



# King's College

DOHA

## Marking and Feedback Policy

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## Introduction

It is important to provide constructive feedback to pupils, focusing on success and improvement against learning intentions. Feedback is the major factor in pupil progress and is a core component of assessment for learning. It enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning, so lessons and activities are targeted to pupil's needs. Marking has four main functions:

- To provide an assessment record
- To provide feedback to the pupil
- To promote individual dialogue with every pupil
- To help pupils to think about their learning and make progress in a self-evaluative and constructive way

## Aims- *The 3 'M's*

Giving effective feedback is the responsibility of the class teacher. Time should be taken both in lessons as a form of 'live marking' as well as written feedback in response to a piece of extended work completed by the pupil. Teachers should always follow the rule below when providing feedback, which will ensure workload is efficiently balanced and progress following the feedback is evident.

- Meaningful
- Manageable
- Motivating

## What is effective feedback?

- The purpose of feedback, both verbal and written, must be clear to all those involved: teachers, pupils and parents. These purposes should be reflected consistently across the school. The provision of feedback is a shared, two-way activity. It should aim to encourage dialogue and develop the self-assessment skills of learners.
- Feedback must be focused. Expectations should be shared with pupils as learning objectives or standards for them to aspire towards. These expectations should be reflected in teachers' feedback.
- To be effective, feedback should comprise three elements: exactly what the learner has done well, what they have been less successful in doing and a brief indication of how improvement can be made
- It is essential to give pupils time to absorb and act upon or consolidate feedback comments. A response to feedback should then be expected from pupils, as long as the feedback comments are brief, clearly written and easy for the pupil to understand.
- Good quality feedback contributes positively to behaviour management. Evidence strongly suggests that it leads to increased motivation and engagement and is worth the time and effort involved. The outcomes of written and verbal feedback must be used by teachers to plan the next steps of learning and pitch work appropriately for each pupil.
- For feedback to have a significant and sustained effect, there needs to be an achievement culture in the school or department. This should provide clear direction and appropriate challenge for individuals. This culture should actively develop good relationships and promote self-esteem amongst pupils and teachers alike.
- If improvement in work is to take place, the learner must first know the purpose of the task, how far this has been achieved and finally be given help in knowing how to move closer towards the desired goal or in 'closing the gap'.

***"For assessment to be formative the feedback information has to be used."***

(Black and William 1998)

There are two vital elements to feedback



Success is identified a few ways forward or improvements are described

*If there are too many improvement points on a piece of work the feedback becomes less productive.*

### **Types of feedback expected to be used across all ages**

<b>Type</b>	<b>Explanation</b>	<b>Code to be used in workbooks</b>
Verbal Feedback	A teacher/TA/LSA discusses a piece of work with the pupil and corrects or extends/deepens learning through dialogue or questioning. After this dialogue, the pupil writes VF in their book (in red pen) and adjusts/extends their work to show better understanding or a deepening of knowledge.	VF
Peer Feedback	During a lesson, pupils are given the opportunity to feedback to one another. Writing PF on the work, a set criterion for feedback must be shared with the pupils (success criteria on the board/exam criteria) and pupils use these comments to feedback in red pen.	PF
Self-Edit	Pupils will correct their own work using red pen prior to it being quality marked. This will include spelling and grammar. (SPAG)	SE
Live marking	When pupils are working in lessons, the teacher should move around the room providing instant feedback, corrections and alterations to pupils' work.	LM

### **Literacy Marking Codes across the school**

Code	Explanation	Suggested Improvement
W	The wrong word has been used.	Use a dictionary / thesaurus or check the homophone (e.g. hour/our).
?	Something doesn't make sense.	Put an explanation in the margin or an * with an explanation at the end of the work.
Error underlined and 'SP' in the margin.	Spelling mistake.	Use a dictionary to check the spelling. Write the correct word three times.
^	A word or phrase is missing.	Put the right word in the space above.
P	Punctuation error.	Put in the correct punctuation (.,?!“” : ;).
Caps	Missing capital letter.	Put in capital letters to start a sentence or for proper nouns.

