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FEEDBACK POLICY

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Member of Staff Responsible for the Policy:	**Katie Hunter**
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What is feedback?

'All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects'. Education Endowment Foundation (EEF) Teacher Feedback to Improve Student Learning Guidance Report' (2021)

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year.

As part of subject curriculum development work we will be following the recommendations outlined by the EEF Teacher Feedback to Improve Student Learning Guidance Report' (2021) using the key principles: :

- Lay the foundations for effective feedback;
- Deliver appropriately timed feedback that focuses on moving learning forward;
- Plan for how pupils will receive and use feedback;
- Carefully consider how to use purposeful, and time efficient, written feedback;
- Carefully consider how to use purposeful verbal feedback;
- Design a school feedback policy that prioritises and exemplifies the principles of effective feedback.

Feedback can take different forms: peer, self, group, teacher marking, or verbal. Great teaching uses 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. With the advancement of technology there are different methods we can use which provide effective and purposeful feedback to students in a more timely way.
The disruption in teaching and learning during the pandemic has resulted in significant changes to teaching and learning, it is essential that we embrace the positive opportunities from a technological perspective and continue to develop our pedagogical practices to develop feedback including the use of visualisers etc.

Aims of Feedback

1. To help students make progress;
2. To provide strategies for students to improve;
3. To give students dedicated time to reflect upon their learning and put in effort to make improvements;
4. To inform planning and structure the next phase of learning;
5. To facilitate effective and realistic target setting for student and/or the teacher;
6. To encourage a dialogue to develop between student and teacher;
7. To encourage students to have a sense of pride in their presentation of work;
8. To correct mistakes, with a focus on literacy/vocabulary skills.

Principles

Huntington School's feedback policy aims to promote consistent and high standards of feedback. This policy sets down the general principles which subjects must use to draw up their own specific policies to suit their curriculum needs. There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement. The general principles are:

1. Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
2. A dialogue, both verbal and written, should be created between teacher and student. When marked work is 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;
3. Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
4. Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
5. Peer, group and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher;
6. There should be three pieces of detailed feedback per term as the agreed maximum. To ensure consistency, schemes of learning/progress maps will be annotated with which pieces of work that will include detailed feedback;
7. Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback, particularly at this time.

Type and frequency of verbal feedback

1. This is the most frequent form of feedback;
2. Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned;
3. School based pupil voice conducted in 2018 showed that verbal feedback was highly valued by all cohorts of students, particularly our more vulnerable students.

Type and frequency of written feedback

1. Written feedback can be provided directly onto hard copies of student work such as in exercise books, or onto electronic/ computer-based tasks;
2. The frequency of written feedback will vary between subjects and key stages; agreed minimums should be clear in the marking policies of each subject area (see appendices for further information);
3. Subjects with a high practical contribution may rely more heavily on verbal feedback but written feedback will still be evident;
4. Detailed feedback will clearly identify the **strengths** and strategies **for improvement** that students will then act upon (this may be in the form of '*Stars and wishes'*; '*Goals and assists'* etc.);
5. When providing feedback on key pieces of work literacy/vocabulary will be addressed.

Type and frequency of peer feedback

1. This is shown by research to be one of the most effective modes of feedback, and peer to peer interaction has been shown to be one of the things students have most missed in recent months. Effective peer feedback is rigorously structured and modelled by the teacher;
2. Unnecessary sharing should be avoided at this time so peer to peer verbal feedback would be encouraged over peer written feedback;
3. Dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge (EEF Metacognition and Self-Regulated Learning Guidance Report).

Type and frequency of self-feedback

1. Akin to peer feedback, students need an explicit and clear structure to identify their learning needs;
2. Teachers should share success and/or assessment criteria where appropriate.

Type and frequency of group feedback

1. Group feedback, if delivered well, can be used to help students to reflect on their learning. Using clear guidelines, led by the teacher, students can self-assess their work.
2. Group feedback, can significantly reduce teacher workload and if used well and appropriately be used as Dedicated Reflection and Improvement Time.

Literacy and numeracy feedback

1. If the literacy standards of our students are going to improve we must 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 when providing detailed written feedback;
2. Work should be marked for literacy using the following symbols:
    1. **Sp** incorrect letters circled in the word = incorrect spelling
    2. // in the student's work, means start a new paragraph
    3. /\ missing words
    4. ? unclear meaning
    5. **P** faulty punctuation
    6. **C** capital letters;
3. 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

1. Subject Leaders must ensure their departmental feedback policy supports the school policy. This policy should clearly identify the type and frequency of feedback in subjects;
2. Subject Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny, learning walks etc.
3. Subject Leaders will check departmental feedback as part of quality assurance process, this will be outlined on Subject Leader Responsibility plan.

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Type and frequency of feedback by Key Stage: Art

Key Stage 3	Key Stage 4	Key Stage 5
1. Formative feedback is given throughout a project, this will be verbal, written and peer. 2. Verbal feedback is given through questioning methods and one-to-one conversations, as appropriate. 3. Written feedback is giving twice a term. 4. Peer feedback is used to support and share ideas, to include checking literacy. 5. There is no expectation that every piece of work is given written feedback. 6. Learners will be given DIRT time to respond to feedback. 7. Students will receive verbal feedback on a regular basis. 8. Summative assessment is given formally at the end of each project.	1. Formative feedback is given throughout a project, this will be verbal, written and peer. 2. Verbal feedback is given through questioning methods and one-to-one conversations, as appropriate. 3. Peer feedback is used to support and share ideas, to include checking literacy. 4. Student work is marked termly with detailed written feedback against specific AOs. 5. DIRT time is given to address teacher feedback. Feedback sheets are given to students and a copy goes on file in the office. These are then re-issued with new targets each term or at the end of a component. 6. Written feedback will take place on formal assessment sheets. 7. There is no expectation that every piece of work is given written feedback. 8. Summative assessment is given formally at the end of each component.	1. Formative feedback is given throughout a project, this will be verbal, written and peer. 2. Verbal feedback is given through questioning methods and one-to-one conversations, as appropriate. 3. Peer feedback is used to support and share ideas, to include checking literacy. 4. Student work is marked termly with detailed written feedback against specific AOs. 5. DIRT time is given to address teacher feedback. Feedback sheets are given to students and a copy goes on file in the office. These are then re-issued with new targets each term or at the end of a component. 6. Written feedback will take place on formal assessment sheets. 7. There is no expectation that every piece of work is given written feedback. 8. Summative assessment is given formally at the end of each component.

