

## Rosebery School Departmental Feedback Policies – KS4



### English

In English students receive several types of feedback:

- 1) Guided student self and peer assessment – every fortnight in lessons as appropriate
- 2) Verbal feedback as part of teacher circulation in lessons – every student will be spoken to individually at least once per week.
- 3) Teachers will mark a baseline assessment at the start of a new unit, focusing on formative developmental feedback. A baseline assessment may be a whole response or a paragraph.
- 4) Teachers mark a mid-unit assessment completed in exam conditions in class, giving both formative and summative feedback once per unit. This can be replaced by a mock exam, in line with the department calendar.
- 5) Teachers mark an end of unit assessment completed in exam conditions in class, focusing on summative feedback once per unit. This can be replaced by a mock exam, in line with the department calendar.

Homework does not have to be written homework and there is no expectation that it will be marked weekly (unless it is a specific written task linked to exam practice). Homework that is not a written exam practice task may include:

- Completion of revision tasks for a mock/assessment
- Research to be applied in a lesson for flipped learning
- Tasks from the departmental Independent Study Tasks (IST) booklets that can be checked and ticked off by teacher and not marked

### Maths

Most feedback will be given verbally within lessons, mainly by the class teacher but at times by peers. Mini whiteboards will be used throughout most lessons to assess the students' learning and the teacher will respond to this in a variety of ways; one-to-one conversations, small group work, whole class questioning and whole class modelling.

When a piece of work is marked by a teacher, each student will receive a copy of whole class written feedback. The student must use their reflection time to highlight the feedback which applies to them and complete the Dedicated Improvement and Reflection Time (DIRT) task which will come in the form of questions, which will address the common misconceptions and misunderstandings.

In some cases, students will receive written feedback in other forms at the teacher's discretion, however there will still be a DIRT task in the form of questions for a student to complete. There may be occasions when students give written feedback to their peers.

After a summative assessment, students will complete a question level analysis and RAG rate each question. They will also have whole class feedback, which again, they will highlight the information which applies to them. The teacher may model particular questions for students.

Students will receive instantaneous feedback on performance in a task from Hegarty Maths. Teachers will respond to student comments on Hegarty Maths when needed. Misunderstandings from Hegarty Maths tasks may be addressed within lessons.

Books will be checked once a term. Students can use folders and books to store their work if they wish.

## Science

In Science, students will be given feedback in a variety of ways which is appropriate to the individual, class and topic being studied. Self and peer assessment of homework and classwork tasks will be given to familiarise students with how to achieve marks and using mark schemes. This will be directed by the teacher. Frequent and regular verbal feedback will be given both individually and to the class, and will allow teachers to intervene, address misconceptions and encourage deeper thinking during lesson time. Any common misspellings will be shared in class and students will be directed to correcting these during self and peer feedback time.

Teacher marked assessments will occur on average once per half term in each of the science subjects according to the length of the topic. This equates to two or three end of topic assessments across the three subjects each half term. Students will be given dedicated improvement and reflection time (DIRT) in a subsequent lesson in order to progress their learning and understanding. This will allow students to carry out appropriate corrections and to give themselves improvement targets for subsequent assessments. Students will be expected to write themselves and their peers targets for improvement, with teacher guidance.

Homework will be set on a weekly basis with time assigned in class to review this and address misconceptions. These tasks will be self-marked, peer marked or teacher marked as deemed appropriate by the teacher. Some homework may be set digitally using online platforms such as SENECA, Kerboodle and Google classroom. Students will receive with online feedback.

## Geography

In Geography, an individual digital report will be generated by Educake, highlighting students' strengths and work-ons (linked to the subject content *and* question type). This will be done twice per half term and teachers will refer to it as required. Students must complete an online review (WWW/EBI/INT) after each test. Students write their own 'I need to...' (INT) statements based upon the teacher's initial feedback

Written feedback following half termly assessments will be provided by the teacher or peers on the assessment paper (or in exercise book) once per half term. In the end of Year 10 exam, key errors will be highlighted by the teacher on individual papers in the form of 'even better if' (EBI). Following the Year 11 mocks, group feedback will be provided focusing on exam technique work-ons.

When marking assessments, geographical terminology is corrected (highlighted/ringed) potential higher order terms are suggested, and students rewrite/add the terminology to INTs or second drafts.

Teachers will not necessarily give written feedback for classwork/notes in GCSE exercise books. Verbal feedback will be given to students as they work, as appropriate.

## History

In History, frequent and regular verbal feedback happens throughout lessons. Half termly teacher marked assessments occur until the beginning of the Spring term. These are marked and given some individual comments and feedback will then be given to the whole class. This style of marking will be followed up with a DIRT (Dedicated Improvement and Reflection Time) session where students can react to the comments and upskill. Sample answers will also be offered for students to identify how they can improve their work. When students are provided with whole class feedback, they must also respond with examples on how to improve.

