



Marking and Feedback

One Page Subject Overviews



ENGLISH

Modes of Feedback

Key stage 3

- **Live marking in lessons** in class books is used to give verbal and written feedback on pupils' work and support formative assessment.
- **Summative assessment** of literature and language is completed throughout each topic in students' green 'Progress Books'. Teachers will highlight successes and offer feedback using the KS3 assessment grid.
- **Whole Class Feedback (WCF)** sheets can be used to highlight common strengths and next steps. Teachers use this to plan teaching, reteaching and intervention.
- **Marking for literacy** – teachers will clearly identify all literacy errors in students class books and green 'Progress Books' and use this to inform future planning and feedback. Reasonable adjustments can be made for SEND pupils- especially those with dyslexia.

Key Stage 4

- **Live marking in lessons** in class books is used to give verbal and written feedback on pupils' work and support formative assessment.
- **Summative assessment** of literature and language is completed throughout each topic in students' green 'Progress Books'. Assessments are marked in line with GCSE mark schemes and teachers will highlight strengths and next steps.
Whole Class Feedback (WCF) sheets can be used to highlight common strengths and next steps. Teachers use this to plan teaching, reteaching and intervention.
- **Marking for literacy** – teachers will clearly identify all literacy errors in students class books and green 'Progress Books' and use this to inform future planning and feedback. Reasonable adjustments can be made for SEND pupils- especially those with dyslexia.

Pupil Actions Following Feedback

- All students are encouraged to proof-read and correct errors regularly.
- Students will self-assess, correct misconceptions and address targets using green pen.
- Students are encouraged to evidence how they've responded to teacher feedback.

Frequency

Assessment Type	Key Stage 3	Key Stage 4
Live Marking	Verbal and written feedback is given on a regular and continuous basis for all students. Teachers will complete this during regular circulation in lessons to inform formative assessment.	
Deeper Marking Opportunity	Generally, each unit of work will contain one assessment.	A GCSE style assessment will be completed at the end of each unit of work.
Mock Exams	N/A	One round in Y10- 1 x Lang, 1 X LitTwo rounds in Y11 – all four papers (Lang and Lit)

Media Studies

Modes of Feedback

Key Stage 4

- **Live marking in lessons** is used to give verbal and written feedback on pupils' work and support formative assessment.
 - **Summative assessments** are marked in line with GCSE mark schemes and teachers will highlight strengths and next steps. Teachers use this to plan teaching, reteaching and intervention.
- Whole Class Feedback (WCF)** is given once per half-term, or at the end of each topic, following summative assessment.

Pupil Actions Following Feedback

- All students are encouraged to proof-read and correct errors regularly, using green pen.
- Students will self-assess, correct misconceptions and address targets using green pen.
- Students are encouraged to evidence how they've responded to teacher feedback following WCF.

Frequency

Assessment Type	Key Stage 4
Live Marking	Verbal and written feedback is given on a regular and continuous basis for all students. Teachers will complete this during regular circulation in lessons to inform formative assessment.
Deeper Marking Opportunity	A GCSE style assessment will be completed each half-term, or at the end of each topic.
Mock Exams	One in Y10 Two in Y11

Mathematics

Modes of Feedback - Key Stages 3 and 4

- **Pupil Marking:** Pupils will mark all appropriate work during lessons.
- **Live Marking:** Teachers will provide in-lesson, real-time feedback through live marking. Over time, all pupils should receive this form of feedback. This also includes checks on presentation and the layout of mathematical work.
- **Verbal Feedback:** Teachers will make regular use of formative assessments, such as mini whiteboard activities, to gauge understanding during lessons. Verbal feedback will be given instantly, allowing for dynamic adjustment of teaching and immediate correction of errors.
- **Formal Summative Assessment:** These will be marked by teachers, who will review completed assessments to identify individual and common misconceptions. Whole-class feedback will again inform lesson planning and reteaching, with targeted follow-up questions on Sparx to ensure gaps in understanding are closed.
- **Question-Level Analysis and Digital Follow-Up:** Following all formal assessments and mock exams, teachers will provide question-level analysis. This will identify specific areas for development, which will be directly linked to targeted tasks on Sparx Maths.

