



Kings College Marking and Feedback Policy 2022-2023

Providing feedback to pupils is an essential part of teaching and learning that is fundamentally important in driving student progress. The focus of written and verbal feedback are to aid students in gaining a clear understanding of how well they have gained knowledge, concepts and skills and to highlight areas where improvements can be made. It should impact upon progress. This approach will foster independence and allow students the opportunity to take responsibility for their own learning in conjunction with the teacher during DART time and in future lessons. At Kings College Guildford, we also recognise that teachers' marking of students' progress and attainment is essential. The purpose of marking at Kings College is to evaluate how far students have progressed at regular assessment points and to communicate this data to stakeholders.

The implementation of this policy is the responsibility of all teachers and leaders.

Feedback:

- Will be written using the WWW/EBI structure
- Will be given on green paper so it can be easily identified by students
- Will be directly linked to the task and learning outcomes
- Will challenge students to think for themselves
- Will inform planning
- Will use the school rewards policy where appropriate
- May be individualised or utilise the whole-class feedback model
- Will give opportunities for students to improve (DART)

Marking:

- Will be diagnostic and precise
- Will be at each summative point and where Heads of Department instigate additional summative assessments.
- Will identify student attainment
- Will use numerical marks (0-99) and/ or exam board criteria
- Will inform planning

Summative assessments in the form of PPEs will be in Modules 2 and 6. Grading is moderated within departments to ensure consistency. Smaller departments may utilise colleagues within the trust to moderate grades. Summative assessment grades will be reported home to parents/carers at both assessment points.

DART (Dedicated Action and Reflection Time) will be incorporated into lessons following individualised or class feedback and following summative assessments. This will allow the students the opportunity to act upon the feedback given, which must be done in their DART pens.

Any feedback or assessment sheets that are used will be green in colour so that it is instantly recognisable to students.

All subjects have a responsibility to improve literacy and will include this in their feedback where appropriate.

Responsibilities in relation to feedback:

Role	Responsibility
Teachers	<ul style="list-style-type: none"> • Ensure students receive feedback in line with department and whole school policy • Share good practice at department and T&L meetings • Participate in department moderation • Record assessment data in SIMS for reports
TAs and HLTAs	<ul style="list-style-type: none"> • Guide student work using teacher feedback where appropriate
Heads of Dept.	<ul style="list-style-type: none"> • Ensure department feedback policy is best fitted for their subject • Ensure staff are providing feedback in line with policy • Monitor the quality and regularity of marking and feedback • Conduct book reviews that focus on marking and feedback • Support staff with marking and feedback within department time • Plan opportunities for moderation • Share good practice
SLT	<ul style="list-style-type: none"> • Ensure feedback is featured in all aspects of QA processes (Deep Dives) • Ensure HoDs and staff are adhering to school policy • Quality Assure department feedback policies • Review policy for effectiveness each year
Students	<ul style="list-style-type: none"> • Read all feedback comments from teaching staff • Complete their DART tasks • Take part in peer and self-assessment tasks positively • Speak to the teacher if further feedback or clarification is needed
Parents	<ul style="list-style-type: none"> • Support teachers and students by monitoring feedback • Engage with teachers to support progress

Students will receive regular, impactful feedback from their teachers in order progress their learning. Students will receive feedback differently depending on the subject (see below).

Subject	Feedback
English	<p>Method: The English Department provides feedback to every child using the Whole Class Feedback Model. Teachers will list key skills with clarity, using the EDUQAS mark scheme as a guide, that should be achieved in the assessment and share these with students. Teachers will then provide a personalised WWW/EBI to every student by referring to these skills. A tailored DART task will be included for every student which will clearly state what a student needs to improve on, and why, before offering scaffolding for improvement.</p> <p>Rationale: The English Department utilises Whole Class Feedback as it allows for feedback to be given on a granular level, allowing us to reduce a complicated series of interwoven skills to a clear and simple format. The method ensures students have clarity about what they need to do next in order to progress, at a level appropriate to them in that moment, and allows for precise personalisation without causing cognitive overload. DART tasks are precise, personalised and purposeful to ensure that students can see how they might improve this particular task, but also include the “why” so students can see how this would impact their longer term progression in the subject.</p> <p>Frequency: Feedback is given to all learners twice a half term including at the November and Summer assessment points where at least one of these feedback sheets will relate directly to the examination. In Term Four, an adaptation will be made whereby KS3 students will receive one piece of feedback in order to allow additional Year 11 examination marking to be completed by teachers without dramatically increasing workload.</p>
Maths	<p>Method: Students mark their own work in every lesson using answers provided by the teacher. All lessons are graded using numerical grades (0-99), so that students know what level they are working to in each lesson. The Maths department provides whole class feedback to each student. Areas students performed well in are listed under what went well (WWW) and areas for future focus or improvement are listed under even better if (EBI). Feedback is given on either a set piece of work such as an end of topic assessment or on the classwork for a particular topic. Personalised feedback is given to each student regarding their attitude to learning (ATL), written presentation (e.g. the use of a ruler and pencil when drawing graphs, clear and logical layout of a worked solution etc.), the clarity, consistency and precision of their workings and their written literacy</p>

