



**SHIRELAND**  
COLLEGIATE ACADEMY

An altogether better place to learn

## **Feedback and Marking Framework** **Updated: October 2018**

### **Rationale**

High quality, effective feedback has been shown to support student progress, with students making up to 8 months' additional progress when benchmarked against average pupil progress over the course of a year.

[Source: EEF Pupil Premium toolkit: <http://educationendowmentfoundation.org.uk/toolkit/>]

In order to provide effective feedback, it should be:

- Productive, allowing students to move their own learning forward
- More work for the student than it is for the teacher.

[Source: Dylan William blog: <http://www.dylanwilliamcenter.com/is-the-feedback-you-are-giving-students-helping-or-hindering/>]

### **Context**

The curriculum at Shireland Collegiate Academy is designed to support students to make outstanding progress and achieve the best grades possible during their time with us. To this end, the curriculum encompasses L4L in Years 7-9, where students are taught via a theme-based approach, as well as Focus Days, where students may work in one subject area for an extended period of time.

**The implications of this are that it is sometimes appropriate to assess students more or less frequently than the time period specified later in this document, with staff encouraged to apply their professional judgement to this.**

Shireland Collegiate Academy has a national reputation for excellence in the use of technology, and staff are encouraged to make use of this infrastructure when providing feedback to students.

**Those monitoring the quality of marking and feedback should therefore look beyond students' exercises books to, for example, the use of class sites for evidence of feedback provided.**

The following 'expectations' section outlines common themes for feedback across the academy.

**It should be noted that subject areas have been given the flexibility and responsibility to provide feedback in a way that best supports students' learning, within the parameters of the academy framework.**

The 'subjects' section gives further details of how individual departments have adapted their practice within this framework in order to provide feedback to students, where appropriate.

### **Expectations**

It is expected that all staff will routinely provide students with verbal feedback and make use of Assessment for Learning techniques in the course of their lessons.

The minimum expectation is that students should be provided with 'formal' feedback (written, audio or video, for example) at least once every 2-3 weeks, or in line with departments' programmes of study.

Staff are encouraged to select a 'formal' feedback method that suits the group of students that they are teaching and the work that they are providing feedback on – this may differ between tasks. Formal feedback provided to students should be evidenced via, for example, notes on students' work, feedback sheets and/or class sites.

In order to emphasise the importance of high-quality feedback, all departments are expected to allocate time in their programmes of study for students to receive and act on feedback provided, preferably within lesson time where appropriate.

It is suggested that effort and attainment grades are not to be given at the point of feedback, as evidence has shown that students may focus solely on these grades and ignore the qualitative feedback that they have been given. Effort and attainment grades are shared with students at the six formal assessment points each year, although departments are welcome to share these with students more frequently if they wish to.

Students are to be rewarded for their work throughout the academic year using Vivos, where a member of staff feels that their work warrants it.

Staff in all departments are to identify and address Spelling, Punctuation and Grammar issues with students. In order to avoid this becoming a burden, it is recommended that these issues are recorded once on students' class sites. More detail as to how staff are expected to provide feedback in terms of Spelling, Punctuation and Grammar can be found in the academy's literacy policy.

Heads of Department are responsible for monitoring the consistency and quality of feedback within their departments – the attached work scrutiny form (appendix 1) is a suggested template for use when checking students' work

and discussing feedback and the quality of students' work as part of departmental CPD, and working with SLT links.

It is expected that a formal work scrutiny takes place at least once per half-term and that the results of this are shared with SLT links.

## **Subjects**

### **Business and ICT**

#### **GCSE and A' level subjects**

Students are assessed at the end of each course module. Assessments are presented in a form similar to what students could expect to see in their final examinations.

Feedback is provided to the students and will always focus on providing information on what they have done well and what they need to do to improve their answers. They are given specific targets that relate to the syllabus specification. The majority of the written assessments are examination style questions. Marks are awarded to the students in line with examination marking schemes.

Lesson observations also focus on the quality of verbal feedback provided to the students. This is a key focus within teaching and learning in the department and students are encouraged to record verbal feedback that they receive.