// NP	A new paragraph is required.	Give a reason as to why a new paragraph is needed.
Sl	Slang or informal English has been used.	Re-write the word in the style needed for this work (formally or informally).
T	Wrong tense (past, present or future)	Correct the mistake or write down what tense should have been used.

### Spelling, Punctuation and Grammar

All staff will be expected to mark spelling mistakes (appropriate to the age/ability of the child) in written work. The frequency of correction should be differentiated according to the pupil and the purpose of the writing but should focus upon high frequency and topic key words. Some subjects may correct spellings that are subject specific rather than all spelling errors. Generally, the misspelt word should be underlined, and the correct spelling noted in the margin. Pupils will be expected to learn from their mistakes by carrying out the Look-Say-Write-Check approach. Dictionaries or spellcheckers will be available in all rooms.

Staff will draw attention to some punctuation errors appropriate to the age and ability of the pupil. The pupil should, as part of his/her corrections, add punctuation marks into the relevant sentence. Special attention should be drawn to the use of capital letters, full stops and paragraphing at all ages across the school.

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### Senior School Feedback: Policy into Practice

Pupil work is marked for formative reasons and will aim to:


- allow the pupil to identify what they can do and what they need to do next to improve;
- allow the teacher to plan future lessons based on what the class and individual pupil has learned and need to learn.

We recognise that although the school needs a common approach to provide consistency, we must also be mindful of the uniqueness of each subject. Therefore, subjects need to adapt this policy and apply it effectively to their own subject area. It should be evident in medium-term plans where formative and summative assessments/feedback will take place within a topic or unit of work.

### **Types of feedback expected to be used for Year 9 to Year 12**

Pupils should expect to have work **quality** marked regularly and feedback should be ongoing throughout the lesson by the teacher correcting and perfecting the work with a highlighter or **green pen**.

It is not necessary to write a comment on all pupil work, but the quality feedback should follow a series of other feedback opportunities such as verbal feedback, peer feedback and self-editing. When quality marking is present, comments must be motivating and constructive, tell pupils what they have done well and how they can improve their work. It is good practice to base comments on the phraseology of the assessment criteria or take them from the following four areas: *question, improvement, scaffold* and *master*. Where it is planned, a VF can be written on a piece of pupil work and then the teacher can provide verbal feedback to a group of pupils in the following lesson. The pupils will then respond to that feedback in red pen. This will demonstrate progress.

<b>Teacher/LSA's Written Feedback</b>		
Encourage	Explain what the pupil has done well.	
Challenge - this could be any of the following:	<b>Question</b> – pose questions throughout the body of work which will encourage the pupil to think and respond.	CH
	<b>Improvement</b> - if a pupil has omitted content or facts, or has written an incorrect fact, this can be corrected by a written prompt.	CH
	<b>Scaffold</b> – if a pupil has answered a question incorrectly or misunderstood the task, a supportive/leading question will enable them to improve/correct/extend their work with guidance from the feedback.	CH
	<b>Master</b> - if a pupil has investigated a topic but is yet to apply their knowledge and understanding of it in an examination, a 'BIG' question can be posed to allow the pupil to apply their knowledge and master the topic/subject.	CH

### **What is Correct and Perfect?**

Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may best be addressed by providing hints or questions which lead pupils to underlying principles; the former, by simply marking the mistake as incorrect without giving the right answer.

Teachers/TAs/LSAs will use a coloured highlighter pen to show the pupil what to improve, a yellow highlighter pen for the corrections and a green highlighter pen for the improvements that will lead to perfection:


✓	<b>A successful demonstration of learning. A correct answer or good point.</b>
✓ ✓	<b>A very successful demonstration of learning. A perfect answer or a very good point.</b>
<b>Correct</b>	<b>You have made a careless error here, e.g. spelling, punctuation or a calculation error. Can you put it right?</b>
<b>Perfect</b>	<b>You could really improve this part of your work/answer. Either respond to the prompts I have suggested or think hard for yourself about what you could do to improve it.</b>
↑	<b>You're working above expectations. Explain what you have done well.</b>
→	<b>You're working in-line with expectations. What could you do to improve?</b>
↓	<b>You're working below expectations. What didn't you do? What do you need to understand better?</b>
	<b>Individual departments can add additional symbols and explanations here, if needed.</b>