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Type and frequency of feedback by Key Stage: Business Studies & Economics

Key Stage 4	Key Stage 5
1. Mock examinations and questions will be used where appropriate and marked to the exam board criteria. 2. EL tasks will be set via Teams and will be MCQ's marked as the student completes them. 3. Teachers will mark extended written work using codes for Application, Analysis and Evaluation where necessary. 4. Dedicated time for improvement and reflection – DIRT - will be given to students on a regular basis. 5. Work of an unacceptable standard will be returned to the student un-marked and the student will be required to redo the work prior to marking. 6. At GCSE level we mark work in accordance to the descriptors given by the exam board to ensure students understand where marks are given and why. Copies of the mark scheme will be used/provided to assist students understanding.	1. Mock examinations and questions will be used where appropriate and marked to the exam board criteria. 2. Longer EL tasks will generally include a writing frame/scaffolding. Shorter EL tasks will be set via Teams and will be MCQ's marked as the student completes them. 3. Teachers will mark extended written work using codes for Application, Analysis and Evaluation where necessary. 4. Dedicated time for improvement and reflection – DIRT - will be given to students on a regular basis. 5. Work of an unacceptable standard will be returned to the student un-marked and the student will be required to redo the work prior to marking. 6. At 'A' level we mark work in accordance to the descriptors given by the exam board to ensure students understand where marks are given and why. Copies of the mark scheme will be used/provided to assist students understanding.

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Type and frequency of feedback by Key Stage: Computing/ICT

Key Stage 3	Key Stage 4	Key Stage 5
1. All teachers will provide verbal feedback throughout projects. 2. All teachers will mark extended written work to correct paragraphing, sentence structure and elements of punctuation plus spelling errors. 3. Peer assessment and self-marking is used where we deem it appropriate. 4. The assessment marking grids are written in student speak, and will include conversations with students about attainment and how they can improve. 5. In years 7, 8 and 9 we assess all project work with main areas being marked by staff (2s & W). All students should receive written feedback at least once a half term for year 7 and 9 and once a term for year 8. 6. All students will be set an appropriate target for improvement for each module. All books/folders should evidence continual marking of students work where appropriate.	1. All teachers will provide verbal feedback throughout projects. 2. All teachers will mark extended written work to correct paragraphing, sentence structure and elements of punctuation plus spelling errors. 3. Peer assessment and self-marking is used where we deem it appropriate. 4. In year 10 and 11 Computer Science the tasks should be marked and given percentage / mark / grade as appropriate. 5. In year 10 and 11 Creative iMedia all work must be marked with relevant mark grids with verbal guidance on how to improve. Formal feedback of the assessment is not permitted by the exam board. 1. Ultimately the marking grid should be used in order to assess the units. Teachers should tick as a criterion is achieved.	1. All teachers will mark extended written work to correct paragraphing, sentence structure and elements of punctuation plus spelling errors. 2. Peer assessment and self-marking is used where we deem it appropriate. 3. At 'A' level we work towards students having an opportunity to produce coursework, this should be marked with students the being given the opportunity to improve their work. 4. Students should be given at least one formal opportunity to improve work against the mark grids. 5. All exam preparation must be assessed using the mark grids or "2 S & W" as appropriate. 6. Formal exam preparation material is not permitted to receive feedback from teachers in accordance with the exam board regulations. 1.

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Type and frequency of feedback by Key Stage: Design and Technology

Key Stage 3	Key Stage 4	Key Stage 5
With the nature of the subject being predominantly practical, verbal feedback will form a significant part of this department's feedback policy. Verbal feedback will be conducted in all lessons when supporting the progress of practical work. Detailed feedback will be given at the end of each practical project and will consist of progress and effort grading's in line with whole school data entries. **'Strengths'** and **'areas for improvement'** will be clearly identified in all formative assessment. SPG will be checked and corrected with a focus on specialist subject vocabulary. Students will undertake peer and self-assessment at appropriate times. They will be guided through this process using assessment criteria guidelines. Maintenance marking will be undertaken throughout the projects. Tasks will be allocated a HIGH/MEDIUM/LOW grade at various interval based on a specific set of assessment criteria.	**NB* A significant section of Key Stage 4 will be controlled assessment (NEA) focussed.** Verbal feedback will be conducted in all lessons when supporting the progress of practical work. **'Strengths'** and **'areas for improvement'** will be stated when using formative assessment statements on theory work. Significant sections of work will be produced as part of the NEA project. In line with exam board and JCQ regulations, individual feedback is not permitted. Student progress tracking and general class feedback will support student progress. One-to-one verbal feedback and some written feedback, identifying strengths and areas for improvement will be given for all practice examinations. Peer feedback will used for some practice examination questions at as a minimum once per term.	Verbal feedback will be given throughout practical assignments on a weekly basis. Students complete extended written responses to examination based questions twice every half-term. Feedback is a combination of teacher and peer feedback. One-to-one verbal and detailed written feedback will be given to students based on a series of practice examination questions they undertake. Significant sections of work will be produced as part of the NEA project. In line with exam board and JCQ regulations, individual feedback is not permitted. Student progress tracking and general class feedback will support student progress. Regular fortnightly portfolio checks will give guidance on appropriate 'strengths' and 'areas for improvement'

In the event of whole class remote learning requirements, feedback will be provided through TEAMS	In the event of whole class remote learning requirements, feedback will be provided through TEAMS	In the event of whole class remote learning requirements, feedback will be provided through TEAMS

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Type and frequency of feedback by Key Stage: Drama