Self and peer assessment of homework and class work tasks is offered as a way for the students to understand how answer questions according to a success criteria. Homework and class work will be checked every 3 weeks, but not necessarily receive any written comments. Peer and self-marking will also be carried out as appropriate. Students must react to all feedback with an INT. When students are provided with whole class feedback, they must also respond with comments on how to improve. From the Spring term onwards, exam questions will be set as homework and will be checked by teachers. New keywords will be identified and students will be encouraged to keep a track of keywords and definitions. Misspellings will be highlighted in all work. Historical terminology will be introduced, and feedback will encourage the use of this.

## **Modern Foreign Languages**

Years 9, 10 and 11 have an exercise book which will contain all classwork and homework. Students will also receive a handbook which will contain essential information for their course. Assessments will be stuck into their books. In addition, Years 10 and 11 will have a speaking and writing booklet where they will transfer and keep corrections of their written work in preparation for the speaking and writing GCSE exams. This will be kept inside their exercise book.

In MFL, students will be given feedback in a variety of ways which is appropriate to the individual, class and current topic being studied. Teacher marked assessments will occur at the end of each half term with students receiving written feedback. Students will be given dedicated improvement and reflection time (DIRT) in a subsequent lesson in order to progress their learning and understanding. This will allow students to carry out appropriate corrections and make improvements to their work and/or set targets to help them improve in subsequent assessments.

Written whole class or individual feedback will be provided by the teacher on some longer written exercises and students will be given dedicated improvement and reflection time (DIRT) time in a subsequent lesson as above. Verbal feedback will be provided by the teacher in lessons and students will be guided by the teacher when carrying out self and peer feedback. Written whole class or individual feedback will be given twice per half term.

Homework will be marked by self or peer feedback with some homework set via online platforms such as Quizlet or Pearson Active Learn which will provide students with instant online feedback. Some homework tasks may be teacher marked as appropriate.

Students will have a copy of the MFL marking codes in their handbook. Grammatical and punctuation mistakes will either be highlighted or coded for students to elicit corrections. Common misspellings and grammatical errors will be shared in class and students will be directed to correcting these during self and peer feedback time.

## **Art, Design and Making**

In Art, students will be given ongoing verbal feedback as part of group discussions as well as 1:1s, every lesson where possible. Students will be expected to conduct some form of self or peer-assessment in addition, usually every lesson.

Written feedback will be given in sketchbooks for key pieces after 6-8 hours of study (approximately once a half term). Spellings of specialist vocabulary will be checked, and students should amend these as necessary. Students will be expected to respond to all forms of feedback through ongoing adjustments to their work.

In Technology students will receive feedback in a variety of ways. Verbal feedback will be given every lesson to support students in making progress and this will be provided by both the class teacher and the technician. Peer and group feedback will also be provided regularly, along with on-the-spot modelling of work and demonstrations of exemplar work to assist students in making progress. In addition, summative feedback will be given to students at the end of every rotation, giving the DT grade, 'what went well' (WWW) comments and work ons.

## **Drama**

In Drama, work for the C1 unit will consist of practical work and a folder used as a log-book, containing a feedback grid. Practical work will be given verbal and written feedback and the written portfolio will be given written feedback. Verbal feedback is ongoing throughout practical tasks and recorded at frequent intervals in log-books. Feedback will come from teachers, peers and self-assessment. For the C2 unit, practical work will be given verbal and written feedback, again, from teachers, peers and self-assessment. Detailed written feedback will be given on the first draft of the portfolio. For the C3 unit, written work will be given written feedback, self-assessment, peer-marking or whole-class marking. Regular feedback will be given approximately every 3 weeks when this part of the course is being studied. Drama terminology and subject-specific vocabulary will also be marked.

Rehearsal and refinement of practical work will be a key focus in lessons. Students should be able to articulate through discussion, and demonstrate through performance, how they have responded to feedback. Students will also record some responses in their log-books. Response to feedback for upskilling of coursework will be demonstrated in second draft of portfolio. Improvement on current or subsequent pieces of work when working on the content, context and technique for the written exam will be expected.

## Computer Science

Year 10 students will start the year with their GCSE programming practical. Teachers will give feedback on the practical through whole class comments, as per exam board assessment requirements. During this time, theory homework will be set to ensure that work undertaken in Year 9 is revisited. This homework will be self-marked/peer marked in lessons. Year 10 students will receive frequent verbal feedback and auto-marking.