Pupil Actions Following Feedback - Key Stages 3 and 4

- **Improving Work:** Pupils will correct and improve their work based on feedback received in lessons, recording revised approaches and ensuring they have access to high-quality model solutions for future reference.
- **Independent Practice:** Pupils will engage in targeted practice to close knowledge gaps. This may take place in class, during intervention, or independently using teacher-directed resources such as Sparx or Corbett Maths.
- **Sparx Homework Following Assessment:** After receiving feedback and individual question-level analysis from formal assessments, pupils will be expected to complete tasks on Sparx Maths at home. These tasks will be tailored to their specific areas for improvement and form a key part of their progress strategy.

Frequency

Assessment Type	Key Stage 3	Key Stage 4
Pupil Marking	Every lesson	Every lesson
Live Marking	Some pupils every lesson	Some pupils every lesson
Presentation/Completion	Regular presentation checking in lessons	Regular presentation checking in lessons
Formal Assessment	After every two topics	Five synoptic tests per year
Mock Exams		One in Y10, two in Y11

Science

Modes of Feedback

Key stage 3

- **Live marking in lessons** is used to identify issues promptly and assess pupil's performance. This may be found in books, but common issues may instead result in whole class teaching.
- **Pupil marking** of the daily review at the start of the lesson along with any worksheets that the teacher goes through. This will be shown via green pen
- **Summative assessment** at the end of each topic which will be marked by the teacher and reviewed by teachers for individual/common misconceptions.
- **Whole Class Feedback (WCF)** used to inform planning/reteaching as needed. Completed after every topic test.

Key Stage 4

- **Live marking in lessons** is used to identify issues promptly and assess pupil's performance. This may be found in books, but common issues may instead result in whole class teaching.
- **Pupil marking** of the daily review at the start of the lesson along with any worksheets/exam questions that the teacher goes through. This will be shown via green pen
- **Summative assessment** every 4 weeks when assessing science progress (ASP) is carried out which is marked by the teacher which is followed up with WCF
- **Synoptic tests** twice a year for year 11 (Oct and Feb) and once a year for year 10. These are teacher marked and individual next steps are given for students.
- **Whole Class Feedback (WCF)** used to inform planning/reteaching as needed. Follow up questions are used to track gap closing.

Pupil Actions Following Feedback

- Correct and improve work, recording improved approaches and ensuring they have high quality examples for reference.
- Work to close the gaps in their understanding by practicing relevant questions, using an exemplar to help. This may be in class or independently via SENECA or Kerboodle.

Frequency

Assessment Type	Key Stage 3	Key Stage 4
Live Marking	Some pupils every lesson	Some pupils every lesson
Pupils marking	Daily review every lesson	Daily review every lesson
Presentation/Completion	Regular checks in lessons	Regular checks in lessons
Summative assessments	End of every topic	Every 4 weeks
Synoptic tests	Year 7 – baseline test End of year test Y7 and Y8	One in Y10, two in Y11

Geography

Modes of Feedback

Key stage 3

- **Live marking in lessons** is used to give verbal feedback on pupils' work and support formative assessment.
- **Marking of work** takes place at the end of each topic. Work is assessed using the school-wide scale from Emerging to Mastering.
- **Whole Class Feedback (WCF)** slides are used to highlight common strengths and next steps. Teachers use this to plan teaching, reteaching and intervention.
- **Oracy Presentation** is used at least once per year. Students are given a topic to prepare for presentation. With assessment and feedback based around Knowledge, Understanding and Presentation quality.
- **Summative assessment** at the end of each topic. This is based on the NC assessment strands and supported by department moderation. Students are given activities to complete independently in response to their needs.

Key Stage 4

- **Live marking in lessons** is used to give verbal feedback on pupils' work and support formative assessment.
- **Whole Class Feedback (WCF)** is given throughout projects to inform pupils of strengths and areas to revisit.
- **Oracy Presentation** is used at least once per year. Students are given a topic to prepare for presentation. With assessment and feedback based around Knowledge, Understanding and Presentation quality.
- **Summative assessment** at the end of each topic. This is based on the GCSE assessment strands and supported by department moderation. Students are given activities to complete independently in response to their needs.