Key Stage 3	Key Stage 4	Key Stage 5
1. Observations of group and individual work are conducted in each practical element of the lesson. Relevant verbal feedback is given accordingly. 2. Students undertake a variety of practical assessments in KS3 over the course of the year. Teachers make observations and judgments during the process and a Progress Zone will be highlighted for elements of Creating, Performing and Responding, then recorded in each student's Drama book in terms of the level of progress (E, M, W, and U). 3. A feedback session follows each assessment; they will receive their highlighted matrix sheet. Teacher, self and peer assessments are used at this point to help students identify individual 'Successes' and 'Challenges' will be both written and verbal and given throughout.	**OCR - GCSE** 1. There are 2 non examined units. One is internally assessed and one is assessed by the exam board. Teachers are able to review work before it is handed in for final assessment. However, this will be in 'general' terms to enable learners to take the initiative themselves in making amendments. General advice will be given during rehearsals and performances; however suggestions on how the assessed piece is to be improved are not allowed to be given directly by the teacher. 2. The third unit is a written examination- externally assessed. 3. Formative assessment is offered throughout the course, which includes one-to-one verbal feedback that identifies strengths and areas for improvement. Small group work, pair work, and solo work is also assessed by monitoring student learning, and teaching. 4. Mock assessments with feedback will take place throughout the course both written and practical.	**A Level -Drama and Theatre- Edexcel** This A level follows a linear structure and is made up of 3 components. The summative assessment of Components 2 and 3 take place in year 13. Component 1 will be completed at the end of year 12. **Component 1** * This is a practical coursework based unit. It is internally assessed and externally moderated. * The written portfolio will receive one formal written and verbal feedback of the Portfolio's penultimate draft as per requirement of the specification. * Regular peer and self-evaluation feedback given. * Feedback will be part of the lessons. * Drama staff will support the students through the devising process but not direct the piece. * At least one 'Scratch' performance will be delivered per performance to gain feedback from audience members prior to the exam. (This may not be possible in light of the pandemic). * A mock Portfolio will be completed at the start of year 12. During this time regular written following "Success" and "Challenge" verbal feedback for guidance will be given.

4. Written teacher feedback will be in purple pen, students will write in blue or black unless that are responding to corrections or feedback with which it should then be done in green pen.	5. Throughout the year students will receive at least one written feedback from the teacher in the shape of 'Success' and 'Challenge' on a practical element of the course.	* A minimum monthly Log book checks will be conducted by Drama staff with " Success" and "Challenge" feedback to help the students to progress.

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Type and frequency of feedback by Key Stage: English

Key Stage 3	Key Stage 4	Key Stage 5
1. Students will receive feedback twice a half term. 2. Students will receive feedback on their work in one of the following ways: weekly book sampling; whole class feedback; live marking in lessons 3. All feedback will lead to students engaging in DIRT to improve their work or go over misconceptions. 4. Written comments are not given for class notes, unless SPAG/presentation errors are being addressed. 5. Verbal feedback is given through questioning methods and one-to-one conversations, as appropriate. 6. DIRT is embedded in lessons and students are given frequent opportunities to respond to targets.	1. Students will receive feedback twice a half term. 2. Students will receive feedback on their work in one of the following ways: weekly book sampling; whole class feedback; live marking in lessons 3. All feedback will lead to students engaging in DIRT to improve their work or go over misconceptions. 4. For interim assessments, comment-only marking will often be used to identify strengths and areas of develop in students work. For end-of-unit formal assessments (5-6 times per year), marks or grades will be provided alongside teachers' comments 4. Written comments are not given for class notes, unless SPAG/presentation errors are being addressed. 5. Verbal feedback is given through questioning methods and one-to-one conversations, as appropriate. 6. DIRT is embedded in lessons and students are given frequent opportunities to respond to targets.	1. Detailed written feedback is given at least once per month, per teacher. 2. For interim assessments, comment-only marking will often be used to identify strengths and areas of develop in students work. For end-of-unit formal assessments (5-6 times per year), marks or grades will be provided alongside teachers' comments. 3. DIRT opportunities are always provided after the return of formal assessments. 4. Verbal feedback is also regularly given through questioning methods and extended one-to-one conversations. These take place following the return of assessments, mock examinations and coursework. 5. Self and peer feedback is central and students will be trained how to interpret and apply examination criteria effectively. 6. Teachers will conduct folder checks at regular intervals to ensure that notes are presented correctly and filed appropriately.

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Type and frequency of feedback by Key Stage: Food and Textiles

Key Stage 3	Key Stage 4	Key Stage 5
Learners will receive both verbal and written feedback throughout the year. 1. *Verbal feedback:* When engaged in practical activities learners will receive verbal feedback based on their practical skills and outcomes. Clear targets for development and improvement will be communicated in lesson time. 2. *Detailed feedback:* Indicated throughout learners' folders on key pieces of work. Learners will receive targeted (DIRT: Dedicated Improvement and Reflection Time) to read and implement the feedback comments. 3. *Progress statements:* Learners will carry out peer and/or self-assessment against the progress statements. Teacher feedback comments will identify good practice with targets for further progress. 4. *Maintenance and vocabulary feedback*: Some feedback will be based on vocabulary and quality of presentation and understanding of key subject terminology. 5. *Feedback via TEAMS*: students will receive instant feedback on quizzes/MCQ questions – explanations of answers will be provided for each question.	1. *Verbal feedback*: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated. 2. *Feedback via TEAMS*: students will receive instant feedback on quizzes/MCQ questions – explanations of answers will be provided for each question. 3. *GCSE Marking Criteria*: Examination style questions will be set frequently. Feedback will be stated related to examination mark schemes. 4. *Grades:* On specific summative pieces of work a comparable GCSE grade will be awarded. Feedback will provide an explanation of the grade with clear development targets. 5. Learners will receive targeted (DIRT: Dedicated Improvement and Reflection Time) to read and implement the feedback comments 6. *Non examination assessment:* Work will be monitored at key points. Feedback will identify strengths and will follow the JCQ/WJEC/AQA regulations. 7. *Maintenance and vocabulary feedback:* Regular feedback will be based on vocabulary and quality of presentation and understanding of key subject terminology. 8. *Exam questions:* using self, peer and teacher feedback on selected work.	1. *Verbal feedback*: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated. 2. *Examination question/tests*: Examination style questions/tests will be set frequently. Feedback will be stated related to examination mark schemes. 3. *Self-assessment*: students will assess their own work against mark schemes to support DIRT feedback. 4. *Extended questions*: Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes. 5. *Coursework:* Work will be frequently monitored. Work will be monitored at key points. Feedback will identify strengths and will follow the JCQ/WJEC regulations. 6. *Feedback via TEAMS*: students will receive instant feedback on quizzes/MCQ questions – explanations of answers will be provided for each question.