From the Spring term onwards for Year 10, and from September for Year 11, students will receive self and peer assessment as appropriate, and some revision learning will be conducted via Google Classroom with comments and auto-marking options. At the end of each GCSE topic, students complete a summative assessment which will be an indicator of their level of understanding of the topic they have been studying with appropriate opportunity in class for students to review their work. In addition, students will receive written comments and Dedicated Improvement and Reflection Time (DIRT) every half term for their assessment piece. On a weekly basis, students will receive auto-marking feedback on homework/tests, set on Google Classroom, and students are also expected to complete written work in preparation for their GCSE.

KS4 folders will be checked for organisation at least once per term to ensure students have clear notes for revision, and all homework assignments have been kept in one place, to aid revision.

## Music

Students receive verbal feedback in lessons and written feedback on larger assessments, such as solo and ensemble performances and compositions. Listening assessments are both peer and teacher marked. Students are frequently encouraged to feedback on their own work, and the work of their peers. Students are expected to act on verbal formative feedback on performances and compositions in the lesson it is given.

Teachers give verbal feedback every lesson and individual formative feedback on larger projects. Compositions and performances receive written summative feedback. Listening assessments are both peer and teacher marked, followed by teacher-led feedback. Students will receive weekly feedback on performances and compositions, and written feedback on written work within 2 weeks of the due date. Incorrect spellings will be highlighted by peers or teachers. Students are expected to correct their spellings using their keywords sheets.

Students use *Focus on Sound* for most homework tasks. The quizzes provide instant feedback and the teacher monitors test scores and intervenes if necessary. Students are always expected to take steps to fill the gaps in their knowledge, where these have been identified using *Focus on Sound*, by checking their recall of key information from resources in their folders, including summary sheets, keyword sheets and other resources.

## PE

Students will receive verbal feedback throughout each lesson in PE. Folder checks will happen on a termly basis to check that students have all the work in their folder in an organised fashion. A feedback sheet will be provided by the teacher based on this check. Homework will be marked on a weekly basis for GCSE theory lessons. Structured feedback (WWW and EBI) will be given every three weeks to students.

Topic tests and assessments will be set approximately every half term. They will be marked, and structured feedback given alongside a percentage. Whole class feedback using 'Whole Class Feedback' templates will be given, as will peer assessment. Modelling techniques will be used to inform students on how to give effective feedback (in both practical and theory lessons).

## **Religious Studies**

In RS, students will receive feedback weekly – either in writing or verbally. Feedback will also be given at the end of every unit following the end of unit exam. Feedback is provided by the teacher through WWW and EBI comments. Students are given appropriate time to read and respond to upskill their work. When appropriate teachers will re-mark work or parts of to ensure key concepts have been understood.

Feedback is given by the teacher on homework/classwork using WWW and EBI comments. INTS are encouraged and time is given for students to devise and action these. Work should be 'upskilled' where appropriate.

On occasion, peer feedback is given, discussed and best practice shared.

End of unit exams provide an opportunity to give assessment-specific feedback.

Key terms are given in lessons and the aim is to use as consistently as possible; spelling, punctuation and grammar is therefore addressed in line with this. Incorrect spellings are identified and corrected by either teachers or students.

## **Sociology**

In Sociology, assessments are marked once a half term by the teacher and whole class feedback sheets are used in conjunction with teacher marking. Mock exams are conducted and marked similarly, once a year. Classwork is marked by the teacher and peer feedback may be used, guided and scaffolded by the teacher.

Homework is marked once every two weeks by a mixture of teacher, peer and self-assessment, dependent on the nature of homework task.

Vocabulary is identified or corrected if misspelt. In addition, understanding of vocabulary is assessed in multiple choice exam style questions.

Students use their whole class feedback sheets to identify the correct dedicated improvement and reflection task (DIRT) to focus on and they should then complete these either in books or on the assessment.

## **Business Studies**

In Business Studies, verbal feedback is given by teachers every lesson through questioning, individual and group discussions. Misconceptions will be addressed in verbal and written feedback. Once a week/fortnight as appropriate, students will use self and peer assessment for quantitative questions, e.g. marking multiple-choice questions in class alongside key definitions. Spellings of key terms will also be checked and corrected as necessary. Students that get below 80% in their quantitative assessment will be given a follow-up set of questions to complete for homework. This is to ensure that they have a comprehensive understanding of the current topic before they move on. This will be marked by the class teacher who will also offer support and guidance if there are any further misconceptions.

Every three weeks detailed whole class feedback will be given after folders have been collected and checked. There will be a specific focus on the extended questions and the application of knowledge in the context of the given business. Class teachers will focus on knowledge (A01) and exam technique in their feedback. Key term spelling mistakes will also be corrected along with grammatical errors by the class teacher. Students will be expected to re-write paragraphs in their extended answers where they have lost marks.