These are some suggestions as to the feedback a teacher would give a pupil when correcting and perfecting their work:

CORRECT	PERFECT
<p><i>Look again at number 4. You have missed out an essential step. Put this right and your answer will be correct.</i></p> <p><i>You need to add some punctuation in your second paragraph. Find and fix this.</i></p> <p><i>Three of your answers are incorrect. Can you find them and correct them?</i></p>	<p><i>Can you develop this point further by thinking about the health benefits of technology?</i></p> <p><i>Could the opposite be true? Explain why.</i></p> <p><i>What evidence is there to support this view?</i></p> <p><i>Can you swap some of the words you have used with more technical/ sophisticated vocabulary?</i></p>

### How will Senior School pupils respond to teacher feedback?

Pupils make their corrections in **RED PEN**

Step	Poor practice uses generalisations, e.g.	Good practice is motivating and meaningful, e.g.
<p>Positive comment with a tick in a circle.</p> 	<p><i>Good answers which show sound understanding.</i></p>	<p><i>All positive comments must be linked to success criteria.</i></p> <p><i>You have shown deeper understanding of this topic and applied it well to the exam question.</i></p> <p><i>Your presentation has much improved.</i></p> <p><i>You have used good analytical skills in this piece of work.</i></p>
<p>Suggested way forward/challenge from teacher (see table above for variety of feedback options)</p> <p>A combination of correcting and perfecting feedback using yellow and green highlighters.</p>	<p><i>Give more detail in each.</i></p>	<p>Question - <i>ask a question that will prompt thought and a response that shows deeper understanding rather than to check understanding.</i></p> <p>Improvement - <i>Evaluate the arguments you make. This means pointing out the strengths and weaknesses of the arguments. By doing this, you will demonstrate your understanding of the validity of the arguments.</i></p> <p>Scaffold - <i>pose questions to lead the pupil into realising the correct answer OR give the correct answer and ask the pupil to explain/demonstrate how you came to that answer.</i></p> <p>Master - <i>Create an exam question based on our topic, then write a model answer.</i></p>
<p>Pupil comment DIRT- Directed Improvement Reflection Time</p>	<p><i>Need more detail</i></p>	<p>VF - the pupil will write VF in their book in red pen and respond accordingly, either redoing a piece of work, correcting it or adding depth to it because of the dialogue with the teacher.</p> <p>PF - the pupil will write PF in red pen and then use a set criteria which will be linked to an assessment; this will be used to feedback to his/her peer in red pen.</p>

		SE - pupils may correct SPAG or, using a mark scheme, make improvements to their work prior to teacher quality mark. SE work must be done in red pen to demonstrate progress.  Written feedback - depending on the type (see table above), the pupil will respond in red pen.
Teacher re-marking of VF/PF or written feedback.	<i>Well done! This is better.</i>	Teacher could use this as the positive comment or continue to extend pupil work with further feedback. This will depend upon the work being carried out.


### Summative Assessment in Workbooks - Grades and Levels in the Prep and Senior Schools

We do not use any form of grade/mark/level in our discourse or marking in pupil workbooks, only on assessment papers and testes where appropriate. In Years 7 to 13, we accept the use of grades on exam questions, but this would be accompanied by quality teacher feedback comment and other forms of assessment, such as VF/PF/SE. (see below for more detail on summative assessment).

### Middle School Feedback: Policy into Practice

In the Middle School (Years 5-8) pupils should expect to have work **quality marked** regularly and feedback should be ongoing throughout the lesson by the teacher correcting and perfecting the work with a highlighter or green pen.

It is not necessary to write a comment on all pupil work, but the quality feedback should follow a series of other feedback opportunities such as verbal feedback, peer feedback and self-editing. When quality marking is present, comments must be motivating and constructive, tell pupils what they have done well and how they can improve their work. It is good practice to base comments on the phraseology of the assessment criteria or take them from the following four areas: *question*, *improvement*, *scaffold* and *master*. Where it is planned, a VF can be written on a piece of pupil work and then the teacher can provide verbal feedback to a group of pupils in the following lesson. The pupils will then respond to that feedback in red pen. This will demonstrate progress.