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Type and frequency of feedback by Key Stage: Geography

Key Stage 3	Key Stage 4	Key Stage 5
Verbal: 1. This will be verbally 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. **Written:** 1. Students will be given some feedback on EL. This may be a suggestion of how it may be improved or a comment on the success of a piece of work. 2. Star and wish marking will take place on two specified pieces of work each term (usually one skills piece and one written piece), one of which will be an assessment piece which will be given a 'marking grid' to be highlighted showing what students have achieved and how to improve. Feedback lessons will follow these pieces to allow students to improve their work in DIRT based on the guidance given.	**Verbal:** 1. This 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. **Written:** 1. Students may be asked to complete formative assessments on Teams which will be assessed either automatically to check knowledge and understanding or marked manually by the teacher where feedback may be given electronically. 2. Star and wish marking will take place on two specified pieces of work each term, one of which will be an assessment piece, usually in the form of past exam questions. Detailed written feedback will be given on exam questions and longer answers either on paper, in booklets or on Teams in the form of 2 stars and a wish. This may be presented throughout the body of work. Feedback lessons will follow these pieces to allow students to improve their work in DIRT based on the guidance given.	**Verbal:** 1. This 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. **Written:** 1. Student use folders at A Level for their lesson notes and exam materials. Folders are checked by staff at the end of every half term. Staff check that all notes are complete, accurate and are well organised. 2. Literacy, numeracy and presentation are checked in all aspects of written feedback. 3. Students will complete regular formative assessments which may be peer marked or self-assessed using mark schemes in lessons to provide information on their knowledge of content and indicate areas which they may need to focus on 4. Detailed written feedback is given on some pieces of homework and classwork initially to check effort levels and set the expectations. As the year goes on it is mostly exam question answers which are marked using mark schemes and considering AOs.

3. Where appropriate teachers may give whole class feedback where there have been common errors across a piece of work. **- In all key stages we will encourage students to amend and add to their answers in a red or brightly coloured pen (not green) and for any peer assessment to be indicated by 'marked by …..'**	3. There is an assessment each term for example the end of year exam in Year 10 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. The feedback lessons give students DIRT in order to improve and refine their exam answers (to be done in red).	5. There are end of topic tests at A Level for both Units 1 (three topics) and 2 (three topics). Feedback lessons follow all of these, these lessons give students DIRT in order to improve and refine their exam answers. There is an end of Year 12 exam which will allow students to practice their examination technique and receive feedback. Similarly, the Year 13 mock exams will provide another opportunity for this. **Non-examined assessment:** 1. Whilst students develop their enquiry they receive guidance on their titles within the parameters set out by the exam board. 2. Models of sections to be completed where work must be independent may be used to inform students of expectations as well as making clear reference to mark schemes as teacher feedback is **not allowed** on these pieces

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Type and frequency of feedback by Key Stage: Health and Social Care

Key Stage 4	Key Stage 5
1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated. *2. Assessed Assignments:* Work will be monitored regularly. Feedback will identify strengths and areas for improvement. *3. End of Topic Assessment:* Students will complete end of topic assessments. Feedback will be related to examination success criteria. *4. Level1/2 Assessment Criteria*: Examination style questions will be set during the learning for the examined unit. Feedback will be stated related to examination success criteria. *5. Grades:* On specific pieces of work a comparable OCR Level1/2 grade will be awarded. Feedback will provide an explanation of the grade with clear development targets. Learners will receive targeted (DIRT: Dedicated Improvement and Reflection Time) to read and implement the feedback comments *6. Maintenance and literacy feedback:* Regular feedback will be based on literacy and quality of presentation and understanding of key subject terminology. 7. *Self-isolating:* Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.	1. *Verbal feedback*: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated. 2. *Assessed assignments:* Work will be frequently monitored. Feedback will identify strengths and areas for improvement related to success criteria. 3. *End of Topic Assessment*: Students will complete end of topic assessments. Feedback will be given to examination success criteria. 4. *Examination question*: Examination style questions will be set frequently. Feedback will be stated related to examination success criteria. 5. *Self-assessment*: students will assess their own work against mark schemes to support DIRT feedback. 6. *Extended questions*: Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes. 7. *Self-isolating*: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students. 8. *Self-isolating: Past Papers* – Students who are self-isolating will be set past papers in real time with the class. These will be returned marked and graded by staff ASAP to provide feedback to students.

Type and frequency of feedback by Key Stage: History

Key Stage 3	Key Stage 4	Key Stage 5
There will be at least **three formal assessments** each year, as indicated on the curriculum planning document. These will include peer-marked knowledge questions and extended written responses marked in detail by the teacher. Students will be given time to correct SPAG errors, reflect on targets and make improvements. Common spelling errors will be addressed via spelling tests or other forms of improvement work. There will be **further knowledge, spelling and vocabulary tests** at appropriate points in the curriculum, as well as any extra set at the discretion of the teacher. At the end of each enquiry, students will undertake a **task to develop their historical writing**. Group feedback, which verbally identifies and corrects common errors will be used for this task. Presentation will be a focus of classroom teaching, and regular reminders and opportunities to improve presentation will be given.	Students will undertake a range of the exam skills practice questions throughout the course, and will finish each section with an End of Unit assessment. The practice questions will be done with varying levels of teacher input, guidance and modelling. End of Unit assessments will take place in exam conditions and will use a full exam paper for that section. Students will receive a grade and feedback for mock exams. Students will be trained to assess each other's practice exam work. Peer assessed work will be clearly indicated. Presentation will be a focus of classroom teaching, and regular reminders and opportunities to improve presentation will be given. Group feedback, which verbally identifies and corrects common errors, will be regularly used. It will result in some improved student work or a record of the feedback in another format.	Folders will be checked visually. This maintenance checking of note taking and organisation. It is not expected that every piece of note taking will be marked closely, but students with sub-standard organisation will be directed to improve it until it meets the required standard. Students will receive regular practice exam questions and other exam related tasks that will be marked formatively. Group feedback, which verbally identifies and corrects common errors, will be regularly used. It will result in some improved student work or a record of the feedback in another format. Students will do a minimum of a full exam question once per half-term. Students will be given time to reflect on their feedback, and make suitable improvements.

The second reporting point will be driven by the percentage on the end of year exam.	Exam practice tasks will be marked formatively. Students will be given time to reflect on feedback and make useful improvements.	Improvements or re-drafts should be clearly identified as such. If a student is under a contract for a higher UCAS predicted grade, they will be expected to improve any written work to the standard of that higher grade.

