacher with a model of a clearer way to write the sentence in future.

4. Big DIT

At the end of the Unit of work (7-8 weeks) there is an end of unit assessment or PPE. This would be a full sticker/sheet in the book or on the PPE. This should supersede the www and mini DIT for that cycle.

5. Homework

Homework should be labelled and stuck either in the front or the back of the book. Homework should not be marked in the same way as classwork; instead comments about the quality or nature of the ideas should be considered.

Homework should be fortnightly for KS3 and weekly for KS4.

Business Studies and Travel & Tourism

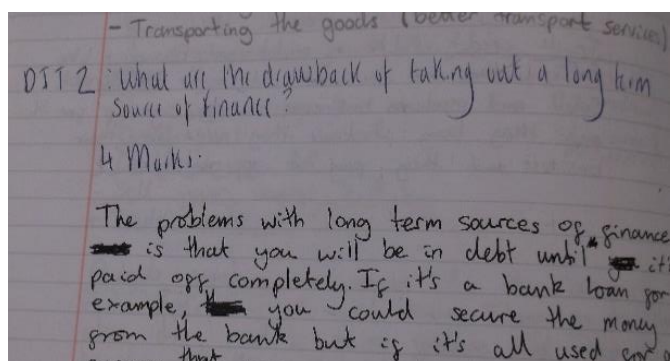
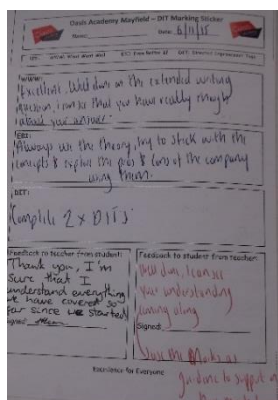
What does the marking and feedback strategies look like in Business Studies?

Both written and verbal feedback is used during Business Studies lessons. This is due to the practical and coursework sections of the course and to support all learners within mixed ability classes that we teach.

You will see the following in Business exercise books:

1. DIT (directed improvement task)

All students are provided with a book and folder where you will be able to see marking and feedback in Business. All Students studying Business will receive feedback either using the whole school DIT sticker either on their coursework or in their folders/books. Alongside this mini DITS will be used to close any gaps in knowledge. This process will happen twice every ½ term. The DIT is a clear action point written by the teacher that the student needs to work on in order to further improve their work.



2. Peer Assessment

This will be during coursework phases where students are expected to listen and comment on others students Business ideas. This will often form part of their assessment for that unit of work. The peer assessment form is feedback to the student, so that the students can act on the feedback given to improve his or her work.

3. Modelling

Modelling is a common practice in Business Studies, students are familiar with seeing the final outcome of their learning modelled as an example to raise standards and expectations. When appropriate the teacher will provide a visual example of what the student needs to do in order to improve their work.

4. Literacy

Teachers will correct subject specific words and will also be encouraging students to use the whole school Literacy strategy "Format Matters".

5. Proofing reading and checking

Students are expected to check and proof read their work before submitting. Where appropriate students will be given grading criteria such as mark schemes to support. Students are expected look over their work and pick up on formatting errors before submitting work.

ICT

What does the marking and feedback strategies look like in ICT/ Computing?

Verbal feedback is most commonly used during ICT/Computing lessons. This is due to the practical and technical subject contents and the varying skills within the mixed ability classes that we teach.

You will see the following in ICT/ Computing folders:

1. Tracking sheet

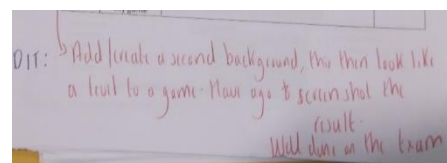
All students are provided with a folder where you will be able to see marking and feedback in ICT/Computing. Students studying GCSE ICT and Computer Science will be provided using the whole school DIT stick either on their coursework or in their folders.

| DITs | DITs |
|---|---|
| 1st DIT: Add a second background, the then look like a tent to a game. Have eye & screen shot the result. Well done in the exam | 2nd DIT: Add a second background, the then look like a tent to a game. Have eye & screen shot the result. Well done in the exam |
| 3rd DIT: Add a second background, the then look like a tent to a game. Have eye & screen shot the result. Well done in the exam | 4th DIT: Add a second background, the then look like a tent to a game. Have eye & screen shot the result. Well done in the exam |
| 5th DIT: Add a second background, the then look like a tent to a game. Have eye & screen shot the result. Well done in the exam | 6th DIT: Add a second background, the then look like a tent to a game. Have eye & screen shot the result. Well done in the exam |

At KS3 In each folder there is a tracker which display the WWW (what went well) and EBI (Even better ifs), this tracker sheets also includes a section were students are expected to feedback to the teacher on their learning and outcomes. This process will happen once every ½ term.