	<p>(generally focussing on SPAG). Specific DART tasks are given to students based upon identified areas of focus.</p> <p>Rationale: Students get immediate results based upon their own in class marking. Whole class feedback enables the Maths department to comment on and identify common misconceptions across ability groups, whilst also commenting on areas where students performed well. Personalised feedback in the areas listed above give students clear guidance and areas for improvement in important skills needed in Maths. Specific DART tasks give students extended time to practice and focus on areas where improvements are needed.</p> <p>Frequency: Students mark their work in every lesson. Feedback is given twice per module (generally the middle and end). Year 11 students from module 3 onwards complete a practice or past paper each week, which is marked and live modelled by the teacher giving students precise weekly updates on where to target their revision.</p>
<p>Science</p>	<p>Method: Students will self-mark their classwork, under the instruction of the teacher, using a DART pen at given points in each science lesson. Science teachers will use a variety of methods to guide self-marking, including live-modelling and verbal feedback. Written feedback on specified pieces of work will be given to students regularly, either as whole class feedback or as a personalised checklist, depending on the need of the students and the type of work being assessed. Students act upon written feedback by completing DART activities set by the classroom teacher. Science teachers will plan their lessons to address common misconceptions and gaps in knowledge/skills that become apparent through assessing student work.</p> <p>Rationale: The science curriculum is very knowledge-rich and many of the core learning points are easily categorised as correct or incorrect. Self-marking with teacher guidance is the most efficient way to provide immediate feedback for this type of material and can be easily combined with classroom AfL techniques to provide the teacher with insight into student learning. Assessment is used on specified pieces of work to inform teachers of longer term trends in learning and to identify common areas of misunderstanding or gaps in knowledge. Written feedback is given to inform students of the areas of strength and weakness in their work. It also provides a basis for DART tasks designed to progress students in particular science skills or science topics.</p> <p>Frequency: Self-marking should be evident throughout student books. KS3 students will receive written feedback for science</p>

	<p>approximately once every 3 weeks, or twice per module. KS4 students will receive one piece of written feedback in each science discipline (i.e. biology, chemistry, physics) every module.</p>
History	<p>Method: The History Department provides feedback to every child using the Whole Class Feedback model. Upon submitting a piece of writing, students receive personalised annotations alongside a DART Task directly related to the assessed work. All students are required to complete a DART Task that focuses on a specific skill that needs developing. Students are also required to engage with self and/or peer feedback tasks in class, which involve guided marking and self-improvement.</p> <p>Rationale: The rationale behind this approach is to help students develop their historical writing by gaining a deeper understanding of the specific requirements needed to answer the range of different questions asked in History. By developing their ability to understand the different aspects of a written response, students will then be able to focus more on the factual content required within an answer. This will then result in more detailed responses that allow students to demonstrate their full level of understanding.</p> <p>Frequency: Students will receive feedback on a written task from their teacher once per module. Alongside this, in-class self, peer and/or verbal feedback will be provided regularly, at least twice per module. This means that students receive feedback on average once per timetable cycle – although this may vary dependent on the content being covered.</p>
Geography	<p>Method: The Geography Department provide written feedback to every child at least twice a module. The Whole Class Feedback Model is used for all end of topic assessments and will focus on what students have done well, common misconceptions and DART tasks. Students will also be provided with personalised WWW and EBI based on their understanding and implementation of key geography skills and knowledge midway through a topic. Alongside this, high levels of live feedback are given in every Geography class, including times when we mark retrieval quizzes and homework.</p> <p>Rationale: The Geography Department utilises Whole Class Feedback as it is a clear, highly effective and efficient way to ensure students overcome misconceptions. The feedback along with the DART activity are targeted so that students can see what they have done well, how they could progress and also allows them to reflect on their next steps.</p>