Teacher/LSA's Written Feedback		
Encourage	Explain what the pupil has done well.	
Challenge - this could be any of the following:	<b>Question</b> – pose questions throughout the body of work which will encourage the pupil to think and respond.	CH
	<b>Improvement</b> - if a pupil has omitted content or facts, or has written an incorrect fact, this can be corrected by a written prompt.	CH
	<b>Scaffold</b> – if a pupil has answered a question incorrectly or misunderstood the task, a supportive/leading question will enable them to improve/correct/extend their work with guidance from the feedback.	CH


	<b>Master</b> - if a pupil has investigated a topic but is yet to apply their knowledge and understanding of it in an examination, a 'BIG' question can be posed to allow the pupil to apply their knowledge and master the topic/subject.	CH
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Marking is part of the Assessment for Learning process (AFL) and must provide feedback to the pupil about Attitude to Learning and Progress. It must be used to inform future teaching.

'Closing the gap', 'Next steps' comments or improvement prompts should be linked to the learning objective or individual pupil targets. These comments must be encouraging, supportive and challenging.

### How will pupils respond to teacher feedback in the Middle School?

Middle School pupils make their corrections in **RED PEN**:

Step	Poor practice uses generalisations, e.g.	Good practice is motivating and meaningful, e.g.
Positive comment with a tick in a circle.  	<i>Good answers which show sound understanding.</i>	<i>All positive comments must be linked to success criteria.</i> <i>You have shown deeper understanding of this topic and applied it well to the exam question.</i>  <i>Your presentation has much improved.</i>  <i>You have used good analytical skills in this piece of work.</i>
Suggested way forward/challenge from teacher (see table above for variety of feedback options)  A combination of correcting and perfecting feedback using yellow and green highlighters.	<i>Give more detail in each.</i>	Question - <i>ask a question which will prompt thought and a response which shows deeper understanding rather than to check understanding.</i>  Improvement - <i>evaluate the arguments you make. This means pointing out the strengths and weaknesses of the arguments. By doing this, you will demonstrate your understanding of the validity of the arguments.</i>  Scaffold - <i>pose questions to lead the pupil into realising the correct answer OR give the correct answer and ask the pupil to explain/demonstrate how you came to that answer.</i>  Master - <i>Create an exam question based on our topic, then write a model answer.</i>
Pupil comment DIRT- Directed Improvement Reflection Time	<i>Need more detail</i>	VF - the pupil will write VF in their book in red pen and respond accordingly, either redoing a piece of work, correcting it or adding depth to it as a result of the dialogue with the teacher.  PF - the pupil will write PF in red pen and then use set criteria which will be linked to an assessment; this will be used to feedback to his/her peer in red pen.  SE - pupils may correct SPAG or, using a mark scheme, make improvements to their work







		prior to teacher quality marking. SE work must be done in red pen to demonstrate progress. Written feedback - depending on the type (see table above), the pupil will respond in red pen.
Teacher re-marking of VF/PF or written feedback.	<i>Well done! This is better.</i>	Teacher could use this as the positive comment or continue to extend pupil work with further feedback. This will depend upon the work being carried out.

### Lower School Feedback: Policy into Practice

The purpose of feedback is to further the pupils' learning. Time efficient approaches with high impact will be used on a daily basis e.g. verbal feedback. Quality marking has a high impact and will be used at least weekly in all subjects and at least twice a week in English and Mathematics.

Self- and peer-assessments are best completed using success criteria and will be used at least once per English unit e.g. for end-of-unit writing tasks.

<b>Lower School Marking Code</b>	
Symbol	Meaning
	Learning objective has been achieved
	Learning objective partly achieved. Highlighted text needs to be corrected
p	Punctuation is incorrect – needs correcting
Sp	Incorrect spelling – needs correcting
	Target is shared with pupil
vf	Verbal feedback has been given during the lesson
	Pupil feedback – Pupil feels that they have understood the learning within the lesson
	Pupil feedback – Pupil does not understand and needs some help
	Pupil feedback – Pupil did not completely understand the learning today

## How will pupils respond to feedback in the Lower School?

- A. Teacher feedback and marking
- B. Self-editing in English
- C. Self-assessment in English
- D. Peer assessment in English
- E. Self-marking in Mathematics

### A. Teacher feedback and marking

During lessons: verbal feedback, marking and written support.