2. DIT (directed improvement task)

This is a clear action point written by the teacher that the student needs to work on in order to further improve their work. The word DIT will be written by a printed out pieces of work with clear instructions on what's to be improved on.



3. Peer Assessment

This will be in the form a table where students are assessing each other's work. Students are clear at the start of the units if this is a form of assessment. The peer assessment from is feedback to the students, so that the students can act on the feedback given to improve his or her work.

4. Modelling

Modelling is a common practice in ICT/Computing, students are familiar with seeing the final outcome of their learning model as an example to raise sets on work for all students. The teacher will provided a visual example of what the student needs to do in order to improve their work. This is to aid their understanding and learning and provide a visual reference of what is expected.

5. Literacy

Teachers will correct subject specific words and will also be encouraging students to use the whole school Literacy strategy "Format Matters".

6. Proofing reading and checking

Students are expected to check and proof read their work before submitting. When appropriate students will be given grading criteria which will often form parts of the task which need to present in the work. Students are expected to check before and after printing to ensure that all work is completed to a high standard.

Child Development

What does the marking and feedback strategies look like in Child Development?

Both written and verbal feedback is used during Child Development lessons. This is due to the practical and controlled assessment sections of the course

You will see the following in Child Development exercise books:

1. DIT (directed improvement task)

All students are provided with two books and a folder in which marking and feedback can be seen. Their purple book is their main exercise book for classwork and students studying Child Development will receive feedback using the whole school DIT sticker in this book on a half termly basis. In addition to this, mini DITs will be used fortnightly to ensure that students are progressing as expected. Their pink books are used for their controlled assessment and in these books they will use both self and peer assessment in order to improve their work prior to submission for grading by the teacher.



2. Peer Assessment

Students use mini whiteboards to mark and assess both their own and other students work in order to gain a greater understanding of how to improve their work. This is done using GCSE assessment criteria. They will also be given and use post it notes to ensure that they can keep a record of advice received from their peers, without the need for other students to write in their pink book.

3. Modelling

Modelling is a common practice in Child Development, students are familiar with seeing the final outcome of their learning modelled as an example. Where appropriate the teacher will provide a visual example of what the student needs to do in order to improve their work. Where students need to observe a child for their Child Study, this will also be modelled to students by the teacher using a real child in order for them to be totally clear on what is required to attain the top marks in the assessment criteria. When research needs to be carried out for controlled assessment tasks, again, the teacher will model clearly how this should be carried out.

4. Literacy

Teachers will correct all spelling errors and encourage students to use the whole school Literacy strategy "Format Matters". Students have a section in the back of their purple exercise book where they record the key words for each unit along with definitions where appropriate. They learn these regularly and feedback is given when the teacher marks their books.

5. Proofing reading and checking

Students are expected to check and proof read their work prior to submission. Where appropriate students will be given a mark scheme to support. They are also given key word spellings and a list of common misspelt words in order to check these for themselves and for their peers when peer assessing.

Art and Design

What does the marking and feedback strategies look like in Art and Design?

Verbal feedback is most commonly used in Art and Design. This is due to the practical nature of the subject and the varying skills within the mixed ability classes that we teach.

All students are provided with a sketch book in September which is where you will be able to see marking and feedback in Art. Students studying GCSE Art and Design will be provided with feedback on post- it's in their sketch books as all work completed is submitted as coursework.

You will see the following in Art sketch books:

1. DIT (directed improvement task)

This is a clear action point written by the teacher that the student needs to work on in order to further improve their work. You will see green DIT stickers in their books. After students have acted on their DIT they will respond in writing what they have done to improve their work using AAF (action after feedback).

2. Peer Assessment

This will be in the form of WWW (what went well) and EBI (even better if). Students are familiar with this strategy as this is regularly used in Art. The teacher will model this strategy to help students link this to the learning intentions and success criteria. Lower ability students may need support with this strategy from the teacher.

3. Modelling

The teacher will provide a visual example of what the student needs to do in order to improve their work. This is to aid their understanding and learning and provide a visual reference of what is expected.

