



# Marking and Feedback Policy

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Ratified by the Chair of Governors

Name: Mawlana Maseehullah Patel

Signature:

A handwritten signature in black ink, written over a horizontal blue line. The signature is cursive and appears to read 'M. Patel'.

# Marking and Feedback Policy

## What is feedback?

Feedback can take different forms: peer, self, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

## Aims of feedback

- To help students make progress;
- To provide strategies for students to improve;
- To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- To inform our planning and structure the next phase of learning;
- To facilitate effective and realistic target setting for student and/or the teacher;
- To encourage a dialogue to develop between student and teacher;
- To encourage students to have a sense of pride in their work;
- To encourage students to aim for perfect presentation;
- To correct mistakes, with a focus on Literacy skills.

## Principles

- Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
- A dialogue, both verbal and written, should be created between teacher and student.
- When marked books are returned to students it is essential to allow time (DIRT: Dedicated Improvement and Reflection Time) for students to read the comments and engage with the feedback;
- Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
- Peer and self-feedback is a valuable tool for learning that should occur regularly.

## Type and frequency of verbal feedback:

- This is the most frequent form of feedback;
- It has immediacy and relevance as it leads to direct student action;
- Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned.

## Type and frequency of written feedback:

- There are two types of written feedback: detailed and maintenance;
- The frequency of each type of written feedback will vary between subjects and key stages; (see later sections for further information);
- Some subjects that are more practical may well not have detailed written feedback;

- Detailed feedback will clearly identify the strengths and areas for improvement that students will then act upon (this may be in the form of WWW – what went well and EBI – even better if);
- Maintenance marking may identify specific issues such as key words, literacy and presentation issues.

**Type and frequency of peer assessment:**

- This is shown by research to be one of the most effective modes of feedback;
- Written peer feedback should be clearly identified as ‘PA’ and it should include the name of the student giving the feedback;
- Students need to be well trained over time to effectively peer assess one another.

**Type and frequency of self-assessment:**

- This allows students to identify their learning needs;
- Self-assessment should be clearly identified as ‘SA’;
- Teachers should share success and/or assessment criteria where appropriate.

**Literacy and numeracy feedback:**

To improve the literacy standards of our students, we must all give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback.

Work should be marked for literacy using the following symbols:

|           |                       |
|-----------|-----------------------|
| <b>Sp</b> | Incorrect spelling    |
| <b>//</b> | Start a new paragraph |
| <b>∧</b>  | Missing word          |
| <b>?</b>  | Unclear meaning       |
| <b>P</b>  | Faulty punctuation    |
| <b>C</b>  | Capital letters       |

We all have a duty to be vigilant about standards of our students’ numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

**Monitoring and Evaluation**

Quality assurance should take place to ensure feedback is allowing students to progress their learning. This may involve conversations with students and work scrutiny.

## Subject specific marking and feedback

| <b>English</b> |  |
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| KS3            | <ul style="list-style-type: none"> <li>• Detailed written feedback is given after each unit six times a year; at the midpoint of each unit, students receive targets on how to improve and work towards the final assessment.</li> <li>• This can be identified by the ‘two stars/wish’ stamp/text, which will explain clearly how students can improve.</li> <li>• Students will be expected, in most cases, to self -correct errors identified.</li> <li>• Written comments are not given for class notes, unless SPAG/presentation errors are being addressed.</li> <li>• Verbal feedback is given through questioning methods and one-to-one conversations, as appropriate.</li> <li>• Peer feedback is also key, and students will be trained how to do this effectively as they progress through each year. Teacher initials will indicate it has been checked.</li> <li>• DIRT is embedded in lessons and students are given frequent opportunities to respond to targets.</li> </ul> |
| KS4            | <ul style="list-style-type: none"> <li>• Detailed written feedback is given after each assessment, approximately every six weeks, using the exam criteria; at the mid-point of each unit, students receive targets on how to improve and work towards the assessment, followed by DIRT time for students to respond.</li> <li>• This can be identified by the ‘two stars/wish’ stamp/text, which will explain clearly how students can improve.</li> <li>• Students will be expected, in most cases, to self -correct errors identified.</li> <li>• Written comments are not given for class notes, unless SPAG/presentation errors are being addressed.</li> <li>• Verbal feedback is given through questioning methods, in addition to one-to-one conversations after mock examinations.</li> <li>• Peer feedback is central, and students will be trained how to interpret and apply the examination criteria effectively.</li> </ul>   |