Pupil Actions Following Feedback

- Students begin using assessment trackers to monitor progress.
- Students are encouraged to evidence how they've responded to WCF and live marking.

Frequency

Assessment Type	Key Stage 3	Key Stage 4
Live Marking	Verbal and written feedback on pieces/sections as they are completed	Continuous verbal and written feedback during lessons and tutorials
Presentation/Completion	Checked with each marking round and as part of formative assessment.	Folder checks for organisation and completeness. Feedback to parents as needed
Topic Tests	At the end of each assessment 4-5 each year.	At the end of each topic 5-6 each year.
Oracy Presentations	At least once per year	At least once per year.
Trial Exams		One in Y10, two in Y11. GCSE papers using the 3 different styles of exam paper.

History

Modes of Feedback

Key stage 3

- **Live marking in lessons** is used to give verbal feedback on pupils' work and support formative assessment.
- **Marking of work** takes place at the end of each topic. Work is assessed using the school-wide scale from Emerging to Mastering.
- **Whole Class Feedback (WCF)** slides are used to highlight common strengths and next steps. Teachers use this to plan teaching, reteaching and intervention.
- **Oracy Presentation** is used at least once per year. Students are given a topic to prepare for presentation. With assessment and feedback based around Knowledge, Understanding and Presentation quality.
- **Summative assessment** Checkpoints at regular intervals. Knowledge checks half-way through a unit and extended writing at the end. This is based on the NC assessment strands and supported by department moderation. Students are given activities to complete independently in response to their needs.

Key Stage 4

- **Live marking in lessons** is used to give verbal feedback on pupils' work and support formative assessment.
- **Whole Class Feedback (WCF)** is given throughout projects to inform pupils of strengths and areas to revisit.
- **Oracy Presentation** is used at least once per year. Students are given a topic to prepare for presentation. With assessment and feedback based around Knowledge, Understanding and Presentation quality.
- **Summative assessment** at the end of each topic. This is based on the GCSE assessment strands and supported by department moderation. Students are given activities to complete independently in response to their needs.

Pupil Actions Following Feedback

- Students begin using assessment trackers to monitor progress.
- Students are encouraged to evidence how they've responded to WCF.

Frequency

Assessment Type	Key Stage 3	Key Stage 4
Live Marking	Verbal and written feedback on pieces/sections as they are completed	Continuous verbal and written feedback during lessons and tutorials
Presentation/Completion	Checked with each marking round and as part of formative assessment.	Folder checks for organisation and completeness. Feedback to parents as needed
Topic Tests	Checkpoints used 4-5 times a year. Including Keywords and extended writing	At the end of each topic 5-6 each year.
Oracy Presentations	At least once per year	At least once per year.
Trial Exams		One in Y10, two in Y11. Follows GCSE style of paper for each topic

MFL

Modes of Feedback

Key stage 3 and 4

- **Live Marking & Verbal Feedback:** Teachers regularly check presentation and understanding using cold calling, questioning, circulating, and mini-whiteboards. Feedback is given in real time, with common issues addressed through whole-class input or reteaching.
- **Written Feedback:** Students receive detailed feedback on an extended written piece at least once per term (KS3) and per half term (KS4), including coded marking and a clear target with time provided for a response.
- **Peer & Self-Assessment:** Used frequently for vocab tests, retrieval tasks, reading and listening tasks, and translations. Students can reflect on the errors they are making and teachers can gauge students' understanding to inform planning.
- **Summative Assessment:** Students complete at least three assessments per year (listening, reading, writing). Speaking is assessed informally at KS3, more formally at KS4. Results inform planning and are recorded centrally.

Pupil Actions Following Feedback

- Edit and improve work - preferably in a different coloured pen.
- Redraft writing/translation using teacher targets.
- Respond to live and written feedback to close gaps.
- Use model texts, success criteria, and mark schemes to improve accuracy and structure.