	<p>Frequency: Feedback is given to all students twice per half-term including the November and Summer assessment points. All Key Stage 4 feedback will be linked directly to exam questions.</p>
Languages	<p>Method: The Languages Department provides feedback to every student using the whole class feedback model which identifies success, areas for development and personalised DART tasks. Students take personal responsibility for celebrating success and identifying key areas for development by writing out or highlighting the aspects of whole class feedback specifically relevant to them, as identified by their Languages teacher. Marking of class activities and homework tasks is often completed in class, allowing for direct and timely verbal feedback. Live modelling involving co-constructive work is an integral part of the DART task process, enabling students to identify what success should look like before attempting to improve upon prior efforts. At Key Stage 4 the AQA GCSE French/Spanish mark schemes are referred to as a guide and discussed so that students can access the examiner descriptors.</p> <p>Rationale: The Languages Department uses Whole Class Feedback as it allows for accessible and student friendly feedback. The method ensures students have clarity about what they need to do next in order to progress, at a level appropriate to them in that moment, and allows for precise personalisation supported by live or deconstructive modelling. DART tasks are precise, personalised and purposeful to ensure that students can see how they might improve this particular task, but also include an explanation of “why” to make them purposeful and so that students can see how this would impact their longer term progression in French/Spanish.</p> <p>Frequency: Feedback is provided twice per module. The first feedback provided usually focuses on writing but may be provided on another key Languages skill (Speaking, Listening or Reading). The second piece of feedback is focussed on the end of module assessment. Year 10 and 11 students are given regular verbal and written feedback on speaking, reading, writing and listening tasks and on their past paper performance to address misconceptions and enable them to target their revision with maximum impact.</p>
PRE	<p>Method: The PRE department will use low-stakes quizzing to formatively assess the core knowledge of the PRE curriculum. This will be self-marked and corrected by students within lesson to provide them with live feedback.</p> <p>Rationale: Understanding key concepts is a central pillar to being able to access and debate questions about Philosophy, Religion and Ethics. As a new course, we are focusing on embedding knowledge at this stage.</p> <p>Frequency: Once per module due to curriculum time.</p>
Art	<p>Method: The Art Department provides feedback to every child using the Whole Class Feedback model alongside high levels of live feedback to every child, every lesson. Students are expected to use their RAG cards in order to identify the level of challenge that they are experiencing during work and this ensures that these students are prioritised for quick live feedback to</p>

	<p>enable progress. When producing Whole Class Feedback teachers will analyse a piece of work or stage of coursework. Teachers will identify the key skills using WWW/EBI. Teachers will then highlight the personally relevant DART tasks for each student as an individual which clearly state what a student needs to improve on before modelling and/or providing scaffolding.</p> <p>Rationale: The Art Department utilises Whole Class Feedback as it allows for a simple format which is easily accessed by students and has shown to be impactful for all students to progress their skills and knowledge at an appropriate level for all students. DART Tasks are designed at KS3 to develop the key practical skills to ensure students will be successful at creating coursework and to understand how to refine their work through sustained time. At KS4 tasks are focused on how students can refine their on-going coursework to maximise their achievement in line with the assessment objectives. The refinement of work is one of the four assessment objectives assessed at GCSE so by ensuring students understand how to refine, sustain and develop work they are able to become more reflective artists and can utilise these skills in future pieces of work.</p> <p>Frequency: Feedback is given to all students twice per half-term and at Yr7-8 feedback is given at least once per half term due to less curriculum time.</p>
PE	<p>Method: Core PE uses verbal feedback every lesson during practical sessions. During our Cambridge National theory lessons, practice exam questions are marked and a combination of both verbal and written feedback is given to pupils to drive progress.</p> <p>Rationale: Students receive verbal feedback every lesson, which culminates in the end of module assessment. By giving verbal feedback during lessons, we are able to selectively talk about particular skills and the skill development over the course of the lesson and module. Verbal feedback also allows us to customise the feedback per student, acknowledging their efforts and where they might improve.</p> <p>Frequency: Core PE feedback frequency is every lesson, based on the sporting module. Cambridge National theory lessons usually uses an exam unit paper or questions from that paper, for formal marking and feedback. This happens every 3-4weeks depending on the unit length.</p>
Design Technology	<p>Method: Verbal feedback should be on going throughout all lessons. This is most impactful during skill development activities. The dialog between staff and students should enable students to progress and be aware of improvements in their design and making tasks. Whole class feedback will provide what went well (WWW) and even better if (EBI) comments from the teacher. DART tasks will be developed and students will select tasks most appropriate to their development.</p>

