****

**Marking, Feedback and PREP**

**Policy**

**September 2018**

|  |  |
| --- | --- |
| School Staff were consulted on this document and it was accepted by the standards & performance committee on : |  |
| It was ratified by the Governing Body on : |  |

# 1 Marking, and feedback to students about their work

**1.1 Aim**

Our aim is to ensure that all students make progress in their learning. To support progress, students will be given feedback about the work they do and the contribution they make in class. This will happen in various ways depending on the type of work being done.

**1.2 Means of giving feedback**.

The ways feedback may be given includes the following:

* verbal feedback in class about a contribution to a class task or discussion
* verbal feedback about a piece of written work that is being completed in class
* going through an assessment, piece of work or PREP task with the whole class or a group of students to identify where common errors have been made
* work is marked with advice given on what has been done well and what needs to be improved
* work may be ticked or a teacher may initial a piece of work to acknowledge that it has been seen.

**1.3 Purpose of marking and feedback**

The purpose of marking and feedback is to support the student’s progress. It is expected that students will act on the feedback given, in whatever form. This is the student’s responsibility and staff must ensure that students take on that responsibility.

There may be some occasions where work is completed by students in order to practise a particular concept or skill. On these occasions the benefit to the student’s learning will be that the work has been completed rather than through getting specific feedback.

**1.4 Departmental systems and accountability.**

Departments have particular ways of giving feedback because of subject-specific requirements or departmental systems. Staff must ensure that they are familiar with and meet the department’s expectations in their practice. Full details of departmental expectations in terms of marking and feedback will be in departmental documentation and in the appendix to this policy. It is the responsibility of Team Leaders to monitor the way staff give feedback and to ensure that it meets departmental expectations and is effective.

# 2 PREP

**2.1 Aim**

The aim of PREP is to support the learning and progress of students, and to get all students into good study habits.

**2.2 PREP expectations**

Departmental Handbook and Schemes of Work set out PREP expectations and can also be found in the appendix to this policy. PREP is student led but is supported and encouraged by the teacher. The important thing is that the format of PREP is appropriate for each department. PREP may also be given to PREPare for work or an assessment to take place in class. In these cases, the demonstration that PREP has been completed satisfactorily will be in the quality of the work subsequently completed in class or the results of an assessment.

It is the responsibility of Team Leaders to monitor the availability of PREP resources within the department and to ensure that it meets departmental expectations and is effective.

**2.3 Guidance and support for students**

Students are given the following guidance about the amount of PREP to expect:

|  |  |
| --- | --- |
| Y7 1 hour per night | KS4 as per course requirements |
| Y8 1 to 1.5 hours per night | KS5 as per course requirements |
| Y9 1.5 to 2 hours per night |  |

PREP set is recorded on Go4Schools or available through X:Student Resources on the Learning Gateway.

The Library is open from 8.00am, every break and lunchtime and until 4:00pm Monday to Thursday for the completion of PREP. The Student Leadership Team also provides a PREP Support Club.

**Appendix – Departmental arrangements for marking, feedback and PREP**

**Art PREP**

**Key Stage 3**

Students are expected to practice observational drawing, designing and creating at home. They will be given a range of tasks from the teacher which supports specific techniques and processes taught in lesson, extra tasks can also be found on the students support drive. It is encouraged that students complete one task per fortnight. Tasks will be assessed by the teacher once completed and a summative assessment grade will be given to the student.

**Key Stage 4**

Students are expected to continue to work on their art portfolios at home. Each portfolio is worth approx. 75% of their overall grade in art, therefore completion of this at home is essential. This should take at least one and a half hours per week.

Students will be set weekly tasks based on the AQA coursework assessment objectives which will be linked directly to their work in class. Each weekly task will be monitored by the classroom teacher and assessed on a four week cycle at the end of the completion of each assessment objective. PREP is assessed alongside classwork in order to give a more accurate level of a body of work.

The Art Department is open every evening from 3.00pm – 4.00pm to help support students with the completion of these tasks. Lunchtime sessions are also available daily.

**Key Stage 5**

Students are expected to continue to work on their art portfolios at home or during their free periods. Each portfolio is worth approximately 75% of their overall grade in art, therefore completion of tasks are essential. Students should spend at least four hours per week completing their portfolio tasks. There is a designated art studio available from 8.30am – 5.00pm Mon – Fri in order for students to complete work in school.

Students will be set weekly tasks based of the AQA coursework assessment objectives which will be linked directly to their work in class. Each weekly task will be monitored by the classroom teacher and assessed on a four week cycle at the end of the completion of each assessment objective. PREP is assessed alongside classwork in order to give a more accurate level of a body of work.

The Art Department is open every evening from 3.00pm – 5.00pm to help support students with the completion of these tasks. Lunchtime sessions are also available daily.

**Business & Economics Marking and Feedback**

**GCSE Business Studies**

* Theory book ticked to ensure notes are completed, with positive comment and or target regarding the individuals learning each term.
* Business assessments completed in assessment class book for the subject content documented in the specification building on the range and style of questions that occur in the final exam. Students will then be provided with feedback on the skill they need to improve upon.
* PREP based activities will seek to support independent learning through research activities either prior to or after the teaching of relevant subject content.
* Using the school’s exams timetable for guidance, students to attempt whole paper mocks with systematic feedback presented to classes through presentations on assessment criteria on different questions using appropriate materials to communicate exam board expectations.