## Science

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| KS3 | <ul style="list-style-type: none"><li>• Students will receive feedback after end of term exams (3 per year). Feedback is a combination of teacher feedback, peer feedback and self- feedback as most appropriate for the task but will always identify strengths and weaknesses and how to improve.</li><li>• Maintenance feedback: The general quality of a student’s work (effort, presentation, SPaG) will be checked by their teacher, with feedback given a minimum of once every term.</li><li>• Written feedback: Strengths and weaknesses- with areas for improvement will be identified in all written feedback.</li><li>• Verbal feedback is given to students continually within science lessons, during everyday classroom discussions, and on an individual basis when required. The nature of verbal feedback in science means that students will usually act on this feedback immediately; therefore, verbal feedback will often not need to be recorded.</li><li>• There are three progress tests per year including the end of year exam, which will be reviewed to improve future learning.</li><li>• Students are expected to respond to/act on any feedback given. DIRT time will be given after progress tests and assessed tasks if appropriate, during lessons.</li></ul>  |
| KS4 | <ul style="list-style-type: none"><li>• Students will receive detailed feedback after cumulative progress tests/end of year exams/mock exams and on at least one past exam question in each of biology, chemistry and physics each half-term. Feedback is a combination of teacher feedback, peer feedback and self-feedback as most appropriate for the task but will always identify strengths and weaknesses and how to improve.</li><li>• The general quality of a student’s work (effort, presentation, SPaG) will be checked by their teacher, with feedback given a minimum of once every term.</li><li>• Strengths and weaknesses - with areas for improvement - will be identified in all written feedback.</li><li>• Verbal feedback is given to students continually within science lessons, during everyday classroom discussions, and on an individual basis when required. The nature of verbal feedback in science means that students will usually act on this feedback immediately; therefore, verbal feedback will often not need to be recorded.</li><li>• A minimum of three formal assessments a year- including mock and external exams. With the exception of external exams, these papers will be teacher marked and then reviewed by students to improve future learning.</li><li>• Students are expected to respond to/act on any feedback given. DIRT time will be given after all progress tests and after assessed tasks if appropriate, during lessons.</li></ul> |

## Mathematics

- Verbal feedback is recognised as having the greatest impact on student progress.
- Work completed is assessed appropriately using a range of teacher, peer and self-assessment.
- Y7, Y8 and Y9 - Complete end of topic assessments as given in the SOW, and also termly progress tests. Feedback is given for these. Opportunities are given to students to reflect on their work.
- For other year groups, regular opportunities are given to assess work. Summative assessments (minimum one each term) should be completed and feedback given. Individual areas for improvement are specified and DIRT time is provided for students to work on their feedback.

## Religious Studies

At the start of lessons, an AFL activity is usually carried out to:

- Identify strengths and weaknesses
- Correct SPAG and specialist vocabulary
- Improve the quality of students' work

Every half term, students will reflect on WWW and EBI and set themselves targets. Students' work will be checked every half term in order to identify presentation concerns, correcting subject specific spelling errors and checking completion of work.

Class work will not be commented on unless there are SPAG errors to address. Verbal feedback will be given regularly.

Every term, students are given summative assessments and given feedback from the teacher.

Peer assessments will be done regularly

## Islamic Studies

KS3/4

At the start of lessons, a recap is usually carried out to:

- Identify strengths and weaknesses
- Correct specialist vocabulary
- Improve the quality of students' understanding

Every half term, students will reflect on WWW and EBI and set themselves targets. Student's work will be checked and feedback is given every half term.

| <b>Drama</b> |  |
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| KS3          | <p>Observations of group and individual work are conducted in each practical lesson. Relevant verbal feedback is given accordingly focusing on using drama techniques:</p> <ul style="list-style-type: none"> <li>• Imagination</li> <li>• Thinking and Understanding</li> <li>• Performing (Vocal/ Physical/Character)</li> <li>• Drama Vocabulary</li> </ul> <p>Observations and judgments during the process of the Role-Play.<br/>Teacher, self and peer assessments should be used to help students identify 'strengths' and 'areas for improvement'.</p> |

| <b>Geography</b>  |  |
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| <p>Verbal feedback will be ongoing throughout lessons and immediate for individuals, pairs or groups according to the set tasks. Students will be expected to act positively on the feedback given and to improve or refine their work.</p> <p>Exercise books will be checked (dependent on the amount of written content) for maintenance marking. This will check for expected lesson notes and homework, literacy (including the use of subject specific terms), presentation and numeracy. Students are encouraged to amend and add to their answers.</p> |  |
| KS3   | <p>Feedback will be given on assessments every term and on longer written pieces as and when they are set. The feedback lessons following this more detailed marking give students DIRT in order to improve and refine their exam answers (to be done in red). Peer and self assessment to be completed in shorter questions.</p>  |
| KS4   | <p>Detailed written feedback will be given on exam questions and longer answers in exercise books. Each topic has an end of topic test.</p> <p>There is an end of unit exam in each year and a mock paper in November of Y11. These are marked by the teacher using GCSE mark schemes and feedback lessons follow all of these.</p> <p><b>Controlled assessment:</b></p> <ol style="list-style-type: none"> <li>1. Whilst the students work under limited control, they are given regular verbal feedback in class.</li> <li>2. Drafts of the introduction, methods and data presentation are checked, and feedback given ready for students to refine and improve.</li> <li>3. Models are discussed in class and mark schemes are used by individuals during high control tasks for self- evaluation, teacher feedback is not allowed.</li> <li>4. Students self assess their work weekly from mark schemes and model answers. Then verbal feedback given.</li> </ol> |