After lessons: detailed marking to be acted upon in the next lesson. See Marking Codes above.

Areas of achievement (highlighted in green) should outweigh areas for improvement (highlighted in yellow):

- Fix: Highlighting work to improve in yellow (accompanied by marking code and correct spelling where appropriate).
- Signposting: Highlighting work to improve with a clear focus e.g. Rewrite this sentence with a different conjunction as it does not make sense.
- Consolidation: A pupil needs more practice, or the teacher wants to assess if they are able to demonstrate a skill independently.
- Scaffolding: A pupil has misunderstood or made an error, and the teacher provides a scaffolded response to get them unstuck and to make progress.
- Further Challenge: A pupil has demonstrated secure understanding during the lesson and so is offered a challenge or a new context.
- Target Setting: An area that would move the pupil's learning on.

### B. Self-editing

Correcting spelling, grammar, punctuation and vocabulary choices in red pen prior to quality marking. This will be checked by the teacher when their book is next marked.

### C. Self-assessment in English

- Assessing the level of success against criteria. On short pieces of work, this can be completed at the end of the lesson. Within a grammar lesson, assessment is largely against the learning objective. Ordering success criteria in terms of priority provides challenge for all ability levels.
- Finding evidence of success against criteria and then underlining, using the colour code. As there is a longer list of success criteria for end-of-unit English tasks, self-assessment is best completed after each paragraph so that errors and omissions can be rectified before they are repeated throughout a piece of extended writing.

### D. Peer assessment in English

Pupils seek to identify and correct their peers' work against the provided criteria prior to quality marking

## E. Self-marking in Mathematics


- Marking at end of varied fluency or first few questions using the answer sheet. Misconceptions are addressed before they are repeated throughout the work.
- Marking at end of lesson, selecting pupils to answer questions, discussing methods and reasoning with whole class.

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### Pre-Prep School Feedback: Policy into Practice

We have adopted a colour-coding system to support pupils with understanding their feedback: ‘tickled pink’ and ‘green for growth’. This allows the teacher (or peers) to highlight areas of work. Marking in pink highlighter/pen indicates the learning objective has been met, whereas green highlighter indicates that there is further development required. Teachers highlight good examples of work in pink and anything that needs further improvement is marked in green pen, following the marking code.

#### Pre-Prep Marking Code

Pre-Prep School Marking Code	
Symbol	Meaning
L.O	Learning objective achieved
L.O	Further development needed
	Finger spaces
☆ ☆ ☆	Stars – 2 positive points about the work, usually related to the learning objective
☆	Wish – 1 point for development
Sp	Spelling error. Word highlighted in green.
. ! ?	Punctuation highlighted in green or pink.
I	Independent
T	Teacher Support
TA	Teaching Assistant Support
VF	Verbal Feedback given during the lesson
CH	Challenge – a challenge to further their thinking

#### Types of feedback expected to be used for Pre-Prep School pupils

##### Verbal Feedback

The adult will initially talk to the child about how they have met the learning objective or success criteria and then question the child about a specific part of the work. This may be to correct a pupil's understanding or to extend the pupil's learning. All verbal feedback will be marked on the piece of work, next to the learning objective.

## **Peer Feedback**

Pupils are to be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement. They follow the Pre-Prep School Marking Code in doing so, from Term 2 for Year 1 pupils.

## **Formative Feedback in Books**

Where possible, pupils in Reception and Year 1 will sit with their teacher and edit their work together until the teacher feels it is appropriate for them to edit by themselves. However, pupils in Reception and Year 1 will be expected to respond to feedback in books, such as letter formation and spelling errors independently.

Once in Year 2, pupils should be encouraged to respond to feedback and edit in pairs or by themselves. The frequency of this is at the teacher's discretion but should be completed during form time. Not all spelling, punctuation and grammar errors are marked in every piece of writing, however; where punctuation, grammar or spelling is inhibiting fluency and clarity, children will be spoken to about their mistakes and will correct with the teacher.