**Key Stage 4 BTEC Business Studies**

* Students complete practice tasks with summative feedback and “dry run” tasks which provide feedback on how to improve prior to CA.
* Teachers to have ensured research folders have been completed to appropriate standard to complete CA.
* During CA general verbal feedback and support is allowed.
* Following CA, assessment record completed, detailing the criteria achieved and that not achieved, with explanations as to why and date assessment feedback given to student. Feedback must stop short of providing feedback or guidance on how to improve the evidence to achieve higher grades, e.g. you cannot provide a list of specific actions the student needs to take to achieve a higher grade if they are allowed an opportunity to resubmit, as specified by Edexcel.
* Students are allowed one opportunity to resubmit evidence for each assignment within 15 school days, after assessment feedback has been given. A resubmission assessment record must be completed confirming the assessment criteria the student has and has not achieved with explanation for decision and dated when feedback is given to student.

**Key Stage 5 A level courses**

* Students will be expected to maintain appropriate class notes in line with the specification. These will be checked in class by staff.
* Students will be expected to keep up to date with developments within the news associated to their course, monitored verbally within class discussions.
* Students will, at times, be asked to PREPare notes for a class having been provided with the outline of the lesson prior to it. This will be assessed verbally during class discussions.
* Assessments completed in assessment class book for the subject content documented in the specification building on the range and style of questions that occur in the final exam. Students will then be provided with feedback on the skill they need to improve upon most.
* Mock exams following the school’s exams timetable will include a teacher comment and a grade based upon that year’s grade boundaries. These tests will then be fed back through presentations on key areas for the whole group to focus upon, which will include activities/questions whereby students reflect upon their work and seek to make improvements, allowing them to generate their own areas of improvement to encourage progress.

**Key Stage 5 BTEC Business**

* First submission of work should include advice on how to improve, which criteria has been met (if any) and which has not, and the resubmission date, which will be up to 15 school days from when the feedback was received – at the discretion of the teacher.
* Students will then receive their final piece of work, which indicates where criteria has been met and a brief explanation as to why any criteria has not been met (where applicable)
* Assessment sheet will be completed for both draft and final submission, that will include what they did well, areas of improvement for specific criteria in line with Edexcel external verification requirements.

**Business & Economics PREP**

**GCSE Business (5 topics to be covered in each academic year)**

* Students in year 10 to complete ILA attached to current unit (support & guidance available on department Weebly).
* Students in year 11 to complete research tasks associated to their controlled assessment appendix prior to write up before Easter.
* Students in year 11 to engage with Quizlet revision slides (available on department Weebly) throughout unit to build up their business vocab and knowledge.
* Students in year 10 to of read and highlighted theory sheets issued prior to specification assessment.
* Revision associated to mocks available in the school calendar or conducted in class at the end of the 5 topics in a final exam paper.

**BTEC Business**

* Students to complete individual research gathering tasks associated to their controlled assessment.
* Students to complete practice assignment tasks, in PREParation for the controlled assessment.
* Students to engage with Quizlet revision slides (available on the department’s Weebly) during Finance Unit, tested via key terms test with minimum pass rate expected.
* During the teaching of the Finance Unit, students should PREPare for end of topic summative test.
* Revision completed in association to the mocks for the Finance Unit.

**KS5 AS/A level courses**

* Students are expected to read over the class notes previously made in class.
* Students to keep a proactive interest in current affairs and watch/read news items related to their studies.
* Students to have printed class notes and/or read around the topic prior to lesson, where directed.
* Students to revise for end of unit summative assessments set in class based upon the department’s schedule (see Go4schools for schedules for each subject and year group).
* Students to complete out of class activities attached to research and presentation work.
* Students to complete formative assessments when set.

**KS5 BTEC**

* Students to complete assignment tasks by the deadlines set.
* Re-submission work to be completed prior to the new deadline set.
* Missed deadlines require staff to follow the department procedure set up due to the possible consequences set by the exam board.
* During the teaching of the finance unit, students must PREPare for end of topic summative test.
* Revision associated to mocks in the finance unit.
* Students to complete research gathering tasks associated to their internal controlled assessment units.
* Students to complete practice assignment tasks, in PREParation for the internal controlled assessment units.

**Computer Science Marking and Feedback**

**KS3 and KS4 Marking & Feedback**

In KS3, feedback will be focussed on topic assessments completed after groups of topics. These will provide an indication of the knowledge, application and evaluation objectives met within the scheme of work and targets which will allow the pupil to progress further. Ongoing classwork will be self assessed, peer assessed or formatively assessed by the teacher. This information will be used to inform future planning and verbal feedback will be provided as necessary.

**KS5 Marking & Feedback**

In KS5, feedback will be given on exam style topic assessments completed at the end of each section of work. These will be assessed by the class teacher and a percentage attainment and indicative grade given. In response to this feedback, it is the pupil’s responsibility to correct all questions where marks were lost, using online resources or lunchtime or after school support sessions to ensure this is completed fully and any misconceptions addressed. Ongoing classwork and independent study should be self-assessed where possible, will be acknowledged by the class teacher and used to provide verbal feedback and plan future lessons.

**PREP in Computer Science**

**KS3 PREP**

In KS3, PREP will allow students to reinforce, consolidate and expand upon the learning accomplished in class. The tasks could take the form of worksheets and activities to be completed online or previewing/reviewing lesson material. Weekly drop-in sessions will occur on Tuesdays during lunchtime should students require support, feedback or guidance.

**KS4 PREP**

In KS4, students will be required to:

1. Watch assigned flipped-classroom videos and to read assigned chapters from the prescribed textbook.
2. Produce independent notes from these resources in PREParation for the following lesson in which the topic will be taught.
3. Produce solutions to practical programming tasks and code challenges using flowcharts, pseudocode and Python code.
4. Revise for topic tests and practice examinations (corrections will be made in class).
5. Reflect upon their performance and respond to teacher feedback with an outline of the specific steps they will take in order to meet and/or exceed the targets.

Weekly drop-in sessions will occur on Tuesdays during lunchtime should students require support, feedback or guidance.