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Type and frequency of feedback by Key Stage: Mathematics

Key Stage 3	Key Stage 4	Key Stage 5
1. Verbal feedback is recognised as having the greatest impact on student progress and will be at the core of our everyday teaching. 2. Within lessons there is an expectation that students will self/peer assess their work as solutions are shared. 3. Meaningful and personalised homework will be set each week, via Sparx (an online platform). This allows students to practice the skills they are currently being taught as well as building in retrieval practice. 4. Check points are used in class approximately every 3 weeks. These short, low stakes, formative assessments provide feedback for teachers to adapt future lessons. Students will also receive feedback on these tasks to aid progression during a teaching block. 5. Summative assessments will be termly, and teacher marked. Individual areas for improvement are specified using Question Level Analysis (QLA) and subsequent lessons are planned in accordance with assessment outcomes. Fix up task will be available on Sparx to work on the areas for improvement.	1. Verbal feedback is recognised as having the greatest impact on student progress and will be at the core of our everyday teaching. 2. Within lessons there is an expectation that students will self/peer assess their work as solutions are shared. 3. Meaningful and personalised homework will be set each week, via Sparx (an online platform). This allows students to practice the skills they are currently being taught as well as building in retrieval practice. In Year 11 Past Papers will also be used for revision. 4. Formative, low stake, GCSE style assessments are used weekly. In Y10 these are used to aid recall and retention and embed knowledge. In Y11 they are used for revision purposes for upcoming mock examinations. 5. Summative assessments will be termly, and teacher marked. Individual areas for improvement are specified using Question Level Analysis (QLA) and subsequent lessons are planned in accordance with assessment outcomes. Fix up task will be available on Sparx to work on the areas for improvement. The assessments switch to GCSE style questions after Easter in Year 10 and all of Year 11 will be assessed using GCSE questions.	1. Verbal feedback is recognised as having the greatest impact on student progress and will be at the core of our everyday teaching. 2. Within lessons and for homework set from the textbooks/active learn there is an expectation that students will self-mark their work using the answers provided at the back of the textbook. 3. At the end of each chapter of work a 'chapter check' will be set in lesson assessing exam questions based on that chapter, they will be printed on yellow paper, so they are easily identifiable, they are teacher marked and feedback provided. Lunch sessions are held every fortnight for more detailed feedback on these. 4. In Year 12 there are 5 assessments (including mocks) and in Year 13 there are 3 assessments (including mocks). Individual areas for improvement are specified using Question Level Analysis (QLA) and subsequent lessons are planned in accordance with assessment outcomes. 5. In Year 13 past papers will be set as part of a focused revision plan to help students become more fluent as they prepare for their terminal examinations. These will be self-marked using a mark scheme.

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Type and frequency of feedback by Key Stage: Media Studies

Key Stage 4	Key Stage 5
▪ Written feedback is given after each assessment. This ties in with the teaching of a set product, (provided by the exam board). ▪ The timings of these depend upon the set product but will be at least twice per half term. ▪ When a component is completed, an 'exam style' question will be marked with more detailed feedback given and DIRT completed. ▪ Throughout the course 'maintenance marking' of folders will address common errors/patterns and in most cases students will be expected to self-correct their work. ▪ Verbal feedback is given through questioning methods, in which all students will need to engage; this is in addition to 'one to one' conversations post mock-examinations. ▪ Peer feedback is developed over the course of the programme of study. Students will be trained to interpret and apply the examination criteria effectively and be able to both peer and self-evaluate/review. ▪ During NEA work, students are provided with 'guidance', as per the exam board conditions. This will take many forms but we aim to develop our students with their own critical toolkit, through which they develop a critical autonomy in reviewing their own and their peers' work.	▪ Written feedback is given after each assessment and these are at, at least, fortnightly intervals. This will take the form of a summative comments, identifying key strengths, followed by targets. ▪ Verbal feedback is given throughout the course and extended to 'one to one' conversations. These will occur following the return of key assessments, for example after the teaching of set texts/themes and mock examinations. ▪ Where greater intervention is required, teachers will engage in 'one to one' conversations with key students and involve a Form Tutor / Head of Year where necessary. ▪ DIRT opportunities are provided after the return of work. This may well lead to extended learning tasks. ▪ Peer and self-feedback will be developed over the course, with students being able to interpret the examination criteria. This will be especially important during the NEA stage of the course, where self-reflection is vital. ▪ Maintenance marking of folders will be ongoing and will address common errors. ▪ Students will be provided with the exam board objectives for each component and these will be referred to by the teacher, so that feedback can be directed specifically towards exam requirements; indeed, we would like our students to develop a high level of critical autonomy.

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Type and frequency of feedback by Key Stage: Modern Foreign Languages

Key Stage 3	Key Stage 4	Key Stage 5
1. Work is marked regularly for presentation and organization. Accuracy if written work is marked using MFL marking Codes. In addition to whole school marking policy codes we use: *SVA – Subject-verb agreement* *W.O – word order error* *AA – Adjectival agreement error* *ACC – accent error* *G – gender error* *T- tense error* 2. Key spelling, punctuation and grammar errors must be corrected and practised during DIRT. 3. Peer assessment is used as a learning tool where appropriate, structured and clearly led by the subject teacher. 4. Group feedback given after each written piece of work, followed by DIRT 5. Detailed feedback given, using 2 stars and a wish, on specific pieces of written work identified in the schemes of learning 6. Regular vocab tests as appropriate 7. 3 summative assessments a year in Listening, Reading and Writing. 3 comprehensive Speaking assessments per year are	1. MFL and School Marking Codes used to identify key errors in independent written work. 2. Key errors identified must be corrected by pupils in DIRT. 3. Detailed written feedback, using 2 stars and a wish given to pupils on 3 pieces of work per term identified on Schemes of learning 4. Group feedback, followed by DIRT, on interim written independent work. 5. system of 1 – 3 ticks used to identify complexity of language used 6. Peer assessment is used as a learning tool where appropriate, structured and clearly led by the subject teacher. 7. 3 summative assessments a year in Listening, Reading and Writing. 3 comprehensive Speaking assessments per year are peer assessed, closely supervised by the class teacher, followed by Group Feedback. 8. Oral feedback given in all lessons. In addition to detailed marking books are marked regularly for presentation and organization	1. MFL Marking Codes used to identify errors in written work. 2. Verbal feedback given in all lessons. 3. Structured peer assessment is undertaken regularly in lessons as a learning tool. 4. Regular one-to-one feedback undertaken. 5. Detailed written feedback on extended writing tasks, using exam criteria where appropriate. 6. Students expected to improve and re-draft work in response to feedback. 7. System of 1 – 3 ticks used to identify complexity of language used 8. Speaking is assessed using exam-style task cards 9. End of unit assessments, assessing Reading and Listening skills.