Staff also keep individual tracking sheets to record grades on assessments.

#### **GCSE controlled assessment – final completion June 2018**

The policy for marking controlled assessments is taken from the AQA/EDEXCEL/ OCR examination boards.

A tracking document is set up on the subject site to track student progress. The document highlights which parts of the controlled assessment have been completed.

#### **BTEC courses**

The BTEC marking and Feedback policy is directly taken from the EDEXCEL changes that have been introduced for all learners taking a BTEC qualification:

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide to Internal Assessment for BTEC Firsts and Nationals.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide%20to%20Internal%20Assessment%20for%20BTEC%20Firsts%20and%20Nationals.pdf)

A tracking document is set up on the subject site to track student progress. Students receive formal feedback in a variety of methods. This can be verbal, recorded electronically on the class site or written onto the student work. Appropriate methods for feedback are chosen dependent on the nature of the assessment task.

Once the unit of work is completed it is internally assessed and then by the lead verifier.

### Level 1 courses

Level 1 students receive verbal feedback in every lesson, informing them of what they have done well and what and what their next steps are. Once a piece of work is completed, formal written feedback is provided on their work. Once the units are completed the work is internally verified by the nominated person in the department.

A tracking document is set up on the subject site to track student progress.

Students receive both verbal and written feedback (written feedback is on students' work).

### Further developments

For the academic year 2017/2018 all class sites within the department will have a OneNote Class Notebook attached. In the Notebooks all students will have a feedback section that they will review on regular basis and use the SWaNS target setting technique. With direction from their teacher students will identify their Strengths, Weaknesses and the Next Steps to take to improve progress.

## Design

- **KS3** students receive verbal feedback every lesson and a formal assessment at every key stage of a project or completion of a task. For example, laser cutting the sides to a year 7 project will take 4 lessons to design and manufacture, during the design process the student will be given verbal feedback on how to improve and change their design into something that is manufacturable, once the piece is manufactured they will receive a competency grade in year 7 and 8, in year 9 they will receive a GCSE grade. Depending on the complexity, project and tasks students will usually have an assessment grade every 2/3 weeks. All work is tracked through class/year group trackers.
- **KS4** students follow a similar structure, however, all of their work is driven through a class site where students upload their work at the end of a key stage in their project work, this is then marked and shared back with the students who are given time next lesson to reflect and make changes. This will usually happen every 2/3 weeks but can be longer depending on the task. For instance if a class is working on their design ideas section they may not upload their coursework for 2/3 months or until all design pages are complete to the highest of standards, scanned back in and added to their portfolios. During the design process they will be given verbal feedback on how to improve, demonstrations and guides where necessary to help them improve their work. All progress is tracked through class/year group trackers.
- **KS5** is driven in exactly the same way to KS4.

In Art and Design, coursework is assessed at similar key stages to Design and Technology where students receive formative feedback sheets using exam board assessment criteria, however, their work is not driven through the class site as it is practical based.

## English and Media

In English lessons, students will receive target driven, formal feedback at least twice over a scheme of work on an extended piece of writing. This will be either through class work or end of scheme assessments. Students will also be given informal feedback (e.g. peer/ self-assessment) and verbal feedback within lessons. Students will be asked to respond to feedback at least twice during a scheme of work.

Class books are used for note making, drafting and are a record of both formal and informal feedback.

In Media Studies, written work is marked in line with English. Students will receive feedback on coursework to help with the drafting process, in line with the requirements of the specification.