**KS5 PREP**

In KS5, students will be required to:

1. Watch assigned flipped-classroom videos and read assigned chapters from the prescribed textbook.
2. Produce independent notes from these resources in PREParation for the following lesson in which the topic will be taught.
3. Complete additional extended reading tasks in order to reinforce and expand upon their learning.
4. Produce solutions to practical programming tasks and code challenges using flowcharts, pseudocode and Python code, and submit their work via GitHub.
5. Revise for topic tests and practice examinations.
6. Correct and annotate their test / examination papers.
7. Reflect upon their performance and respond to teacher feedback with an outline of the specific steps they will take in order to meet and/or exceed the targets.

Weekly drop-in sessions will occur on Tuesdays during lunchtime should students require support, feedback or guidance. It is expected that students will complete approximately an hour of additional study for every hour in lessons.

**Drama**

**Key Stage 3**

PREP 1) Students will be told throughout each scheme of work by their teacher what PREP work they can do to enhance their drama studies and any resources will be placed on Go4Schools or X:Student Drive.

PREP work might consist of the following:

* Vocab Sheet Definitions
* Specific industry video clips found on You tube
* Learning of lines
* Worksheets
* Research

Stretch and Challenge PREP: Students can be directed by their Teacher to extra PREP resources that they can collect at any time. The resources will range in difficulty

* ‘Oscar PREP’ (Most Challenging)
* ‘Golden Globe PREP’ (Challenging)
* ‘Bafta PREP’ (fairly challenging)

PREP 2)

End of Year Unit: The Devising Project

Devising Log book and Drama Written Exam Questions. This PREP will be available at any time throughout the scheme of work and will contain more components in each year group as part of their last unit of work for the academic year, thus increasing the level of difficulty. Each Scheme of Work will contain written elements which outline their creative process and their own personal development in Drama and these will be completed in class and at home.

The class teacher will guide students through how to structure this written work by using a breakdown of the requirements for both the Devising Log and Exam Style Questions.

Key Stage 3 Assessment: For Each Unit Each half term.

30% Practical Assessment: At the end of each unit a Practical performance reflecting the skills/techniques learnt will take place in lesson and will be assessed using the Key Stage 3 Performance steps

70% Written Assessment: During each unit a written reflection sheet will be completed. This is to enhance specific Drama vocabulary and will allow students to reflect on their own work and progress. This will develop the student’s written work over time as a consistent reflective document.

**Drama Key Stage 4 and Key Stage 5 – GCSE and A Level**

PREP for Key Stage 4 courses will be set by the teacher in line with the area of study for each course. These home learning tasks will support and extend the work students will be doing in class and PREPare them for both practical and written assessments.

When studying practical course unit, PREP may include:

* Student independent rehearsals
* Line learning
* Storyboarding
* Scriptwriting
* Light/Music Technical prompt sheets
* Bringing in props and costume
* Role on the wall
* Sourcing music for performances
* Research into historical context of plays
* Forming character interpretations
* Research into themes and styles of performance for devised pieces
* Devising log entries

Students will be given a week to complete these home learning tasks.

When studying written course unit, PREP may include:

* Practice exam papers
* Completing Devising Log Book
* Research into set texts
* Annotating scripts
* Costume designs
* Set designs
* Lighting designs
* Live theatre production notes
* Reading of set texts
* Directorial interpretations for set text

Marking and Feedback:

* Students will be given a week to complete these home learning tasks.
* Teachers will mark any written tasks using the mark schemes/grading criteria where applicable.
* GCSE and A Level: For practice exam questions and written work that counts towards a coursework grade, teachers will give students an area of success comment in line with mark scheme and a target/comments that reflect what students need to do to move up to the next marking band/grade

**Drama Key Stage 4 and 5: BTEC Level 2 & 3 PREP**

PREP for BTEC courses will be set by the teacher in line with each unit of study and the assessment requirements outlined in the brief. For almost all briefs the students will be required to complete an evaluative log for each lesson to document their process and learning journey.

These home learning tasks will be set in accordance with the submission dates and assessment deadlines for each BTEC Unit of study.

Home learning tasks will mostly be ongoing pieces of coursework that will be checked on by teachers at different intervals throughout the unit study. Students will be given verbal feedback on their progress at these points.

Students will be given a final hand in deadline for each piece of coursework which students can only resubmit once, within 10 days, if necessary.

Marking and Feedback:

In accordance with the BTEC marking and feedback policy, students will not be given written feedback on any piece of coursework until after the final deadline date.

Teachers will mark each piece of work in relation to the BTEC assessment criteria for each unit and a grade and feedback comments will be given to students once work has been internally verified

**English Marking and Assessment**

**Key Stage 3**

Pupils will have two full assessments and two smaller mid-term assessments each term and these will test pupils’ reading and writing skills. All assessments are linked to the GCSE assessment objectives and will fully PREPare pupils for the new GCSE curriculum. Pupils will also have an end of year test combining the skills and techniques pupils have learned throughout the year. All marks will be recorded on the teachers’ Go4Schools mark book.

All assessments and tests will be fully marked by the class teacher and given a level or a number grade. Teachers may give provide some comments on the work to help pupils easily identify areas that need to be improved. Feedback will be given using the following process:

1. The teacher delivers a **feedback lesson** that will be clearly marked in the exercise book. This may include model paragraphs, paired writing, going through a mark scheme, showing good examples of work or missed opportunities, class discussion or a whole class feedback sheet. Depending on the amount of marks available for the assessment the feedback may take a whole lesson or half a lesson.
2. Pupils will then be expected to put right an area of their assessment that has been highlighted by the teacher. This should be completed in silence or as part of a PREP.
3. Finally, pupils will write a **feed forward** comment. This will encourage the pupil to think about what they will do in the end of term assessment/end of year exams to achieve their target.