peer assessed, closely supervised by the class teacher, followed by Group Feedback The first year 7 spoken assessment is one to one, 5 set questions. **1.** Oral feedback given in all lessons. **2.** Forms online quizzes -immediate feedback given for right and wrong answers	9.Forms online quizzes -immediate feedback given for right and wrong answers	10. Use of past papers for exam practice using exam mark scheme 11. Forms online quizzes - immediate feedback given for right and wrong answers

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Type and frequency of feedback by Key Stage: Music & Music Technology

Key Stage 3 (1 lesson/week)	Key Stage 4 (2 lessons/week)	Key Stage 5 (4 lessons/week)
Verbal feedback • this is the core of our feedback in music • timely, regular, connected to the ladder system and focused on how students improve / achieve the next step / develop a more musical response • students are always given the opportunity to respond to feedback (usually immediately) • frequent assessment informs when feedback needs to be general (e.g. fixing a common misconception) or individualized. Frequency of verbal feedback • every lesson to whole class, small groups and individuals Written • corrections on paper are not formalised as 90% of our work is in sound, making verbal feedback is our most powerful tool • students exercise books are for rough working and are not marked Peer feedback • structured, modelled and connected to the ladder system/listening and may involve: carousel system for marking sequencing work in P23; paired class rotation feedback; final assessment of a unit. Frequency of peer feedback • 2 or 3 times within a half term cycle	Verbal feedback • is timely and regularly offered to individuals throughout the creative process as assessed by teacher or requested by student • always targeted and linked to student starting points • is also given to small groups and the whole class based on shared needs Frequency of verbal feedback • students will typically receive feedback on some aspect of the course every lesson. • during preparation for, and after each performance recording • after every composition coursework submission Written • written bespoke feedback is provided to students by email, Teams or on paper – typically with 3 areas to develop/improve. Frequency of written feedback • as required for performance work • typically 3 times during the life of a composition Peer feedback • structured and connected to the mark scheme and may involve: carousel system for marking coursework; paired class rotation feedback; final assessment of a unit.	*A Level Music* Verbal feedback • always structured, connected to the Musical elements, or quality of expression Frequency of verbal feedback • every lesson to the class, every rehearsal every support session to the group/individual Written • unit 3 and 6 set works essays directing students to appropriate resources, correcting spelling, reworking awkward turns of phrase, correcting musical language Frequency of written feedback: • every week av. 2/3 work to the individual, 1/3 group feedback where errors are common to everyone Peer feedback • during sessions when we are reading one another's work out loud and "pinging" essays for marks Frequency of peer feedback • at least once per half term in each element of coursework, at some points weekly Literacy feedback

• informally through discussion and questioning every lesson Literacy feedback - verbal • specialist language encouraged from day one, walls and books display key language, questioning and peer/self feedback structured using elements of specialist language • students frequently encouraged to use specialist language to improve the quality of their answers. Numeracy - verbal • elements of numeracy are used in feedback but there is no formal marking of this on paper.	Frequency of peer feedback • ongoing informally in rehearsals and composition lessons • informally through discussion and questioning in unit 1 lessons Self feedback • as part of cycle of composition submission students write “next steps” as part of 1 to 1 verbal or written teacher feedback • on listening extended learning tasks • on practice exam papers Frequency of Self feedback • typically 3 times during the life of a composition • with every unit 1 practice paper (1 yr 10, up to 4 yr 11) Literacy feedback • on written appraisal work, screenshots and commentary, scores, listening exam practice papers • specialist language encouraged from day one, walls and student handbook displaying key language, questioning and peer/self feedback structured using elements of specialist language Numeracy - verbal • elements of numeracy are used in feedback but there is no formal marking of this on paper	• on written appraisal work, scores, listening exam practice papers • specialist language constantly in use, walls and student handbook, essay marking, how to write comparisons etc. *A Level Music Technology:* Verbal feedback • always structured, connected to the elements being worked on in the lesson Frequency of verbal feedback • every lesson to whole class and to most individuals Written • each half term coursework is handed in, assessed and formal written feedback given using a range of ‘star/strategies to improve’ comments Peer feedback • lessons regularly allow for students to listen to specific elements of each other’s work and give comments on how to improve • this is usually a verbal task, however, feedback is sometimes written down on the student ‘Learning Profile’ sheet Frequency of peer feedback • at least once per half term in each element of coursework

		Literacy feedback • on written appraisal work, scores, listening exam practice papers • specialist language constantly in use, walls and student handbook, essay marking, how to write comparisons etc. Numeracy - verbal • elements of numeracy are used in feedback but there is no formal marking of this on paper

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Type and frequency of feedback by Key Stage: Physical Education