Frequency

Assessment Type	Key Stage 3	Key Stage 4
Self/Peer Marking	Every lesson	Every lesson
Live Marking	A range of students every lesson	A range of students every lesson
Presentation checks	Every lesson while circulating	Every lesson while circulating
Vocabulary quizzes	At least every two weeks	Every week
Extended writing feedback	At least once per term	At least once per half term
Summative unit tests (reading and listening)	Once per half term	Once per half term

Art

Modes of Feedback

Key stage 3

- **Live marking in lessons** is used to give verbal feedback on pupils' work and support formative assessment.
- **Marking of work** takes place 2–3 times during each project. Work is assessed using the school-wide scale from Emerging to Mastering, including + and – levels. These are formative and can be updated as pupils respond to feedback.
- **Whole Class Feedback (WCF)** slides are used to highlight common strengths and next steps. Teachers use this to plan reteaching and intervention.
- **Summative assessment** at the end of each project provides a best-fit overall level. This is based on the NC assessment strands and supported by department moderation using the KS3 assessment grid.

Key Stage 4

- **Whole Class Feedback (WCF)** is given throughout projects to inform pupils of strengths and areas to revisit.
- **Post-it note feedback** is introduced in the initial project to support strengths and targets.
- **Project trackers** continue through all projects and include teacher comments and pupil responses (e.g. RAG rating, ticking off tasks). These are updated as work progresses.
- **Summative RAG trackers and estimated grades** are provided at the end of each project. These are shared with parents to support reflection and intervention.
- **Final checklists** summarise tasks to complete, supporting independent and intervention time.

Pupil Actions Following Feedback

- Students begin using task trackers to monitor progress.
- Students are encouraged to evidence how they've responded to WCF and post it notes.

Frequency

Assessment Type	Key Stage 3	Key Stage 4
Live Marking	Verbal feedback on pieces/sections as they are completed	Continuous verbal feedback during lessons and tutorials
Deeper Marking Opportunity	2–3 times per project; levels circled using school assessment policy. WCF as appropriate.	Ongoing through project trackers and post-it note feedback. WCF as appropriate.
Presentation/Completion	Checked as with each marking and as part of formative assessment.	Folder/portfolio checks for organisation and completeness. Feedback to parents.
Trial Exams		One in Y10, two in Y11 (full-day NEA practical exam)

Drama

Modes of Feedback

Key Stages 3, and 4

- Verbal feedback (in conjunction with modelled instruction and given whilst circulating the class watching practical rehearsals). Verbal feedback will be from either teacher or peers. This is used to identify issues promptly, improve pupil outcomes and praise pupil's progress. This would not be evidenced in books; the impact would be seen through practical developments and achievement.
- Live marking of practical performances; teacher marked against assessment criteria providing individual next steps for pupils and whole class feedback to address common misconceptions and identify future targets. This could be evidenced via video recordings or in the form of verbal feedback.
- Topic tests (KS4): marked by pupils (swopping past papers) or teacher and reviewed by teachers for individual/common misconceptions. Whole class feedback given and used to inform planning/reteaching as needed.
- Coursework checkpoints and trial papers (KS4); teacher marked and individual next steps for pupils.

Pupil Actions Following Feedback

- Correct and improve work responding instantly and long termly to verbal feedback given as a group or individual (as appropriate).
- Revise from knowledge organizer, class notes, PowerPoints and revision guides to close gaps in their understanding of the theoretical aspects of the subject.

Frequency

Assessment Type	Key Stage 3	Key Stage 4
Verbal feedback	Every lesson	Every lesson
Live marking of practical performances	At agreed practical assessment points (end of every half term/topic)	At agreed practical assessment points (see long term plan)
Topic Tests	End of term topic low stake quizzes	Once every half term or at the end of a new skill/theory topic
Trial Exams (GCSE courses)		One in Y11

Music

Modes of Feedback

Key Stages 3, and 4

- Verbal feedback (in conjunction with modelled instruction and given whilst circulating the class watching practical independent rehearsals). Verbal feedback will be from either teacher or peers. This is used to identify issues promptly, improve pupil outcomes and praise pupil's progress. This would not be evidenced in books; the impact would be seen through practical developments and achievement.
- Live marking of practical performances; teacher marked against assessment criteria providing individual next steps for pupils and whole class feedback to address common misconceptions and identify future targets. This could be evidenced via audio recordings (KS4) or in the form of verbal feedback which is then written up as targets in individual grade trackers.
- Topic tests (KS4): marked by pupils (swapping past papers) or teacher and reviewed by teachers for individual/common misconceptions. Whole class feedback given and used to inform planning/reteaching as needed (KS4).
- Coursework checkpoints and trial papers (KS4); teacher marked and individual next steps for pupils. Whole class feedback given and used to inform planning/reteaching as needed. Follow up questions to track gap closing. (Following policies written within subject specifications around controlled coursework and what level of feedback and guidance can be offered).
- Folder checks for completion of work mainly for revision purposes. Checking that work meets presentation (e.g. PROUD) expectations. Focus on legible handwriting skills in preparation for GCSE exam.