## Business Studies

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| KS4 | Written feedback is given on end of unit assessments at least once per term.<br>DIRT time is undertaken to act upon written feedback.<br>Key word tests, with peer marking, are undertaken once per half term.<br>Maintenance marking in line with school policy. |
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## PE

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| <ul style="list-style-type: none"><li>• Feedback is verbal and continuous. It will occur during the lesson and often mid-activity. Students will be expected to act upon this feedback during their next attempt.</li><li>• Peer assessment: much of the work done in lessons is collaborative. Group and pair work rely on regular high-quality peer feedback.</li><li>• Self-assessment: students are asked to reflect on their performance on a lesson-to-lesson basis. Following a degree of self-reflection students can act upon their self-assessment and amend their skills or strategic approach.</li></ul> |
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## History

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| KS3 | <p>At the start of lessons, an AFL activity is usually carried out to:</p> <ul style="list-style-type: none"><li>• Identify strengths and weaknesses</li><li>• Correct SPAG and specialist vocabulary</li><li>• Improve the quality of students' work</li></ul> <p>Every half term, students will reflect on WWW and EBI and set themselves targets. Students' work will be checked every half term in order to identify presentation concerns, correcting subject specific spelling errors and checking completion of work.</p> <p>Every term, students are given summative assessments and given feedback from the teacher.</p> |
| KS4 | <ul style="list-style-type: none"><li>• Subject specific literacy errors, and organisational weaknesses will be identified and addressed.</li><li>• Books will be marked every half term.</li><li>• Students will undertake the exam skills practice questions that are specified. Skills practice tasks will be marked formatively. Students will be given time to reflect on feedback.</li><li>• There will be 3 summative end of unit tests – students will receive a grade and feedback for these.</li></ul>  |



## Languages (Urdu)

During lessons, verbal feedback is given and AFL activities are continuously carried out to:

- Identify strengths and weaknesses
- Correct spelling, punctuation and grammatical errors
- Improve the quality of students' work

Students will reflect on WWW and EBI and set themselves targets. Students' work will be checked in order to identify presentation concerns, correcting subject specific spelling errors and checking completion of work. Every term, students are given summative assessments and given feedback from the teacher.

## Languages (Arabic)

During lessons, the teacher will check the students' work and give verbal feedback. As Arabic is a language that most students are unfamiliar with, the majority of feedback relates to the following:

- (----) Spelling and grammatical errors. The teacher will write the correct word over the student's work using a different coloured pen
- (R. 5) Missed/incorrect word. This symbol indicates that the student must re-write this word correctly 5 times
- (S.M) See me. If the student completely misunderstood the whole concept

At the end of each half-term, the students will fill in a bird eye review sheet. Students will reflect on WWW and EBI and set themselves targets. Students' work will be checked in order to identify presentation concerns, correcting subject specific spelling errors and checking completion of work. Every term, students are given summative assessments and given feedback from the teacher.

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| KS3 | <ul style="list-style-type: none"><li>• Key spelling, punctuation and grammar errors must be corrected and practised during DIRT.</li><li>• Detailed feedback given on each module.</li><li>• Verbal feedback given in lessons.</li></ul> |
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| KS4 | <ul style="list-style-type: none"><li>• Key errors identified must be corrected by pupils in DIRT.</li><li>• Detailed written feedback given to pupils after mock exams and Controlled Assessments.</li><li>• Regular written advice and guidance as to how to improve.</li><li>• Strengths and weaknesses identified for written work.</li><li>• Verbal feedback given in lessons.</li></ul> |
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## **Citizenship**

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| KS4 | <ul style="list-style-type: none"><li>• Feedback is given on end of unit assessments at least once per term.</li><li>• Frequent 8-mark essay past exam questions assessed.</li><li>• DIRT time is undertaken to act upon written feedback.</li><li>• Exam practice questions, with peer marking, are undertaken every half term.</li><li>• Yr10 end of year exams and year 11 mock exams are undertaken, in line with school policy, with feedback given.</li><li>• Maintenance marking in line with school policy.</li></ul> |
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## **PSHE**

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| KS3 | <ul style="list-style-type: none"><li>• Feedback is given on end of unit assessments at least once per term.</li><li>• DIRT time is undertaken to act upon written feedback.</li><li>• Key word tests, with peer marking, are undertaken once per half term.</li><li>• Maintenance marking in line with school policy.</li></ul> |
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## **Art**

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| KS3 | <ul style="list-style-type: none"><li>• Feedback should be given on strengths and areas of improvement.</li><li>• All feedback should use growth mindset language.</li></ul> |
| KS4 | <ul style="list-style-type: none"><li>• Assessed according to criteria by examination board.</li></ul>   |

## **Technology (ICT/Food Tech)**

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| KS3 | <ul style="list-style-type: none"><li>• Appropriate feedback will be given as detailed in the main school policy.</li></ul> |
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## **Nasheeds**

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| KS3 | <ul style="list-style-type: none"><li>• Listen to nasheeds (islamic songs) sung and give verbal feedback</li></ul> |
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## **Quranic Recitation**

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| KS3/4 | <ul style="list-style-type: none"><li>• Listen to individual recitation and give verbal feedback</li></ul> |
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