Key Stage 3	Key Stage 4	Key Stage 5
1. **Verbal feedback**: the vast majority of feedback at this KS is verbal & continuous. It will occur during the lesson and often mid-activity. Students will be expected to act upon this feedback during their next attempt/performance. Literacy and vocabulary will be part of this feedback. 2. **Written feedback** given in the form of termly strategies shared with students and parents/carers with a focus on a component of fitness, effort/behavior for learning or a skill (but will not be sport specific) 3. **Peer feedback:** much of the work done in lessons is collaborative and reciprocal. Group and pair work relies on regular high quality peer feedback as structured by the teacher based on a WWW/EBI (What Went Well and Even Better If) format. This	**Core PE - Verbal feedback, written feedback, peer feedback and self-feedback as per KS3. Effort only grading.** 1. **Verbal feedback** will be given that is individual and specific to the task at hand throughout every lesson. It will be given to supplement written feedback (see below). 2**. Written feedback**, in the form of individual (1x per term) and whole group feedback forms (2x per term). Focus on key vocabulary, common successes/ misconceptions. Students reflect on feedback creating an action plan using WWW/EBI. Feedback to be acted upon during DIRT time. (Written feedback will given via TEAMs and will be focused around Extended Learning. Immediate feedback will also be given to the students via Forms quizzes which we will be regularly using as a Formative assessment tool.) 3. **Maintenance marking** will be completed on weekly basis (3 week basis to reduce contact) with a focus on notes, key terms, vocabulary and concepts work. Pride in Presentation to be checked along with Extended Learning. Feedback for EL to be given within 2 weeks of hand in.	**1. Verbal feedback** will be given that is individual and specific to the task at hand throughout every lesson. It will be given to supplement written feedback (see below). Verbal feedback will be given during live TEAMs lessons. Using the Q &A task bar in live lessons. Happening during the weekly live lessons. 2. **Written feedback**, in the form of individual (1x per term) and whole group feedback forms (2x per term). Focus on key vocabulary, common successes/ misconceptions. Students reflect on feedback creating an action plan using WWW/EBI. Feedback to be acted upon during DIRT time. In the event of remote learning occurring written feedback will be given on all tasks set vis TEAMs. For example, on "forms" quizzes and assignments. This will be case for all tasks set. 3. **Maintenance marking** will be completed on a half termly basis with a focus on notes, key terms, vocabulary and concepts work. The expectation is each teacher will complete this per half term (3 x teachers = 3 x occurrences per student – File Check). Extended learning to receive feedback within 2 weeks of being handed in. Maintenance marking will occur weekly as we receive work in from students via the TEAMs forum. This may be on photographs of notes or on assignments set.

happens on a lesson-to-lesson basis. 4. **Self-feedback:** students are asked to intrinsically reflect on their performance on a lesson-to-lesson basis. Following a degree of self-reflection students have the opportunity to act upon their self-feedback and amend their skill acquisition or strategic approach.	4. **DIRT (Dedicated Improvement and Reflection Time)** lessons as per yearly overview and done in a different colour. 5. **Peer feedback** to be used within DIRT sessions & follow the protocol of high quality assessor named approach. Peer feedback will also be used during exam questions to mark and improve a partner's work. Initials should be present. 6. With **self-feedback** there is the high expectation that students will act upon feedback given, to include perfect presentation and redoing work deemed not of an acceptable standard. 7. **Exam questions**- multiple choice, short answers and long answers- feedback given in relation to subject knowledge but also on exam technique. 8. **Topics tests** will provide students with a numerical grade, either a % or what the % equates to on 1-9 grading system. 9**. Controlled assessment** will be marked in 2 sections and students given designated opportunities to act upon feedback and improve quality of work. 10. **Termly strategies** sent home to students and parents/ carers informing them of specific actions they need to take.	4. **DIRT (Dedicated Improvement and Reflection Time)** lessons as per yearly overview and done in a different colour. 5. **Peer feedback** to be used within DIRT sessions & follow the protocol of high quality assessor named approach. Peer feedback will also be used during exam questions to mark and improve a partner's work. Initials should be present. The intention is to share work completed on the TEAMs forum and ask students to give one another feedback. Potentially sharing 8/15 mark questions for each other to mark and feedback. 6**. Self-feedback** there is the high expectation that students will act upon feedback given, to include perfect presentation and redoing work deemed not of an acceptable standard. DIRT lessons as per yearly overview. Ongoing as students complete and self-monitor their own work. Teacher to check for improvements on a previous task set as an assignment; once a month as evidence. 7. **Improve examination long answers** – once per topic minimum. Focus on literacy and exam technique (metacognition) also. Opportunity to draft and draft using DIRT. **8. Topics tests** will provide students with a numerical grade, either a % or what the % equates to on grading system. 9. **Controlled assessment** will be marked and returned a minimum of 4 occasions to allow for improvements to be made. 10. **Termly strategies** sent home to students and parents/ carers informing them of specific actions they need to take.

Type and frequency of feedback by Key Stage: Politics

Key Stage 5
• Students will be assessed on their key vocabulary/knowledge during and after every topic. They will be expected to act on advice if performing poorly on these assessments. Microsoft Forms will be used to assess understanding occasionally. • Students will receive the equivalent of at least one full exam section per half-term per component. • Students will receive an additional mock examination in the allocated weeks on the whole school calendar and time will be allocated to reflect and improve upon performance. • All exam style work will be marked formatively. Students will be given time to reflect and improve on these pieces. Feedback will highlight both strengths and areas for improvement. • Group feedback may be used to deliver suggestions for improvement and to share good practice. Peer feedback will also be used to help students learn and will be structured by the class teacher. • We will use the visualizer to check written work within class time and provide opportunity for peer assessment of such work. • Folders will be visually checked half-termly for maintenance of note-taking and organization. Students failing to organize their folders properly will be asked to provide evidence more frequently and support given. • Students in Year 13 may be placed on a contract for a higher UCAS predicted grade. They will be expected to improve any written work to the standard of that higher grade. • KW will monitor feedback and conduct quality assurance at regular intervals.

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Type and frequency of feedback by Key Stage: Religion, Philosophy and Ethics