Pupil Actions Following Feedback

- Correct and improve work responding instantly and long termly to verbal feedback given as a group or individual (as appropriate).
- Listen back to live and audio recorded performances to cross reference feedback given.
- Revise from knowledge organizer, class notes, PowerPoints and revision guides (where applicable) to close gaps in their understanding of the theoretical aspects of the subject.

Frequency

Assessment Type	Key Stage 3	Key Stage 4
Verbal feedback	Every lesson	Every lesson
Live marking of practical performances	At agreed practical assessment points (end of every half term/topic)	At agreed practical assessment points (see long term plan)
Topic Tests	End of term topic low stake quizzes	Once every half term or at the end of a new skill/theory topic
Trial Exams (GCSE courses)		One in Y10, one in Y11
Coursework checkpoints (Vocational courses)		Interim point (end of Year 10) and at the end of each topic (for revision purposes)

GCSE PE

Modes of Feedback

Key Stage 4

- Pupil marking of all appropriate work in lessons such as fact quizzes, recap quizzes, and other appropriate work.
- Teachers will ensure students have verbal feedback within the lessons through checking work or through discussions. Presentations throughout the subject will often receive verbal feedback from teachers or peers
- Live marking in lessons to identify issues promptly and assess pupil's performance. This may be evidenced in books and can result in further whole class teaching. This should be systematic to include all pupils over time with checking of presentation standards, and opportunities to praise pupils to build confidence.
- End of topic assessments are marked by pupils or teachers (as appropriate) and reviewed by teachers for individual/common misconceptions. Whole class feedback is used to inform planning/reteaching as needed. Copies of mark schemes given to pupils for future reference.
- Trial exams are teacher marked and individual next steps for pupils. Whole class feedback and to inform planning/reteaching as needed. Follow up questions to track gap closing. Copies of mark schemes given to pupils for future reference.
- Folder checks for completion of work, organisation and presentation.

Pupil Actions Following Feedback

- Use mark scheme and individual teacher feedback to correct and improve work.
- Work to close gaps in their understanding by practicing appropriate questions, using examples and explanations to help.

Frequency

Key Stage 4	GCSE PE
Pupil Marking	Every lesson
Live Marking	Some pupils every lesson
Presentation/Completion	Regular presentation checking in lessons Folder checks at least three times per year
Topic Tests	At least one per half term
Trial Exams	One in Y10, three in Y11

Sports Studies

Modes of Feedback

Key Stages 4

- Pupil feedback/marking of all appropriate work in lessons such as coursework or exam topic work.
- Books will be marked regularly at least once per half term. Books will have subject specific sheet which consist of working grade, target grade, and next steps.
- Teachers will ensure students have verbal feedback within the lessons. Through checking work or through discussions. Presentations throughout the subject will often receive verbal feedback by teacher or peers.
- Learners will be assessed as a performer in two different sports, and as a coach by delivering a sports session to a group of students (R185). Feedback to be given to students through key notes and witness statements.
- Live marking in lessons to identify issues promptly and assess pupil's performance. This may be evidenced in coursework (R185+R186) and books (R184) and can result in further whole class teaching. This should be systematic to include all pupils over time and include checking presentation standards, and opportunities to praise pupils and build confidence.
- End of topic assessments (R184) are marked by pupils or teachers (as appropriate) and reviewed by teachers for individual/common misconceptions. Whole class feedback and used to inform planning/reteaching as needed. Copies of mark schemes given to pupil for future reference.
- Trial exams are teacher marked and individual next steps for pupils. Whole class feedback and to inform planning/reteaching as needed. Follow up questions to track gap closing. Copies of mark schemes given to pupils for future reference.
- Folder checks for completion of work, organisation and presentation.