4. Literacy

Teachers will correct subject specific words and will also be encouraging students to use the whole school Literacy strategy "Format Matters" in written work and oral feedback.

5. Homework

Teacher will set homework where appropriate in line with the SOL. The homework will be linked to the learning in class and help deepen students understanding, skills and knowledge of Art. Homework will be labelled in sketch books with a HW in a circle. Students at KS3 will be set a homework once a fortnight and students at KS4 will be set a homework once a week. This could be an extended piece of work depending on the nature of the homework. All Homework will be recorded in student planners and on SMHW (show my homework).

Technology

What does the marking and feedback strategies look like in Technology?

Verbal feedback is most commonly used in Design Technology. This is due to the practical nature of the subject and the varying skills within the mixed ability classes, this subject is taught to.

All students are provided with an A4/A3 folder in September, which is used to collate the outcomes of a broad range of activities students participate in. Photographs are used to record the outcomes of practical activities.

At KS3, once a half term, students have a piece of work marked in detail and given specific feedback to improve (DIT).

At KS4, when students begin their Controlled Assessment tasks, feedback is given to students on colour coded post it notes, or through electronic marking. The feedback given to KS4 students is more generic, to meet the guidelines for Controlled Assessment.

You will see the following in Technology folders:

1. DIT (Directed improvement task)

This is a clear action point written by the teacher, that the students need to improve in their work. For Resistant materials, this would tend to be a redraft, or complete further work. In Food, the DIT would be focussed upon an aspect of the practical, which they need to develop on their next practical (for example knife skills or presentation of food products). Students are expected to write feedback to explain what they have improved, or whether they are still finding something a challenge.

2. Modelling (Resistant Materials)

The teacher will provide a visual or worked example of what the student needs to do in order to improve their work. This is to aid understanding and provide a visual reference of what is expected. This would be where required, rather than in every folder – modelling is used throughout teaching.

3. Modelling (Food)

The teacher will provide a visual or worked example of what the student needs to do in order to improve their work. This is to aid understanding and provide a visual reference of what is expected. This would be where required, rather than in every folder – modelling is used throughout teaching, particularly used during the practical demonstrations.

4. Literacy

Teachers will correct subject specific words, correct punctuation errors using:

- Green Highlighter for punctuations errors
- Yellow Highlighter for spelling errors

All teacher marking is in green, for easy identification

Where students have improved a piece of writing they should write in purple, for easy identification

Physical Education

What does the marking and feedback strategies look like in Physical Education?

Verbal feedback is the most commonly used strategy to give feedback in PE. This is due to the practical nature of the subject and the varying skills and techniques within the mixed ability classes that we teach.

In Key Stage three all students are taught elements of the GCSE syllabus each half term and sit a half termly theory paper at the end of each half term. Areas taught include bones, muscles, body systems and injury. These papers are then marked and misconceptions explained to the group and individuals before moving on to the next half term.

In Key Stage four all students are provided with an exercise book where you will be able to see marking and feedback in PE.

You will see the following in PE exercise books:

1. DIT (directed improvement task)

This is a clear action point written by the teacher that the student needs to work on in order to further improve their work. You will see an A5 white stuck in sheet in the books which outlines what has gone well in that piece of work, an even better if and also a directed improvement task.

2. Peer Assessment

This will be in the form of WWW and EBI. Students are familiar with this strategy as this is regularly used in PE both in practical and theory setting. The teacher will model what feedback what should be given and how it should be presented before students give either oral or written feedback. The feedback should be linked back to the success criteria.

3. Modelling

The teacher will provide a demonstration, and/or example of what the students' needs to do to improve their work. This is to aid their understanding and learning and provide a visual reference of what is expected.

4. Literacy

Teachers will correct subject specific words and correct punctuation and grammatical errors using the whole school literacy policy.

Dance

What does the marking and feedback strategies look like in Dance?

Verbal feedback is the most commonly used strategy to give feedback in Dance. This is due to the practical nature of the subject and the varying skills and techniques within the mixed ability classes that we teach.

In Key Stage three all students are taught elements of the AQA GCSE Dance syllabus each half term. Pupils are required to maintain a choreographic log which allows pupils to reflect on their progress related to the skills learnt each term. Areas of focus include: preparing the body for physical activities, how to implement specific choreographic devices to create and develop their own work, as well as specific physical, expressive and mental skills. These logs are then marked each half term to identify misconceptions which can then be reviewed and explained to the group and individuals before moving on to the next half term.