Spelling, punctuation and grammar will be marked **at least twice** every half term. This could be in the form of a spelling test, grammar starters, a piece of written work that has a SPaG focus or the teacher going around the classroom. Pupils are expected to correct the mistakes themselves to encourage independent learning.

PREP can be handed to the class teacher on a weekly or termly basis depending what the pupils has chosen to do.

**Key Stage 4**

During each half term pupils will study for either the English Language or the English Literature exam. Pupils will have two assessments every half term:

English Language: Assessments will be in the same style as the new GCSE exam paper. Pupils will be tested for their reading skills or their writing skills. All assessments will be marked out of 40.

English Literature: Assessments will be based on the new style GCSE Literature exams. All assessments will be marked out of 30 or 34.

In addition to these assessments pupils will also complete four mock exams over a two year period. These exams will take place in the hall under exam conditions.

All assessments and tests will be fully marked by the class teacher and given a level and a number grade. Feedback will be given in the same way as Key Stage 3 assessments/exams.

Spelling, punctuation and grammar will be marked **at least twice** every half term. Pupils are expected to correct the mistakes themselves to encourage independent learning.

**English PREP**

**Key Stage 3 and 4**

PREP will be set at the beginning of every term. Students will log on to Go4Schools and open the correct document for the unit of work they are studying. Each document will lay out the PREP they will be expected to do for that week and for the rest of the term. Teachers can set additional PREP during the term depending on the needs of the individual student or the class as a whole.

In addition to this, Year 7 and 8 Students participate in the Accelerated Reader programme. Students will be expected to read their book for at least 20 minutes every night. At the end of each book students will sit a test that will record their score. Parents will receive this information at the end of every term.

Students are given the following guidance about the amount of PREP to expect:

Y7 30 minutes writing per week and 20 minutes reading every night

Y8 30 minutes per week and 20 minutes reading every night

Y9 1 hour per week and 20 minutes of reading every night

Key Stage 4 1 to 2 hours per week

Key Stage 5 2 hours per week

**Humanities Marking and Feedback**

Work that is assessed using the Shenfield steps or GCSE criteria will be marked to give feedback on what went well and areas for improvement.

**Key Stage 3**

After assessments, marking stickers will be used to indicate the skills that have been show cased and areas the student needs to work on next. Work will be highlighted/underlined to show where a student has met the requirements of the assessment. At KS3, the minimum expectation is two such pieces of assessment every term. Books will be reviewed by the classroom teacher as part of ongoing formative assessment throughout the academic year.

**Key Stage 4**

In History, marking stickers will be used to indicate the skills that have been show cased and areas the student needs to work on next. Again, work will be highlighted to show where the student has met the requirements for the assessment and students will be given targets for improvement. Other work that is building towards an assessment piece will be checked for completion and understanding.

In Geography, summative end of unit tests in the style of exam papers will be done after every unit. These will be given a grade and students will be given targets to improve. Formative exam practise in class should be reviewed to develop exam skills and enable students to feel confident in their end of unit tests.

**Humanities PREP**

All students will be expected to undertake PREP activities independently and of their own initiative. Evidence of this will be seen in their assessments. All staff must ensure that relevant resources and support are available for students on Go4Schools and/or the Student Drive. All staff will be timetabled for one drop in PREP session per week.

PREP may also take the form of teacher directed work either as catch-up, extension or PREParation for a lesson. The monitoring of completion of this PREP should be recorded on Go4Schools.

**Mathematics Marking and Feedback**

**Key Stage 3 and 4**

Feedback will be focussed on topic assessments completed after groups of topics. These will provide an indication of the objectives met within the work and a target objective that will allow the Student to progress. Each objective will link to an online tutorial and in response to this feedback, it will be the student’s responsibility to go to www.hegartymaths.com, watch the tutorial, attempt the practise questions and assess them using the online question marking. Ongoing classwork will be self or peer assessed, and used by the teacher to identify misconceptions. This information will be used to inform future planning and provide verbal feedback as necessary.

**Key Stage 5**

Feedback will be given on exam style topic assessments completed at the end of each section of work. These will be assessed by the class teacher and a percentage attainment and indicative grade given. In response to this feedback, it is the Student’s responsibility to correct all questions where marks were lost, using online resources or lunchtime support sessions to ensure this is completed fully and any misconceptions addressed. Ongoing classwork and independent study should be self-assessed where possible, and will be used by the class teacher to provide verbal feedback and plan future lessons.

**Mathematics PREP**

**Key Stage 3 and 4**

PREP for Mathematics may take the form of written work, revision or other online learning. Written tasks will be self assessed, completion will be monitored by the class teacher and misconceptions identified. This information will be used to inform future planning and provide verbal feedback as necessary. After each classroom assessment, an essential PREP task is responding to the feedback given by watching the identified tutorial on [www.hegartymaths.com](http://www.hegartymaths.com), attempting the practise questions and self-assessing using the onscreen feedback. Support is available for these tasks during lunchtime and after school PREP sessions. Further guidance from Mathematics PREP can be found in the Student PREP Help Book.

**Key Stage 5**

It is expected that students will complete approximately an hour of additional study for every hour in lessons. The majority of task will be text book or exam questions that consolidate the learning from lessons. These should be self-assessed upon completion, teachers will then monitor the completion of work, identify any misconceptions and use this to inform future planning. It is the Student’s responsibility to complete all PREP to a high standard, seeking out support at lunchtime or afterschool as needed and before the task is due for completion. After each class assessment, part of the PREP for that week will include correcting all errors from the assessment.