	<p>Students will self-mark any short-answer responses during theory lessons.</p> <p>Rationale: Verbal feedback will support students within Design Technology by providing immediate insight into what they are doing well in design/making tasks and how they can improve. Whole class feedback along with a DART task will enable students to challenge misconceptions, develop skill along with greater understanding of how they can maximise marks within coursework or exam style questions.</p> <p>Frequency: Feedback is given verbally during all Design Technology lessons to enable students to develop their design and making skills allowing them to progress with their projects. Students will receive written or whole class feedback with an attached DART task once per module.</p>
IT	<p>Method: The ICT Department provides feedback to every child using a variety of methods, such as:</p> <ul style="list-style-type: none"> • The Whole Class Feedback model • Feedback in small groups • One to one feedback • Assessed work feedback – Teachers use a standardised mark scheme feedback sheet to enable personalised analysis of assessment performance and relevant DART tasks • Interactive ICT questioning software such as Kahoot • Peer to peer feedback based on the effectiveness of student work <p>Rationale: Student time in ICT is limited at KS3, therefore the focus is on hands on practical application of skills. ICT teachers apply a model, practice, review and develop approach to lessons, giving feedback through the most appropriate method which is dependent on the task and student.</p> <p>Frequency: Students are assessed every lesson using the methods above, as appropriate. Summative assessments are held twice a year in line with the whole school policy.</p>
Performing Arts	<p>Method: Performing Arts continuously uses verbal feedback based on clear assessment criteria. Assessment criteria for KS3 are taken from the trust-wide band descriptors. Live marking is used following listening/watching tasks and quizzes which test theoretical knowledge. Exit tickets are used twice per module and relevant DART tasks are set based on these. At Key Stage 4, written feedback is provided alongside DART tasks at least twice per module. Verbal feedback is given every lesson to support development of practical work.</p> <p>Rationale: Performing Arts given the practical nature of the subjects in performing arts making give verbal feedback every lesson important for ensuring students continuously improve their work before their final performance and composition assessments. The method ensures students have clarity about what they need to do next</p>

	<p>in order to progress, in small steps. Specific DART tasks are set as part of responsive teaching in order to address misconceptions which have arisen or reteach material as required. Likewise, live marking gives the teacher the opportunity to address any inaccuracies in theory before students are asked to apply theory during practical tasks.</p> <p>Frequency: Verbal feedback is given regularly each lesson and DART tasks provided twice per module. Live marking and feedback is used every lesson for listening tasks and quizzes.</p>
<p>Media Studies</p>	<p>Method: The Media Department provides feedback to every child using the Whole Class Feedback Model. Teachers will list key skills with clarity, using the exam board criteria as a guide, that should be achieved in the assessment and share these with students. Teachers will then provide a personalised WWW/EBI to every student by referring to these skills.</p> <p>Rationale: The Media Department utilises Whole Class Feedback as it allows for feedback to be given on a granular level, allowing us to reduce a complicated series of interwoven skills to a clear and simple format. The method ensures students have clarity about what they need to do next in order to progress, at a level appropriate to them in that moment, and allows for precise personalisation without causing cognitive overload.</p> <p>Frequency: Feedback is given to all learners twice a half term including at the November and Summer assessment points where at least one of these feedback sheets will relate directly to the examination.</p>
<p>PSHE</p>	<p>Method: Within PSHE students are required to give self-reflective feedback at the end of each lesson, relating what they are learning to their future; either health, safety, well-being, relationships or careers. This feedback identifies their personal take on the lesson content and the depth of understanding. Staff are required to read these reflections throughout the next lesson to ensure that misconceptions are identified and addressed quickly.</p> <p>Rationale: PSHE sometimes covers content that can be quite difficult or uncomfortable for students to learn/discuss. Therefore, having a moment at the end of the lesson where students reflect on the content and how it has impacted them supports a depth of understanding.</p> <p>Frequency: Students give this feedback each lesson to ensure that any misconceptions regarding topics are identified quickly.</p>