Pupil Actions Following Feedback

- Use mark scheme and individual teacher feedback to correct and improve work.
- Work to close gaps in their understanding by practicing appropriate questions, using examples and explanations to help.

Frequency

Key Stage 4	Sports Studies
Pupil Marking	R185+186: Every time coursework is printed R184: Every lesson
Live Marking	R185+186: Some pupils every lesson R184: Some pupils every lesson
Presentation/Completion	Regular presentation checking in lessons. Folder checks at least three times per year

Topic Tests	At the end of each R184 topic
Trial Exams	Two in Y11

Computing

Modes of Feedback - Marking will be completed and handed to students by no more than **one** week

Key Stage 3

- Topic tests for each unit, these assessments will take place on Teams, this is self marking and staff will go through the answers and misconceptions.
- For the 'vocational units' photoshop and the comic unit staff will comment on their work saying what they have done well and what they need to do to feed forward and meet their target grade

Key Stage 4 – Computer Science

- Summative Assessment: formal and informal trial exams and topic tests. Class teachers mark these exams and make note of misconceptions and where pupils have made good progress.
- Staff will go through the misconceptions and then address these individually or with the group as a whole
- Topic tests – after each topic students will be given a topic test. These will feature exam questions based on the topic covered and previous topics covered. Where students have misconceptions from any previous topics, these will be included in the topic test

Pupil Actions Following Feedback

- In an instance that a pupil is creating a product on the computer. Progress can be measured through the use of version control
- Work to close gaps in their understanding by practicing appropriate questions, using examples and explanations to help. This may be in class, independently or a combination.

Frequency

Assessment Type	Key Stage 3	Key Stage 4
Pupil Marking	Every lesson as appropriate	Every lesson as appropriate
Live Marking	Some pupils every lesson	Some pupils every lesson
Presentation / Completion	Regular presentation checking in lessons	Regular presentation checking in lessons
Topic Tests / Skills building assessment	Once per Unit. Minimum 3 units per year.	Once per half term.
Summative Assessment		Twice per year

Vocational Studies – Creative iMedia, Health and Social Care, Child Development and Enterprise and Marketing

Modes of Feedback - Marking will be completed and handed to students by no more than **one** week

- **Daily reviews completed and discussed with students identifying misconceptions**
- Live marking for instant feedback in lessons. This is best seen when visiting lessons as it can often not be seen in finished products.
- Written feedback on pupils work will take the form of what they have done well and what they need to do to improve their work to reach their target grade

Key stage 4:

- Summative Assessment (Coursework): Pupils participate in two summative assessments across key stage 4. Coursework tasks will be marked regularly, teachers make note of misconceptions and where pupils have made good progress. This is then shared with pupils as part of a feedback lesson and the tracker is updated. Pupils are given an opportunity to improve their coursework to achieve their target grade.
- Coursework is set externally by the exam board and marked internally by the class teacher. Teachers make note of misconceptions to inform later cohorts. Teachers are allowed to give pupils feedback outlining what they have achieved and to give general feedback to the class
- Summative Assessment (Trial examinations) - feedback sheet containing revision recommendations. Class teachers mark these exams and make note of misconceptions and where pupils have made good progress.
- Topic tests – after each topic students will be given a topic test. These will feature exam questions based on the topic covered and previous topics covered. Where students have misconceptions from any previous topics, these will be included in the topic test

Pupil Actions Following Feedback

- Correct and improve work, recording improved approaches and ensuring they have high quality examples for reference.
- In an instance that a pupil is completing coursework on the computer and handed in with the 'old version'.
- Work to close gaps in their understanding by practicing appropriate questions, using examples and explanations to help. This may be in class, independently or a combination.