**Media and Film Studies Feedback and Marking policy**

**Overview Statement**  
The Media and Film Studies department believes that the school policy of PREP should enhance student learning, raise standards of attainment and help develop student independent study skills. The department has the policy that media and film studies PREP will provide the student with not only an explicit consolidation of work but also a further independently led challenge, with the aim to add depth and breadth to learning. For us it is an integral component of the curriculum and it is PREPared and planned alongside all other areas of the curriculum.  
 **KS4**

PREP for Key Stage 4 students is set in conjunction with the six films studied throughout the two year period of the GCSE course. PREP activities will be set on the Go4Schools website and will include various Independent Learning Activities associated with the set six films – these will include researching the director and finding information to do with the narrative and themes of a particular film. Based on student progression and knowledge, pupils will also be set a variety of other activities, one important and specific example of this will be the PREParation of drafts or plans of essays for their screenplay. Away from coursework the department will prioritise the revision of key terms and the practicing of analytical skills, as well as working on improvements in line with or to exceed their target grades. Teachers may also set additional PREP for students who need consolidation or extra practice in certain skills – these could include revising for the exam and practicing answering exam-style questions at home; as well as additional PREP for students the department feels need extra intervention.  
  
In addition to PREP set in Film Studies, it is an expectation that students are also ‘active media consumers’ - watching, reading and listening to a wide variety of media texts. This should be on-going and not necessarily prompted by subject teachers.

The department follows the school’s policy that students should spend one hour per week on the set PREP.

**KS5**With the new Linear A Levels in both media and film studies, there is a 30%/70% split between coursework and exam in both subjects. As the coursework unit revolves around independent production work in a genre chosen by the examining board, our emphasis in assessment/student PREParation is to structure/assess the process of research, production and evaluation, incorporating regular points at which students can get feedback on their work in progress. This means that students will receive weekly written assessed checks on their coursework throughout the year and the department has an expectation that all students are self-motivated in their desire to succeed in a challenging independent led subject.  
  
With the new linear A Levels there is also more focus on the examination unit, with more emphasis placed upon PREParing students with the requisite skills and knowledge for the exam experience so PREP activities are focused on timed practice answers, the formulation of essay plans, research and general revision for a full mock exam which is used at the start of the January and Summer term for monitoring purposes.  
  
For both the coursework and exam units, regular PREP tasks are set and marked,with feedback given in class time and the department again following the policy of the school with the expectation that students should spend two hours per week on their set PREParation work.  
  
**Department Feedback Policy**  
  
The Media/Film Department at Shenfield High School believes in high quality and student centred feedback which is focused on making sure that all pupils are given coherent and practical guidance which will enhance their chances of obtaining the highest possible grade, these are our guiding principles:

* To deliver feedback promptly, while students still have a clear recollection of the assignment just tackled
* To communicate the deadline, by which all feedback will be delivered, normally this will be no longer than one week from the date of submission
* To ensure students are able to benefit from their feedback, so they can use it for upcoming assessment tasks including coursework and unseen written examinations

**Music Marking and Feedback**

**Key Stage 3**

Students will be assessment twice on their performance and composition skills every half-term. This will count for 60% of their progress grade. Students will also complete a listening test every half term which links to their current class learning. This will count for the other 40% of their progress grade.

**Key Stage 4**

**GCSE**

Students will be assessed in either solo performance, ensemble performance or composition every half-term. This will count for 60% of their current grade. They will also have at least two listening tests that will count for 40% of their current grade.

**BTEC**

Current will be completing a portfolio of evidence throughout the two years that is marked at certain points. Where work has not been formally assessed, a teacher judgement will take place to inform parents and students of current working grade. Regular mock exams will take place that will count for 25% of the current grade.

**Key Stage 5**

**A Level**

Students will be assessed in either solo performance, ensemble performance or composition every half-term. This will count for 60% of their current grade. They will also have at least two listening tests that will count for 40% of their current grade.

**Music PREP**

**Key Stage 3**

Students will be encourage to complete research activities linked to their work in class to further their understanding. Listening exercises are provided for them to increase their listening skills. All resources provided are linked to the topics they are studying in class.

**Key Stage 4**

**GCSE**

Students will either be asked to rehearse for a performance assessment, complete a research activity or encourage to complete additional listening tests that are linked to the Area of Study from their lessons.

**BTEC**

Will often be related to Unit 1: The Music Industry. Students will research different areas in order to have enough information to make successful judgements in the exam. There will be two activities per half-term.

**Key Stage 5**

**A Level**

Students will either be asked to rehearse for a performance assessment, complete a research activity or encourage to complete additional listening tests that are linked to the Area of Study from their lessons.

**Modern Foreign Languages Marking and Feedback Policy**

**Key Stage 3 – Spanish & French (French – Years 8 & 9 only)**

* Class books to be reviewed periodically to ensure notes are completed. Any incomplete notes will be set as additional PREP to be completed in the student’s own time.
* Vocabulary testing is peer-assessed on a fortnightly basis.
* The pass mark is 70%. Contact with parents/carers will be made whereby any student consistently achieves less than the expected pass mark.
* Marks will be taken in and logged on Go4Schools, with verbal feedback given on positive elements and areas for development during class time.
* Independent Learning Activity (ILA) across the half-term in line with PREParation for end of unit assessment. Successful completion of this will be assessed performance in the end of unit assessment.
* End of unit assessments to be conducted every half-term measuring all skills (listening, reading, speaking and writing) marked as per mark scheme provided with course materials.
* End of unit assessment to include feedback from teacher, and evidence of reflection (feedforward) from student during class time by means of verbal feedback.
* Students are expected to regularly refer to the guidance provided in the school’s PREP Help Book which outlines what students can do to improve and support their learning in Spanish in their own independent learning time.