### Assessment:

	<b>Every 2-3 weeks</b> One written response based on a skill Monitored through book sees	<b>Assessment</b> Minimum of 30 minutes of writing time Monitored on mark book
<b>Year 7</b>	Big read/ big Write Marked by L4L staff MS = provided by NUN	Twice through a half term Unseen test MS = provided by test producer (level) Written on paper/ in booklets, kept by L4L staff
<b>Year 8</b>	Work in books/ OneNote Marked by teaching staff Targets set individually against competency skills grid	Once through the half term Topic: In line with SoW content MS = competency grid (level) Written on OneNote, kept by English staff
<b>Year 9</b>	Work in books/ OneNote Marked by teaching staff Targets set individually against GCSE skills grid/ mark scheme	Final week of half term Topic: In line with SoW MS = GCSE (mark/ grade) Written on OneNote, kept by English staff
<b>Year 10</b>	Work in books/ OneNote Marked by teaching staff Targets set individually against GCSE skills grid/ mark scheme	Final 2 weeks of half term Topic: In line with SoW MS = GCSE (mark/ grade) Written on paper, kept in a folder by class teacher
<b>Year 11</b>	Work in books/ OneNote Marked by teaching staff Targets set individually against GCSE skills grid/ mark scheme	Final week of half term/ mock exam week Topic: In line with SoW MS = GCSE (mark/ grade) Written on paper, kept in a folder by class teacher
<p><b>Students must respond to/ interact with marking every 2 to 3 weeks</b> e.g.</p> <ul style="list-style-type: none"> <li>- Improve a sentence/ paragraph using green pen</li> <li>- Summarise a target in their own words</li> </ul>		

	<b>Every 2-3 weeks</b> One written response based on a skill Monitored through book sees	<b>Assessment</b> Minimum of 30 minutes of writing time Monitored on mark book
<b>Media Studies KS4</b>	Work in books Marked by teaching staff Targets set individually against GCSE mark scheme Coursework may receive weekly feedback verbal or written through a progress tracker	Twice through a half term Unseen test MS = GCSE Written on paper/ in booklets, kept by class teacher
<b>Year 12 English Literature</b>	Work in books/ OneNote Marked by teaching staff Targets set individually against A level mark scheme	Minimum of twice through the half term (per topic) Topic: In line with SoW content MS = A Level mark scheme Written on paper, kept by class teacher
<b>Year 13 English Literature</b>	Work in books/ OneNote Marked by teaching staff Targets set individually against A level mark scheme Coursework may receive weekly feedback verbal or written	Minimum of twice through the half term (per topic) Topic: In line with SoW content MS = A Level mark scheme Written on paper, kept by class teacher
<b>Year 12 Media Studies</b>	Work on paper/ typed responses Marked by teaching staff Targets set individually against A level mark scheme Coursework may receive weekly feedback verbal or written	Minimum of twice through the half term (per topic) Topic: In line with SoW content MS = A Level mark scheme Written on paper, kept by class teacher
<b>Year 13 Media Studies</b>	Work on paper/ typed responses Marked by teaching staff Targets set individually against A level mark scheme Coursework may receive weekly feedback verbal or written	Minimum of twice through the half term (per topic) Topic: In line with SoW content MS = A Level mark scheme Written on paper, kept by class teacher
<b>Students must respond to/ interact with marking every 2 to 3 weeks e.g.</b> - Improve a sentence/ paragraph using green pen - Summarise a target in their own words		

The department also makes use of mock exams in line with the Academy's plans.

Assessment entry points during each half term are used to plan intervention groups.



## Humanities

- KS4 will receive at least two written 'My Feedback' sheets per half-term which will include two 'What you did well' and two 'Targets for improvement'. This feedback will also include their current grade, target grade, effort and Vivos awarded. These are printed and glued into books. Students also receive feedback through their class sites for areas to focus on/directed to and these can range from the discussion area, announcements or shared documents. At KS4 students will also receive regular verbal feedback.
- KS5 will receive regular written feedback based on their essays/exam answers/assignments driven by the marking bands from the examination boards. Feedback is given through class sites as a way to meet target grades.
- Year 9 L4L will receive at least two 'My Feedback' sheet per theme. These will focus on competency level achieved, as well as targets for improvement, effort and Vivos are also recognised on this sheet. These are then stuck in the books. Year 9 will also receive regular verbal feedback.
- All the above assessments are available on the subject site for each subject's assessment data folders.
- HOD monitors marking and feedback once per term which is shared with the relevant member of staff and targets are given if necessary. Also examples of 'My Feedback' can be accessed through the subject site for new staff who join the department.