Frequency

Assessment Type	Key Stage 4
Pupil Marking	Every lesson as appropriate
Live Marking	Some pupils every lesson
Presentation / Completion	Regular presentation checking in lessons name on work for example

Coursework	Ongoing throughout the coursework
Topic Tests / Skills building assessment	Once per half term (examined unit only).
Summative Assessment	Twice per year (examined unit only)

Business Studies

Modes of Feedback

All key stages

- Ongoing verbal feedback during all lessons, including **cold calling**.
- **Daily reviews completed and discussed with students identifying misconceptions**
- Live marking for instant feedback in lessons. This is best seen when visiting lessons.
- Feedback on marking it would be expected that the marking of topic tests and summative assessments would take no longer than two weeks to match frequency of lessons (KS3) and number of groups

Key Stage 3

- Topic tests for each unit, these assessments will take place on paper, staff will mark the assessment and then will go through the answers and misconceptions.

Key Stage 4 – Business Studies

- Summative Assessment: formal and informal mock exams. Class teachers mark these exams and make note of misconceptions and where pupils have made good progress. Shared with pupils as part of a feedback lesson, where papers are reviewed.
- Written feedback on pupils' work will take the form of what they have done well and what they need to do to improve their work.
- Multiple Choice Quizzes – At the end of each mini topic within a unit, learning will be assessed with a 15-question quiz – which is then peer marked.
- Mini Mocks – after each topic students will be given a topic test. These will feature exam questions based on the topic covered and previous topics covered. Where students have misconceptions from any previous topics, these will be included in the topic test

Pupil Actions Following Feedback

- Marking will be completed and handed to students by no more than one week
- Homework will be awarded with ClassCharts points (KS3), with larger rewards for completing all tasks within a term
- KS4 – Peer/self marking of new homework booklets

Frequency

Assessment Type	Key Stage 3	Key Stage 4
Pupil Marking	Every lesson as appropriate (Daily Review)	Every lesson as appropriate (Daily Review)
Live Marking	Some pupils every lesson	Some pupils every lesson
Presentation / Completion	Regular presentation checking in lessons (booklets)	Regular presentation checking in lessons

Topic Tests / Skills building assessment	Once per Unit. Minimum 3 units per year.	MCQs – after each mini topic within a unit Mini mock – after each unit of the course
Summative Assessment	Once per unit. Minimum 3 units per year.	Y10 – x 4 Units 1-4 Y11 – x 2 Units 5-6 Y11 – x 2 Mock exams (Oct and Feb)
Homework	Completed tasks from termly homework menu	Weekly for revision/key terms/knowledge

3D Design and Food Technology

Modes of Feedback

Key stages 3 and 4

- Live marking in lessons to identify issues and provide individualised feedback for progress and prompt assessment of pupil's performance. This is frequently verbal and may be evidenced in books by either pupil or teacher. This should be systematic to include all pupils over time and include checking of presentation standards and provide opportunities to praise pupils and build confidence.
- Peer/ self-assessment marking of all appropriate work in lessons. (*Retrieval tests, quizzes & knowledge mind maps*)
- Topic tests; marked by pupils or teacher (as appropriate) and reviewed for individual/common misconceptions. Whole class verbal feedback used to inform planning/reteaching as needed.

Key Stage 4

- Regular Folder/Portfolio checks for completion of work and organisation.
- Weekly one to one tutorials – focus on individual progress of personal projects (NEA) with an emphasis on regular student teacher dialogue in order to identify strengths and areas for further development – This can be individual written feedback or verbal also recorded by teacher/pupil as required.
- Trial exams; teacher marked and next steps for pupils identified. Whole class feedback (WCF) to inform planning/reteaching as needed. Follow up questions to track gap closing.

Pupil Actions Following Feedback

- Correct and improve work, responding to written What Went Well and Even Better IF feedback.
- Reflect on their learning progress for next steps.
- Work to close gaps in their understanding by undertaking further reading and research or practical exploration (NEA) or practicing appropriate questions (Exam), using examples and explanations to help. This may be in class, independently or a combination.

Frequency

Assessment Type	Key Stage 3	Key Stage 4
Pupil Marking	Some during retrieval tests	As appropriate. (Food/ 3D Design)

Live Marking	Some pupils every lesson	Some pupils every lesson. (Food/ 3D Design)
Topic Test	Throughout rotation	Once every half term or at the end of a new skill area. (Food/ 3D Design)
Coursework checkpoints (Vocational courses)		Half Termly. End of every deadline point. (Food/ 3D Design)
Trial Exams		One in Y10, (Food) Including full day practical exam with an NEA focus. (Food)