**Key Stage 4 – Year 10 – Pearson Edexcel – Spanish**

* Class books to be reviewed periodically to ensure notes are completed and of the required quality. Any incomplete notes will be set as additional PREP to be completed in the student’s own time.
* Vocabulary testing is peer-assessed on a fortnightly basis.
* The pass mark is 70%. Contact with parents/carers will be made whereby any student consistently achieves less than the expected pass mark.
* Marks will be taken in and logged on Go4Schools, with verbal feedback given on positive elements and areas for development during class time.
* Independent Learning Activity (ILA) across the half-term in line with PREParation for end of unit assessment from the Grammar and Translation Workbook or other tasks as directed by the class teacher. Successful completion of this will be assessed performance in the end of unit assessment. This will be monitored in a specific session each fortnight at the least.
* End of unit assessments to be conducted as teaching and learning content is completed measuring all skills (listening, reading, speaking and writing) marked as per mark scheme provided with course materials.
* Students are expected to regularly refer to the guidance provided in the school’s PREP Help Book which outlines what students can do to improve and support their learning in Spanish in their own independent learning time.
* Mocks include a positive comment and grade based upon that year’s grade boundaries. There will then be feedback through presentations on key areas for the whole group to focus upon, which will include activities/questions whereby students reflect upon their work and seek to make improvements. This will cover all four skills. (listening, reading, speaking and writing)

**Key Stage 4 – Year 11 – Pearson Edexcel – Spanish & German**

* Class books to be reviewed periodically to ensure notes are completed and of the required quality. Any incomplete notes will be set as additional PREP to be completed in the student’s own time.
* Vocabulary testing is peer-assessed on a fortnightly basis.
* The pass mark is 70%. Contact with parents/carers will be made whereby any student consistently achieves less than the expected pass mark.
* Marks will be taken in and logged on Go4Schools, with verbal feedback given on positive elements and areas for development during class time.
* Independent Learning Activity (ILA) across the half-term in line with PREParation for end of unit assessment from the Grammar and Translation Workbook as directed by the class teacher. Successful completion of this will be assessed performance in the end of unit assessment. This will be monitored in a specific session each fortnight at the least.
* End of unit assessments to be conducted as teaching and learning content is completed measuring all skills (listening, reading, speaking and writing) marked as per mark scheme provided with course materials.
* Students are expected to regularly refer to the guidance provided in the school’s PREP Help Book which outlines what students can do to improve and support their learning in Spanish in their own independent learning time.
* Mocks include a positive comment and grade based upon that year’s grade boundaries. There will then be feedback through presentations on key areas for the whole group to focus upon, which will include activities/questions whereby students reflect upon their work and seek to make improvements. This will cover all four skills. (listening, reading, speaking and writing)

**Key Stage 5 – Year 12/13 – Pearson Edexcel**

* Students are expected to regularly read around the topics covered in both English and the target language in their own time to ensure a solid understanding of the concepts being taught at their own initiative.
* For the literature and film elements of the course content, students will be directed to review the set texts after each lesson dealing with this element of the course in order to cover the examinable elements, following on from what is covered during class time. They will be expected to produce summaries of what they have covered at home which will be reviewed to ensure understanding and monitor completion.
* Students will be given a non-exhaustive list of the grammar that must be covered by the end of the course. While specific grammar lessons will be given, it is expected that students take the initiative to fill gaps in their own understanding, asking questions if unsure.
* Mocks include a positive comment and grade based upon that year’s grade boundaries. There will then be feedback through presentations on key areas for the whole group to focus upon, which will include activities/questions whereby students reflect upon their work and seek to make improvements. This will cover all four skills. (Listening, Reading, Speaking and Writing).
* According to the exam board rules, Independent Research Project (IRP) work cannot be reviewed by the subject teacher. However, students will be given a timetable for completion, and a checklist will need to be produced individually to show what actions have been carried out by each date. This will be periodically reviewed and actioned as appropriate.

**Modern Foreign Languages PREP**

The departmental policy is that ALL PREP MUST be handwritten, unless where expressly instructed otherwise by the class teacher.

* PREP for Key Stages 3 & 4 will be set on a weekly basis comprised of either vocabulary learning or a topic-related Independent Learning Activity (ILA).

* PREP Resources:
  + Go4Schoolswill be used to set PREP tasks - this should be checked regularly.
  + PREP Student Help Book
  + MFL PREP Drop-in – every Wednesday lunchtime!

Support for PREP:

Students will be encouraged to seek assistance with their PREP from class teachers, but not before the following rules relating to independent learning set by the Modern Foreign Languages Department have been satisfied:

* Step 1 - Is the information available to you in your exercise book?
* Step 2 - Could you seek help from a classmate?
* Step 3 - Are there any sources of information you could use (e.g. online dictionary/Quizlet)?

Students will be actively discouraged from using any online translation tools, e.g. Google Translate. Students will be made aware that any suspect work will need to be redone by hand.

**PE Marking and Feedback**

**GCSE**

* GCSE PE Theory books ticked to ensure notes are completed, with positive comment regarding the individual each term.
* Fortnightly books are marked with a GCSE score 9-1 and as a percentage for exam questions.
* PREP set weekly such as research tasks, revision for spot tests or content for future lessons.
* GCSE PE half termly end of unit tests, ticked with feedback for common errors. Minimum pass mark expected of 60%, otherwise students will re-sit.
* End of unit test marked with mark scheme expectations, which includes a positive comment, a grade based upon that year’s grade boundaries. These tests will then be fed back through presentations on key areas for the whole group to focus upon, which will include activities/questions whereby students reflect upon their work to develop their understanding of assessment requirements. For example developing the ability to analyse/explain in longer answer exam (6/9) questions.
* Students missing lessons or work will have a ‘Missing Work’ sheet stuck in their book with instructions on what work needs to be done and by when.
* CA marked in line with Edexcel expectations to show overall grading.