Pupils are given feedback about the elements of spelling, punctuation and grammar that the teacher has identified as a focus or that are a current curricular target. This will mean that some aspects of a piece of work may be uncorrected, but all aspects will be addressed over time through specific learning intentions.

Teachers should provide a comment, where appropriate, to say what the child has done well (star symbol), and a focused comment (wish symbol) to help the child 'close the gap' between what they have achieved and what they could potentially achieve.

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## **Whole School Feedback: Guidance for Practical Subjects**

Although there is a broad school expectation to follow this policy, subject areas can adapt this to match the individuality of the subject. In some practical subjects such as Art and Design, there should be evidence of pupil work that is quality marked, using the above expectations, with the understanding that pupils will receive more verbal feedback than written when producing an object, animation, or product.

### **Art**

There should be evidence of pupil progress because of such feedback, along with pupil/teacher written dialogue. This will be expected to appear on Learning Journals. Photo evidence of pupils' work will be added to an online portfolio. This work will have peer- and self-assessment feedback attached to it.

Learning Journals (kept inside the pupils' folders) document the progress in Assessment Objectives through marks and detailed written feedback but these are primarily more suited to quality marking. As artwork takes time and progress can appear slow, this doesn't always allow for comments to be productive and specific every time. For instance, teachers may end up repeating previous comments.

Pupils rely heavily on the teacher to advise the pupil what to produce each lesson. This, however, forces pupils to think for themselves. This form allows pupils to plan their time, organise tasks, and document verbal feedback and have more often, continuous feedback from the teacher. It also allows the teacher to be knowledgeable of what materials a pupil may need for that week.

## **Music**

Verbal feedback and annotated video or auditory evidence will be the basis of pupil progress. Evidence of pupil/teacher dialogue should be shown through improved performance from start to finish and this should be accompanied by a portfolio of evidence to support pupil progress over time. Pupils will be recorded for practical activities (Performance and Composition), which will produce video or audio evidence. During the first recording, the teacher will give verbal feedback in response to the performance/composition. The activity will be re-recorded at an appropriate point within the topic, which will allow the pupil to demonstrate their progress as well as responding to teacher feedback. Compositions will also be accompanied by screen shots/photographs of scores/notation. All practical evidence will be collated and hyperlinked to a class spreadsheet, which will be stored in the staff shared drive.

Listening/Music Literacy tasks can be completed using 'Kahoot' or VLE quiz as starter activities or Preparation for Learning. Data from these will be collected electronically in the form of a spreadsheet and added to the whole-class spreadsheet. In the space of a topic (approximately 12 weeks), pupils will have two performance-based recordings, two composition-based recordings (and screen shots) and three-to-four test results.

## **Physical Education**

A core task or baseline activity should take place at the start and end of each new topic; this will demonstrate additional pupil progress. A combination of other forms of feedback such as self and peer assessment will also be expected to be evidenced.

## **Computing**

Each pupil will develop their own electronic portfolio which will chronicle their progress. A template will be provided for each pupil. The idea is that, as work is completed in class, it will either be inserted or print-screened and pasted to their e-portfolio. Different colour slides will be used to denote whether the work has been peer/self/teacher assessed. Work will be assessed electronically by the teacher who will access the e-portfolio and leave feedback comments in the appropriate places (in green). Pupil responses to feedback will be in red and, if necessary, will include an extra slide to show work that has been improved. Work will be marked/assessed by the teacher at least once every four lessons. Learning ladders will be kept electronically on the first and second slides of the e-portfolio. Criteria achieved will then be highlighted and initialed by the teacher. Progress will be tracked electronically on departmental tracking sheets.

## **Feeding back to pupils electronically**

When pupils are completing homework or classwork online, it is expected that the above forms of marking are still adhered to. Pupil work that is being quality marked should be printed and handed in by the pupils so they can receive feedback and then respond to that feedback, or it can be 'turned in' on Teams with verbal or written feedback attached electronically.

## **Policy History**

Date of adoption of this policy	September 2023
Date of last review of this policy	August 2023
Date for next review of this policy	August 2024
Policy owner (SLT)	Heads of School
Policy owner (the Board)	Chair of the Board