## **Languages**

The MFL Department uses a variety of forms of feedback to our students. Verbal feedback throughout the lesson provides the students with on-the-spot guidance, assistance and improvements as well as peer and group assessment which ensures that students are engaged in the feedback process and are aware of the criteria their feedback is based on. Written feedback at [KS3](#) & [KS4](#) is based around our own coding system where students engage with the codes and respond in their exercise books.

In MFL, the majority of our marking and feedback is based around the [Pearson Progression Steps for both KS3 and KS4](#). Students are introduced to the steps in KS3 and have their own target steps and progress records. These records help them to see clearly which level they are currently working at in each of the four skills (Listening, Reading, Speaking and Writing) and what they need to consider to improve their language; both from a content and a grammar perspective.

In KS5 the marking is very different. Verbal feedback in the lessons plays a major role in the department and, although still marked using our coding, the nature of A-Level means that written feedback is based around the exam board criteria and guidance for the particular skill we are assessing.

## L4L

### Extract from the Literacy for Life Teaching and Learning Policy

Feedback should include a range of techniques tailored to students' learning needs and be delivered at timely intervals with opportunity for students to act upon it.

Teachers must plan for feedback. This may take the form of formative assessment points and involve teacher, peer or self-assessment. Furthermore, time should be allowed for students to act on feedback. The time frame and regularity of directed improvement and reflection time should be determined by the amount and regularity of feedback.

Selective Marking: The purpose of selective marking is to enable a more precise focus on areas for development, and ensure progress within them. When students have many corrections to make it can be difficult for them to know where to start, and they need guidance to work through it. Used well, selective marking enables faster progress over time.

Feedback must be regular, primarily formative and may be selective. If student work is marked regularly, it means they get regular feedback and the opportunity to improve. Marking, as with flipped or extended learning, should be proportionate with curriculum time. The frequency of marking is proportionate to lessons.

### Marking Techniques could include, but are not limited to:

- The Yellow Box
- Live Marking
- Highlight < Action / Challenge Questions
- Cross-section (see five-minute flick)
- 2 Stars and A Wish
- Audio feedback

If the time taken to mark a class set of books is out of proportion with the amount of time the class collectively spends on responding to the feedback then something has gone wrong. If students do not engage with the feedback, there is no impact.

Primarily marking should be formative. The focus of your marking must be showing students how they can improve. Where possible avoid a summative mark/level/grade, as this often means students spend their time comparing how they have done with their classmates and not on improving their mark.

Competencies should be used to facilitate discussions about learning in the class. The Competency Rubrics should be treated as a formative measure to advise (feedback to) students how to further progress. 'Criteria linked' tasks (i.e. more in-depth or detailed assessments) can also be formative and their frequency should be proportionate to the amount of curriculum time.

The types of feedback, and more importantly the interactions with feedback, outlined above should be evidenced across all formats of student response.

## **Mathematics**

In addition to the points contained within the 'expectations' section above, staff are expected to provide specific targets for improvement for students which should either help them to address misconceptions or extend their learning. These targets will usually be in the form of questions which will prompt students to address their misconceptions. Staff are encouraged to provide links to, for example, tutorial videos in order to support students with this work.

It is expected that students will be given time in lessons to work on these targets, with peer support encouraged.

Feedback on commonly occurring issues will often be shared with students through class sites.

To support independent study at KS5, students are provided with mark schemes via class sites so that they are able to continuously assess their work and then misconceptions are to be addressed during lesson time.

## **Performance**

### **Music**

Assessment in music is handled in a number of ways to reflect the practical nature of the subject (hence no exercise books).

Students are shown differentiated learning objectives at the start of each session, which forms the basis for formative assessment throughout the course of each lesson, with a variety of formative assessment techniques. Feedback on how to improve happens naturally as a part of this.

Summative assessment is taken care of through the use of video recordings or audio bounce-downs at key assessment points. This is usually of final work at the end of a scheme of work such as a performance. The video recording is made during the lesson and an assessment decision is made and fed back to the students either during that lesson or in the subsequent lesson. The video evidence is then stored in order to show improvement over time.