**Key Stage 5 A level PE**

* Students will be expected to maintain appropriate class notes in line with the specification. These will be checked in class by staff as part of half termly file checks to ensure students are well organised and up to date with work.
* Students will have ‘PREP’ from all A Level lessons, which could be to PREPare/revise for mini tests on previous lessons work or do research tasks for pending topics. Formal marked PREP will be set once a fortnight by both JAM (physiology) and GS (psychological/ socio-cultural).
* End of unit assessments include a positive comment, a grade based upon that year’s grade boundaries and level achieved. These tests will then be fed back through presentations on key areas for the whole group to focus upon. This will include activities/questions whereby students reflect upon their work to develop their understanding of assessment requirements.
* Mock exams include a positive comment and a grade based upon that year’s grade boundaries. Feedback will be given on how to improve weak answers.

**Key Stage 5 BTEC Sport**

First submission of work should include advice on how to improve, which criteria has been met (if any) and which has not, resubmission date (10 school days when handed back).

* Final piece of work, where the criteria has been met and what has not with a brief explanation as to why. It will need to include the date it was marked.
* Assessment sheet completed for both draft and final submission, that will include what they did well, areas of improvement for specific criteria in line with Pearson external verification requirements.
* For the new BTEC Sport specification which will include a largely exam based assessment method in year 1, the students will be assessed at intermittent points that relate to the end of unit. Small exam style questions will be set and marked using both formative and summative assessment that link to the grading criteria of the BTEC extended and subsidiary diploma.

**PE PREP**

**Key Stage 3**

Students are expected to complete PREP work from Go4Schools or on the student drive to consolidate information taught within PE lessons.

PREP tasks will be linked directly to the scheme of work studied in class. The different schemes of work will come from the GCSE specification including Anatomy and Physiology topics such as Skeletal system, Muscular system with warm up and cool downs, Cardiovascular system and Respiratory system. Theory tests at the end of each half term will contribute 50% of the students overall grade in PE in year 7 and 8, and 60% in year 9, therefore it is important that PREP is completed to their best ability.

The remainder of the PE grade will come from the students best 3 performances in the different sporting activity areas covered. Constant individual and group feedback will be given during practical activities to help pupils improve practical ability.

**Key Stage 4**

Students will be set weekly tasks and a formal fortnightly PREP based on the Edexcel specification assessment objectives and will be linked directly to the work covered in theory lessons. Each weekly task will be monitored by the classroom teacher and assessed on a fortnightly cycle at the end of the completion of each assessment objective. Students will be tested regularly on the knowledge gained from the PREP tasks with the end of unit test scores equating to 60% of the overall GCSE PE grade. Controlled assessment (10%) and the best practical sports (30%) will make up the other 40% of their GCSE PE grade.

**Key Stage 5**

A Level PE students will be set weekly tasks in each of the scientific and psychological/socio-cultural areas based on the OCR assessment objectives and will be linked directly to their work in class. Each weekly task will be monitored by the classroom teacher and assessed on a 2 week cycle. PREP is assessed alongside end of unit test scores to contribute to 70% of the student’s grade. Students will be expected to e-mail PREP tasks to staff the evening before a lesson or hand in written work on the day of the deadline.

BTEC Sport students in year 12 will complete weekly PREP tasks to support the learning required for the end of year exams. These PREP’s will take the form of either extended writing tasks to underpin the analytical requirements of the exam. Additionally students will be set extended research tasks to PREPare them for subsequent lessons learning. These will be handed in the following week after the work is set.

**Science Department Feedback, Marking and PREP Policy**

The new courses introduced in 2017 are, as always very content driven. The depth of knowledge required is deeper and more intense than it has been previously and there is a greater emphasis on recalling scientific fact. To respond to this the science marking policy will be built around assessing the students’ retention of scientific knowledge across the three disciplines.

Each subject is divided into units and each unit has around two monitoring points. These points consist of a of 1 (PC) progress check (a standardised assessment that is identical for all the students of that ability range, taken under controlled conditions to assess the understanding on the previous 3-5 lessons) and an end of unit test (EUT)

PCs and EUT will be marked according to a mark scheme.

The results will be recorded on the GO4Schools system.

Any students absent for the assessments will be required to take it at the earliest opportunity.

Once the PCs and the EUT are marked the students will spend the next lesson receiving verbal feedback on how they did and exactly where they went wrong and how they could improve.

Students will be required to fill in a yellow feedback sheet which will be stuck into their exercise books. On this yellow sheet students will record; their target grade, their grade in that assessment and three areas that they need to improve upon in order to progress further. These suggested areas for improvement form the basis of what students would need to do in terms of PREP

It is the department policy that a lesson be spent providing vital verbal feedback on the PCs and EUT with the class once it has been marked.

* Areas of concern that have been identified as a weakness for the whole class should be clarified at a classroom level, while more individual feedback can be given during the course of the feedback session.

The PCs and the EUT for each student are to be kept in the students’ assessment folder as a catalogue of the work the students have carried out. Students are encouraged to retake the assessment if they are outside of their target grade by a predesignated margin. If students require extra clarification on any area of the assessment they are encouraged to attend the student “Drop in” session available to them.

Students’ books will be scrutinised by staff around twice per half term. Students will have a sticker placed in their book indicating their score on three areas. How neat their work is, how complete the work is (in particular the summary sheet that accompanies each and every module) and whether or not the yellow feedback sheet has been suitably filled in. (Neat, Complete, Yellow Sheet). This score will be recorded on GO4Schools and used as guidance in the progress conversations that underperforming students may be asked to attend.

