



Feedback and Academic Standards Policy

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Key Stage 3

For **each subject** that a pupil studies, the expectation is that they have the following:

1. **Classroom and Homework book/folder** – an exercise book used for all classroom work
2. **Assessment book/folder** – used for all pieces of formal assessment (e.g. written assessments, end of topic assessments)

Classroom and Homework Book/Folder

<u>Guidance for Assessment and Feedback</u>	<u>Guidance for standards of presentation</u>
<ul style="list-style-type: none"> • It is not expected that classroom teachers should mark all written work. Work which is completed in this book should be marked at the classroom teacher’s discretion. • It is expected that the predominant assessment used in this book is peer-assessed or self-assessed. Therefore, the book should contain a narrative of the variety of assessments of learning that are taking place, and the pupils responding to this. • It is not expected that where oral feedback has been given it needs to be documented 	<p><u>Basic Classroom Protocol</u> The following stickers should be attached to the front of each book/folder:</p> <ol style="list-style-type: none"> 1. High Standards, ALWAYS/Tracking progress in my learning <ul style="list-style-type: none"> • Work should be ruled-off before beginning a new piece/new page started if not sufficient space. • A date and title should be given with all work and underlined with a ruler. • Pupils must use black or blue biro for written work. • Pupils should respond to feedback in green biro or when marking their own or another pupil’s work • Diagrams and tables should be in pencil. • Doodles or graffiti are not accepted. • Worksheets should be kept in excellent order by the pupil. <p><u>Self-assessed work</u> Marked in green biro. Responses to feedback in green biro. Where practical a green box should be neatly drawn around any response to feedback in order to increase visibility by the pupil.</p> <p><u>Peer-assessed work</u> Marked in green biro. It should be dated and signed by the peer-assessor.</p>

FOOTNOTE: Sketchbooks (Art)/Electronic portfolios (Computing/Music) are acceptable formats for classroom and homework books/folders.



Assessment book/Folder

The expectation is that the assessment book/folder is used by the pupil for the entirety of Key Stage 3. **If teaching staff share a teaching group, the expectation is that all assessments are completed in one assessment book/folder.**

<u>Guidance for Assessment and Feedback</u>	<u>Guidance for standards of presentation</u>
<ul style="list-style-type: none"> All written work completed in a pupil's Assessment book should be marked by the teacher. Pupils will not write on the left hand side of the A4 book therefore allowing teachers a sufficient amount of space to annotate pupils' work. Feedback given should be formative and indicate, using an appropriate feedback approach: <ol style="list-style-type: none"> The strengths of the piece of work Areas of the work which need to be improved <p>The extent that this is structured is dependent on the ability of the pupil.</p> Dedicated Improvement and Reflection Time (DIRT) should be provided post-assessment in order that pupils can adequately respond to feedback. Departmental feedback sheets are also acceptable but should be attached to the relevant page(s) of the marked work. <p><u>Spelling and Grammar</u></p> <ul style="list-style-type: none"> All mistakes in grammar, punctuation and spelling do not have to be indicated by the teacher if a pupil is particularly weak in basic skills. However, in the majority of cases, SPAG errors should be marked as such. Recurring spelling errors should be highlighted; pupils should copy out spellings 5 times. These spelling may form the basis of class spelling tests. 	<ul style="list-style-type: none"> The expectations should match the expectations stipulated above. <p><u>Teacher Assessment</u></p> <ul style="list-style-type: none"> Written in red or purple biro. Given on the left-hand page of the work and/or annotated on to the pupils work. <u>Where practical</u>, a red or purple box should be drawn around any area where improvements are to be made with formative comments to improve. <p>For example, in History:</p> <div data-bbox="858 976 1489 1473" style="border: 2px solid red; padding: 10px; margin-top: 10px;"> <p><i>Think about the provenance of the source. Why does it matter to us that the author was writing after the events had happened?</i></p> </div>



Key Stage 4

For each subject that a pupil studies, the expectation is that they have the following:

Two exercise books:

Classroom and Homework book/folder – an exercise book used for all classroom work

Assessment book/folder – used for all pieces of formal assessment (e.g. written assessments, end of topic assessments)

Classroom and Homework Book/Folder

<u>Guidance for Assessment and Feedback</u>	<u>Guidance for standards of presentation</u>
<ul style="list-style-type: none"> It is not expected that classroom teachers should mark all written work. Work which is completed in this book/folder should be marked at the classroom teacher’s discretion. It is expected that the predominant assessment used in this book is peer-assessed or self-assessed. Therefore, the book should contain a narrative of the variety of assessments of learning that are taking place, and the pupils responding to this. 	<p><u>Basic Classroom Protocol</u> The following stickers should be attached to the front of each book/folder:</p> <ol style="list-style-type: none"> High Standards, ALWAYS/Tracking progress in my learning MEG and BEG target <ul style="list-style-type: none"> Work should be ruled-off before beginning a new piece/new page started if not sufficient space. A date and title should be given with all work and underlined with a ruler. Pupils must use black or blue biro for written work. Pupils should respond to feedback in green biro or when marking their own or another pupil’s work Diagrams and tables should be in pencil. Doodles or graffiti are not accepted. Worksheets should be kept in excellent order by the pupil. If necessary a folder could also be used to help maintain order. <p><u>Self-assessed work</u> Marked in green pen. Responses to feedback in green pen. Where practical a green box should be neatly drawn around any response to feedback in order to increase visibility.</p> <p><u>Peer-assessed work</u> Marked in green pen. It should be dated and signed by the peer-assessor.</p>



Assessment book/Folder

The expectation is that the assessment book is used by the pupil for the entirety of Key Stage 4. **If teaching staff share a teaching group, the expectation is that all assessments are completed in one assessment book/folder**

<u>Guidance for Assessment and Feedback</u>	<u>Guidance for standards of presentation</u>
<ul style="list-style-type: none"> • All written work completed in a pupil’s Assessment book should be marked by the teacher. • Pupils will not write on the left hand side of the A4 book therefore allowing teachers a sufficiency of space to annotate pupils’ work. • Feedback given should be formative and indicate, using an appropriate feedback approach: <ol style="list-style-type: none"> i. The strengths of the piece of work ii. Areas of the work which need to be improved The extent that this is structured is dependent on the ability of the pupil. • Dedicated Improvement and Reflection Time (DIRT) should be provided post-assessment in order that pupils can adequately respond to feedback. • Departmental feedback sheets are also acceptable. <p><u>Spelling and Grammar</u></p> <ul style="list-style-type: none"> • All mistakes in grammar, punctuation and spelling do not have to be indicated by the teacher if a pupil is particularly weak in basic skills. However, in majority of cases, SPAG errors should be marked as such. • Recurring spelling errors should be highlighted; pupils should copy out spellings 5 times. 	<ul style="list-style-type: none"> • The expectations should match the expectations stipulated above. <p><u>Teacher Assessment</u></p> <ul style="list-style-type: none"> • Written in red or purple biro. Given on the left-hand page of the work and/or annotated on to the pupils work. • <u>Where practical</u>, a red or purple box should be drawn around any area where improvements are to be made with formative comments to improve.

EXCEPTIONS TO ASSESSMENT POLICY – Controlled assessment portfolios – where there is a need to use alternative approaches that are governed by stipulations from the relevant exam board.



Key Stage 5

The expectation is the **same approach to feedback and academic standards should be applied to Key Stage 5 pupils as with Key Stage 4.**