In Y10 and Y11, the summative process is built upon to provide more detailed feedback and to encourage students to become more independent. Key assessment points are video recorded and uploaded onto the class site, along with written feedback, for students to watch and read in their own time. Students then use the discussion forum on the class site to respond to feedback - they are required to evaluate their own performance and suggest improvements to their or their peers' performance.

All summative assessment grades are recorded in a central tracker for KS3, and in teacher planners for KS4, and uploaded half-termly to SIMS as per the Academy policy.

### **Drama**

Assessment in Drama is handled in a number of ways to reflect the practical nature of the subject. Written work is delivered as and when needed in Years 9, 10 and 11. Written coursework is integral to the post 16 Drama course where on line portfolios and scrapbooks are marked and internally verified in line with the BTEC assessment plan dates.

Verbal feedback is given regularly during each lesson which students act on immediately to improve their work, identifying the improvements they have made through discussion at the end of the session. Peer assessment is given each lesson both through the rehearsal process and by student feedback after performances. This is done verbally, using a 'positive and constructive' system. Students' work is videoed and placed on the class sites to allow students to reflect on their own progress.

Summative assessments are mostly video recordings, which students are able to watch back through the class site or through shared one drive files. Written or voice recorded feedback accompanies summative task videos where appropriate. Students in KS4 and KS5 then have the opportunity to

speak to teachers on a one to one basis or in small groups to discuss levels and grades achieved.

Written coursework is handed in as drafts, annotated and handed back for improvements, where this policy fits in with exam board requirements. Grades are recorded on e-portal and / or electronic tracker sheets.

## **Dance**

Dance at Key Stage 3 is assessed through competencies used within the L4L sessions. The predominantly practical work is differentiated through task using the levels Emerging, Developing, Proficient and Advanced. Practical observations of students work are recorded on an assessment tracker and videos are uploaded to the OneDrive to enable students to reflect on the work they have created. Peer and Self-assessments are carried out every 2 weeks and recorded. Flipped learning tasks are set for students with a focus on evaluation. Each half term students are set an extended piece of creative homework that is linked to the students understanding of the topic. Verbal feedback is given throughout each session.

In Key Stage 4 Flipped Learning is used to support the delivery of the theory elements, including knowledge of professional works. Student journals are monitored on a weekly basis and these enable students to set short and long term goals with the support of the teacher. Students' practical observations are uploaded onto the Class site and the OneDrive. This is all used to inform the summative assessment reports which are recorded on e-portal. Mock exams take place in November and March. The marks are shared with students and the results are used to inform planning. Exam board requirements mean that 3 official observations of working practice are completed during the GCSE course.

Dance at Post 16 is assessed through the BTEC National Level 3 (Performing Arts) Criteria, following the [guidelines set out by the exam board](#). 2 of the units are externally assessed and the remaining 2 are internally assessed and externally moderated. Tutor observations, verbal and written feedback and video assessments are all a compulsory part of the course. Progress and understanding is monitored through recorded interviews between the students and the class tutors. Videos are uploaded to the OneDrive and shared with students. Students keep an ongoing journal and set short term and long term goals. These are agreed with classroom teachers. Summative assessment is informed by all the above methods and recorded on SIMS. Verbal feedback is essential to progress and is provided throughout each lesson.

## **Physical Education**

Due to the varying nature of the practice of practical PE, there are a number of different assessment methods used.

During core PE verbal feedback is given regularly in order to stretch and challenge individuals. Students can take on additional roles such as coach and referee in order to enable them to develop their knowledge and understanding of a sport. Peer assessment is used in all lessons to motivate and challenge students and to ensure that all students know and understand what is required of them.

During GCSE PE students have exercise books which are marked regularly and feedback is given with regards to quality of written communication and content. Knowledge is checked by practising exam questions which are regularly peer marked to encourage students to become familiar with mark schemes. During the practical element of GCSE PE students are given verbal feedback from the teacher as well as peer assessment. They are given the GCSE criteria and asked to mark themselves against it in order to see where they currently are and how to improve.