In Key Stage four all students are provided with an exercise book in addition to individual GCSE folders which include provided resources to review professional dance works in detail. This is in addition to target sheets which reflect students' progress relating to the assessment criteria.

You will see the following in Dance exercise books and folders:

1. DIT (directed improvement task)

This is a clear action point written by the teacher that the student needs to work on in order to further improve their work. DITs are used within work booklets to develop literacy skills in theoretical work as well as through verbal feedback. which students are required to respond to by creating their own SMART targets relating to that particular work.

2. Peer Assessment

This will be in the form of WWW and EBI. Students are familiar with this strategy as this is regularly used in Dance both in practical and theory setting. The teacher will model what feedback what should be given and how it should be presented before students give either oral or written feedback. The feedback should be linked back to the success criteria, where students will be able to utilise this information to create SMART targets.

3. Modelling

The teacher will provide a demonstration, and/or example of what the students' needs to do to improve their work. This is to aid their understanding and learning and provide a visual reference of what is expected.

4. Literacy

Teachers will correct subject specific words and correct punctuation and grammatical errors using the whole school literacy policy.

5. Video Evidence

Video evidence of students' work is recorded and shared when completed. This is used for both formative and summative assessments in order to receive individual and specific feedback. Students will also use video to log their choreographic process throughout the two years to show their physical and choreographic developments and progress.

Music

What does the marking and feedback strategies look like in Music?

Verbal feedback is most commonly used in Music. This is due to the practical nature of the subject and the varying skills within the mixed ability classes that we teach.

All students are provided with a note book in Sept which is where you will be able to see reflective writing and other notes associated with their work related to performing and composing. These books will also have light marking and feedback. Students studying GCSE Music will be provided with tracking sheets and mark schemes that refer to Controlled Assessment success criteria and drafts of work will be marked/graded as work progresses.

You will see the following in Music exercise books/ folders:

1. DIT (directed improvement task)

This is a clear action point given by the teacher that the student needs to work on in order to further improve their work. This will be given verbally and students are encouraged to write this down if appropriate in their books so that they can respond to it.

2. Peer Assessment

This will be in the form of WWW (what went well) and EBI (even better if). Students are familiar with this strategy as this is regularly used in Music. The teacher will model this strategy to help students link this to the learning intentions and success criteria. Lower ability students may need support with this strategy from the teacher.

3. Modelling

The teacher will provide an aural example of what the student needs to do in order to improve their work. This is to aid their understanding and learning and provide an aural reference of what is expected.

4. Literacy

Teachers will correct subject specific words and will also be encouraging students to use the whole school Literacy strategy "Format Matters".

5. Video Evidence

Video evidence of students' work is recorded and shared when completed. This is jointly assessed and summative feedback given referring to Pen Portraits that indicate the stage that the student is working at.

Drama

What does the marking and feedback strategies look like in Drama?

Verbal feedback is most commonly used in Drama. This is due to the practical nature of the subject and the varying skills within the mixed ability classes that we teach.

All classes are provided with books in September which is where you will be able to see reflective writing related to performing and written evaluation. These books will also have light marking and feedback. Students studying GCSE Drama will be provided with tracking sheets and mark schemes that refer to Controlled Assessment success criteria and drafts of work will be marked/graded as work progresses.

You will see the following in Drama exercise books:

1. DIT (directed improvement task)

This is a clear action point given by the teacher that the student needs to work on in order to further improve their work. This will be given verbally and students are encouraged to write this down if appropriate in their books so that they can respond to it. Action plans with targets for groups and individuals. These contain targets comments on progress and future actions for year 11 students in the U3 component.

2. Peer Assessment

This will be in the form of WWW (what went well) and EBI (even better if). Students are familiar with this strategy as this is regularly used in Drama. The teacher will model this strategy to help students link this to the learning intentions and success criteria. Lower ability students may need support with this strategy from the teacher.

3. Modelling

The teacher will provide an aural or visual example of what the student needs to do in order to improve their work or will demonstrate using 'teacher in role'. In addition video clips and examples/extracts from plays are viewed by students. This is to aid their understanding and learning and provide an aural/visual reference of what is expected. Peer assessment can also aid this process as students view the work of others and learn from this.

4. Literacy

Teachers will correct subject specific words and will also encourage students to use the whole school Literacy strategy 'Format Matters'. Basic spelling and grammar will be corrected.

5. Video Evidence

Video evidence of previous and present students' work is recorded and shared when completed. This is jointly assessed and summative feedback given referring to the stage that the student is working at.