Key Stage 3	Key Stage 4	Key Stage 5
Detailed feedback: One formal assessment per term, marked with feedback within 1-2 lessons. This is followed by a 'DIRT' lesson. Teachers use codes to communicate their 'stars and wishes'. Students use the code bank to copy out the relevant feedback, which they act upon in 'DIRT' lesson. **Knowledge Tests:** Regular formative knowledge tests, with teacher providing verbal moderation and feedback. These could be in class OR on TEAMs. **Maintenance marking:** Teacher monitors effort, literacy and presentation every topic, particularly focusing on keywords and concepts. This may be done by collecting all class books in or by using the visualiser in class to	**GCSE RPE:** **Detailed feedback:** Two formal assessments per term, marked with feedback within 1-2 lessons. This is followed by a 'DIRT' lesson. Teachers use codes to communicate their 'stars and wishes'. Students use the code to copy out the relevant feedback, which they act upon in 'DIRT' lesson. **Knowledge Tests:** Regular formative knowledge tests, with teacher providing verbal moderation and feedback. These could be in class and/or via Quiz's on TEAMs. **Peer assessment and verbal feedback:** Peer-assessed work, using assessment criteria or informal commentaries for improvement, completed as appropriate with teacher providing verbal moderation and feedback. Students may be asked to mark their own answers to help familiarise themselves with the mark scheme. **Maintenance marking:** Teacher monitors effort, literacy and presentation every topic, particularly focusing on keywords and understanding of content. This may be done by collecting all class books in or by using the visualiser in class to assist students to correct and improve their own work. **CORE RPE (Philosophy for Life):**	**Detailed feedback:** One essay per topic (on average 3 per half-term), marked with feedback within 2-3 lessons (or returned prior to the setting of the next essay). This is followed by 'DIRT' extended learning. Teachers can use codes and exam board criteria to communicate their targets and/or write extended personal comments, guidance and advice. It is expected that wishes/targets will have been addressed in subsequent essays. This may be done on TEAMS. Group feedback, which verbally identifies and corrects common errors, will be regularly used. It will result in some improved student work or a record of the feedback in another format. **Knowledge Tests:** One knowledge tests – at least one per topic (min - on average 3 per half-term), peer or self-assessed, with teacher providing verbal moderation and feedback. These may be completed on TEAMs. **Maintenance marking:** Folders will be checked visually - maintenance checking of note taking and organisation. It is not expected that every piece of note taking will be

assist students to correct and improve their own work.	Written and verbal feedback given termly once assessments are complete – Terms 1 and 2 have a peer marked knowledge and application assessments. Term 3 includes an extended essay assessment. Teacher monitors effort, literacy and presentation every topic, particularly focusing on keywords/scholars.	marked closely, but students with sub-standard organisation will be directed to improve it until it meets the required standard.

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Type and frequency of feedback by Key Stage: Science

<table>
<tr><th>Key Stage 3</th><th>Key Stage 4</th><th>Key Stage 5</th></tr>
<tr><td colspan="3">1. Verbal feedback is recognised as having the greatest impact on student progress and will be at the core of our everyday teaching in Science at all key stages.
Students will usually receive immediate verbal feedback on their contributions, ideas and questions in class. Verbal feedback is often given whilst students are completing tasks, students will usually act on this feedback and improve their work immediately, therefore there is no need for it to be recorded. Students may also receive immediate verbal feedback on their performance on short formative tasks such as mini-quizzes. Verbal feedback can be given on an individual, small group or whole-class basis.</td></tr>
<tr><td colspan="3">2. Other in-lesson feedback. In science, students will receive feedback on short activities/tasks/quizzes/their Extended Learning (homework) frequently from lesson to lesson. Frequent use will be made of self- or peer- marking as an efficient method of students receiving immediate feedback and improving their work/knowledge/understanding.</td></tr>
<tr><td colspan="3">3. Student responses. In all key stages, students are expected to act on all feedback. DIRT (Dedicated Improvement and Reflection Time) may be given in lessons for students to improve/correct/re-attempt their work or to complete tasks set in response to their identified areas of need. It should be clear that students' work, knowledge or understanding has improved as a result of the feedback given.</td></tr>
<tr><td colspan="3">4. Teacher feedback on tests/exams. In all key stages, students will be provided with detailed feedback on formal tests, end of year exams and mock exams. This feedback could take many forms, including (but not limited to):
a) marking and annotations on test papers
b) written feedback addressed to individuals, small groups or on a whole-class basis
c) verbal feedback addressed to individuals, small groups or on a whole-class basis
d) re-teaching of specific science content, in response to areas of need identified during the marking process
e) use of markschemes or other written resources (e.g. model answers) which provide feedback on how to improve specific answers and/or describe common mistakes/misconceptions
f) feedback grids to identify areas of strength and weakness and/or guide students to reflect on their performance
Test feedback in science will <u>always</u> (i) identify (or allow students themselves to identify) areas of strength and weakness, and (ii) provide guidance on how students' exam responses can be improved and/or what students need to do next to improve their exam responses/performance in the future.</td></tr>
<tr><td><u>Y7 & Y8</u>
3 formal tests per year (including end of year exam)</td><td><u>Y9 & Y10</u>
3 formal tests per year in each of Biology, Chemistry and Physics (including end of year exam)</td><td><u>Y11</u>
2-3 formal tests/mock exams per year in each of Biology, Chemistry and Physics</td><td><u>Y12/Y13</u>
At least 3 formal tests/mock exams per year in each Science A-level</td></tr>
</table>

5. Teacher feedback on specific tasks. In all key stages, students will be provided with feedback from their teacher on their performance on specific tasks. This feedback could take many forms, again including (but not limited to) the list (a)-(f) above. This feedback will always provide guidance on how students' work, knowledge or understanding can be improved and/or what students need to do next to make more progress. This feedback may also identify strengths/weaknesses in students' work, if appropriate to the task.

Y7 & Y8	Y9, Y10 and Y11	Y12/Y13
Teacher feedback will be given on a specific task at least once per half term.	Teacher feedback will be given on a specific task at least once task per half term in *each* of Biology, Chemistry and Physics; this will usually include/consist of past exam questions on topics studied.	Teacher feedback will be given on a specific task at least twice per half term.

6. General quality-of-work feedback. The general quality and completeness of students' work will be checked by their teacher regularly within lessons with verbal feedback on effort and pride in presentation. The feedback may be given on an individual, small group or whole-class basis as appropriate.

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Type and frequency of feedback by Key Stage: Social Sciences

Key Stage 5
1. **Formal assessment feedback** - Students to complete an end of topic test (two topics within a 1 hour lesson slot) – sat in timed conditions with unseen questions. Feedback for these key assessments is given in the form of 'Areas of strength and areas for development'. This will either be written feedback or feedback video uploaded to teams. 2. **DIRT** task to be completed following feedback and submitted on Teams 3. **Regular knowledge check quizzes** to be set as part of extended learning on Teams. These will be in a range of formats including multiple choice questions, application style questions and short answer questions. Written feedback will be provided on Teams using the comment box by teachers. 4. Lessons should begin with some form of formative assessment (key concepts, quiz from previous learning, application tasks) with opportunities for verbal feedback or self-marking. 5. Detailed feedback is given following full paper mock exams, (a minimum of 2 in Year 12 and 3 in Year 13). 6. Students are given a copy of the specification for each topic. They are made aware of the assessment objectives and encouraged to engage with these throughout the course.