At BTEC students are given deadlines for assignments which they submit via the class site. Throughout lessons verbal feedback is given and tasks involve peer assessment so that understanding can be developed in order for students to access the merit and distinction criteria.

BTEC internal verification guidance can be found here:

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide to Internal Assessment for BTEC Firsts and Nationals.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide%20to%20Internal%20Assessment%20for%20BTEC%20Firsts%20and%20Nationals.pdf)

## **Science**

### **KS3 and KS4**

#### **Homework**

- Students to be set either a weekly flipped homework task or a task using Century or Kognity (Web-based). Students will receive instant feedback from the reports created by Century/Kognity.

#### **In lesson**

- Staff to provide verbal feedback to students throughout each lesson for the students to respond to immediately.
- Use of coloured pens for students to self/peer assess written work in lesson, any errors are to be corrected in this process.

#### **Summative assessment**

- Students complete a self-assessment (Half-Way Assessment) prior to their final assessment of a topic by identifying their strengths and areas for improvement. Teachers to sign and date forms.
- Students receive a summative assessment every term. This assessment is to be formally assessed by staff who will talk through the assessment with students to identify how they could have improved their mark.
- The results of this assessment are to be used by the students to fill out a formal assessment sheet (My Science Feedback Sheet) to identify their strengths and weaknesses in the topic. Staff will respond to student feedback and provide targets for the student to respond to on this assessment sheet.

### **KS4**

In addition to the points previously mentioned:

#### **Homework**

- Extended homework (Required Practicals) to be set at the start of a topic to act as flipped learning for the student. This homework will span a few weeks and is to be handed in and assessed prior to the end of topic assessment. Upon completion students are to peer assess each others' work using a framework provided by the teacher (either verbally or written). Staff are to speak to each student regarding this homework and provide target questions for the students to complete based on areas where they show a weakness.
- Each extended homework is to be kept in a folder for each student along with feedback.

#### **Summative assessment**



- Assessment is to be stored in students' folders along with their extended homework.

## **KS5**

### **Homework**

- Students to receive weekly homework which are to be assessed by the next lesson with feedback provided.

### **Summative Assessment**

- Students to be assessed at the end of each topic and provided with feedback.

Assessment and comments are different for BTEC – see BTEC internal verification guidance:

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide to Internal Assessment for BTEC Firsts and Nationals.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide%20to%20Internal%20Assessment%20for%20BTEC%20Firsts%20and%20Nationals.pdf)

## **Social Sciences**

### **A level subjects**

For A Level subjects we use learning logs where students record their feedback and then they resubmit their work after receiving feedback. Students refer to the feedback and this is evident in the resubmission of their assessment. Students are given information on what they have done well and what they need to do to improve their answers. They are given specific targets that relate to the Assessment Objectives (AO1, AO2)

Students are given regular assessments based on each topic covered.

Staff also keep individual tracking sheets to record grades on assessments

Feedback can be found on students' work and the learning logs

### **BTEC courses**

The BTEC marking and Feedback policy is directly taken from the EDEXCEL changes that have been introduced for all learners taking a BTEC qualification:

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide to Internal Assessment for BTEC Firsts and Nationals.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide%20to%20Internal%20Assessment%20for%20BTEC%20Firsts%20and%20Nationals.pdf)

Students submit assignments via the class site on the given deadline. The assignments are marked and students can view the written feedback.

A tracking document is available to students on their class site so that they can monitor their progress.

Students receive formal written feedback on their work.

Once the unit of work is completed it is internally assessed and then by the lead verifier.

**Appendix 1**  
**Work Scrutiny Monitoring Form**

Teacher:	
Teaching group(s)/students' names:	
Reviewer:	
Date:	

Focus	Evidence	Feedback
Students' work demonstrates that clear learning objectives have been shared.		
Students' work is presented to a high standard.		
Students regularly receive formal feedback (written, video, audio etc.) on their work.		
Students engage with, and act upon, the feedback that they have been given.		
Spelling, Punctuation and Grammar issues are highlighted and addressed with students.		
Students' work is praised and rewarded with Vivos where appropriate.		
<b>Any other comments</b>		