In addition to the 3 areas highlighter above a score will also be recorded based on “Evidence of PREP”. Staff will prompt students weekly to present any evidence of the PREP they have carried out so that this score can be determined. The student’s assessment folders will be used to catalogue the PREP work that students have undertaken.

PREP is different for KS3 and KS4 students. KS3 students have access to all the PREP resources on the Student drive and have the independence to choose which exercises they carry out. KS4 students have access to the Collins Connect online book which is filled with assessment material as well as an online text book should extra explanation of a topic be required.

**BTEC Engineering Key Stage 4**

Btec Assessment - The feedback given to students at the end of each assignment will be kept within Btec guidelines and written on the ‘Summative Assessment Sheets’. Students will be given feedback on where they have met the criteria and where they have not. They will then have a period of ten working days to resubmit their assignment for final assessment.

Btec PREP KS 4 - For examinable units PREP work will consist of practice questions, creation of revision materials, a marking task or extended research, but will always be linked to their on-going class work and completion of this will enable them to be more successful in any class based assessed tasks in the future.

During the teaching and learning time of a coursework unit, appropriate tasks will be given as PREP to support the students’ understanding of the topic. This could include research tasks, note making, reading or completing tasks left unfinished from lessons previous.

After the assignment has been handed out the students will have a deadline to meet. Each student is expected to use their PREP time to ensure that each deadline is met. Any resubmissions will be completed outside of class hours as additional PREP work.

**Social Sciences – Marking & Feedback**

**Key Stage 3**

Students follow a broad curriculum of PSHEE, Careers Education, Citizenship and Religious Education. Topics generally last a half term and each half term contains one substantial assessment. Students will be expected to follow up their own learning on a regular basis through independent PREP. Prior to an assessment, pupils will be expected to undergo a substantial piece of PREP in order to do their very best. This assessment will be assessed against the departmental STEPS of learning 1 – 9. A marking stamper will appear in pupils’ books which will need to be followed up by a response task by students.

**Key Stage 4**

All Year 10 students follow a non-examined course in Social Sciences. Students will have at least one piece of work per half term which will be assessed. For this course, we will not be assessing against steps/ levels or exam criteria, but we will be developing the skills required for all subjects, of good literacy, good knowledge and explanation, ability to give reasons for your ideas and evaluation. These skill areas are listed in exercise books, will be discussed prior to each assessed piece and form the basis for any feedback to parents. Students will be given suggested PREP activities in order to develop generic beneficial skills. At times, we will cover careers topics and where these form a vital part of their careers education, set PREP tasks must be completed and will be monitored through the school systems.

GCSE Sociology – In GCSE Sociology students will undertake regular exam practice. Exam questions may be peer marked but in most cases feedback will come from teacher marking consisting of a positive comment along with an area for improvement which students will be required to respond to. Exam questions will always be linked to the current topic of focus and the rigour of the assessment will vary depending on which stage of the course that students are at, for example when beginning a topic, students may be given a smaller assessment consisting of two or three exam questions whilst at the end of a topic students will be assessed on an entire section of a practice exam paper.

In order to progress to their target grade and beyond, pupils will be expected to continue their own independent learning in their PREP time. Sometimes, specific revision or an assessed piece of PREP will be set and we will monitor the completion of these using Go4schools. If pupils do not obtain the standards we expect of them, then greater time and support will be given to aid them with their PREP study habits.

**Key Stage 5**

Social Science offers Key Stage 5 courses in Law, Philosophy, Sociology, Psychology and Health and Social care. During their course, students will be assessed on their factual knowledge, conceptual understanding and evaluative skills. Throughout the year, students are expected to maintain high quality written notes in an organised system, teachers may carry out spot checks on folders to check this is the case.

Each course’s final exam is presented in a bespoke way, so teachers will expect large amounts of assessed work to be completed in a true exam format and under timed conditions. To this end, students may complete short answer factual recall tests, but will need to work towards the longer written answers which most courses also require. Students will be expected to use time at home to PREP for this work and to always reinforce and revisit their class work. PREP can be a combination of;

* Always checking class notes are detailed and reread for understanding
* Creation of revision materials during the year once a topic is completed
* Extra reading completed when set by teacher or found independently
* Any specific tasks completed as directed by the teacher
* Substantial amounts of time used to PREPare for timed essays or unit tests

If a student does not complete the PREP, then they will not achieve high marks in the assessments. The pupil will be spoken to and if this continues, the department will ask a student to spend their free time in the department area completing the work.

At the end of a topic, students will always be tested or expected to write a fuller assessment or longer essay. This mark will be used to calculate a current working grade. When a piece of work has been assessed, staff will expect students to use their PREP time to rewrite essays using the guidance given through the marking. Although not always formally remarked, this will enable students to gain a stronger piece of work for their files.

**BTEC Key Stage 4 & 5**

Btec Assessment - The feedback given to students at the end of each assignment will be kept within Btec guidelines and written on the ‘Summative Assessment Sheets’. Students will be given feedback on where they have met the criteria and where they have not. They will then have a period of ten working days to resubmit their assignment for final assessment. They will use their PREP time therefore to PREPare for assessed work and improve work if given the opportunity.

Btec PREP KS 4 and 5 - For exam units, PREP will consist of practice questions, creation of revision materials, a marking task or extended research, but will always be linked to their on-going class work and completion of this will enable them to be more successful in any class based assessed tasks to follow. Students will be required to respond to assessed work in a follow up activity.

During the teaching and learning time of a coursework unit, appropriate tasks will be given as PREP to support the students’ understanding of the topic. This could include research tasks, note making, interviews or completing tasks unfinished in lesson time.

After the assignment has been handed out the students will have a deadline to meet. Each student is expected to use their PREP time to ensure that each deadline is met. Any resubmissions will be completed outside of class hours as PREP.