



Feedback Policy 2023 – 2024



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

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Feedback Guidelines 2023-2024

'Feedback should be more work for the student than for the teacher' (Dylan William, 2014)

Principles

- To be positive and constructive, providing opportunities to praise students' effort and to give encouragement and direction.
- To give meaningful, effective and regular feedback on completed work or work in progress that moves learning forward.
- To value children's work and acknowledge success against shared learning objectives and success criteria.
- To assess work formatively and summatively.
- To identify specific learning needs.
- To provide next steps that relate to the child's individual development.
- To monitor progress and inform planning.
- To use consistent strategies throughout the school.
- To encourage students to exert an active role in their learning through self-regulating and acting upon feedback.

Approach to Feedback

At Metropole we have adopted a feedforward approach to assessing student learning rather than traditional marking. Regular feedback and dialogue using this approach supports students in knowing exactly where they are on their learning journey, where they are going next and the steps needed to reach their goal. In essence this approach aims to give feedback to students' that moves their learning forward.

The table below exemplifies this approach.

Traditional Marking	The Feedforward Approach
Tries not to be mean. "Praise sandwiches" hide criticism inside praise.	Is Authentic. Describes the problem and its impact, then prompts the person for a solution.
Is an "information dump" Think rubrics with 10-20 different measurements.	Is Particular. Is ongoing, embedded in instruction, and focuses on just a few things.
Doesn't always offer a plan of action. Focus is on measurement, not a plan for change	Has an Impact. Gives the student a plan/next-steps for improvement.
Comes from the top down. Delivered to students by the teacher.	Rich, varied input comes from people with different viewpoints and skill sets. Uses peer and self-assessment.
Ticks on every page to show students you have looked at their work. Lots of teach corrections.	Selects pieces of work for feedback and makes the students spot errors and make corrections.
Points out problems. That idea won't work because...	Expands possibilities. "What if we added this?"



- Verbal and written feedback can take place in many forms e.g. whilst the student is working or after the lesson or through digital platforms such as Gems Classroom and OneNote.
- The teacher will always be sensitive to the needs of each student and mark only as much as will be constructive.

Formative Assessment

Teachers will assess and feedback to students on a regular basis by checking for understanding using formative assessment strategies. Checking for understanding (CFU) tasks have two purposes;

1. To allow students to elaborate on the material/skills or content that has been presented.
2. For the teacher to check what has been understood so they can move students forward, intervene or reteach as required.

These CFU tasks can take a variety of forms for example online quizzes, in-person discussions, questioning, short presentations, small written tasks, videos of student performances. Eliciting evidence of learning is an essential feature of a formative assessment approach and supports the feedforward approach to marking & feedback at Metropole.

Students at Metropole will also be involved in peer assessment, where the students are encouraged to comment on one another's work according to a given criteria and reflect on how their work can be improved.

Students will also be assessed through set summative assessments which take place throughout each unit of work and will be marked by the teacher.



Key definitions

Formative Assessment: refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson. This is where a teacher is checking for understanding.

Summative Assessment: refers to the evaluation of student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Checking for understanding (CFU): techniques used to elicit evidence of learning throughout a lesson.

Primary

All work in books needs to be acknowledged daily.

This can be in the form of:

Verbal feedback during the lesson which the **teacher highlights in green highlighter** and **student responds to in in green pen.**

Verbal feedback on digital platforms (**marked with DF by student**) in **green pen.**

Written feedback from the teacher in **pink pen** which is responded to in **green.**

Peer feedback in purple pen.

There should be an even distribution of pink and green pen. There should be one example of peer assessment at least once a week in English, Maths and Science.

Marking Key For SPAG Feedback

FS

S	With support
I	Independent

Year 1

SP	Spelling
CL	Capital letter
S	With support



I	Independent
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Years 2-3

SP	Spelling	^	Missing Word
CL	Capital letter	Th	Use a thesaurus to find a better word
S	With support	I	Independent

Years 4-6

SP	Spelling	T	Tense is incorrect
CL	Capital letter	Gr	Grammatical error
MT	Spot the error (meta-thinking)	^	Missing Word
S	With support	Th	Use a thesaurus to find a better word



Secondary

What to expect: (How work is assessed)

- Receive feedback from teacher in **pink** on summative assessments and selected pieces of work OR via digital platforms.
- Receive feedback from peers in **purple** on selected class work OR verbally.
- Students are expected to respond to feedback and attempt to make improvements in **green** OR using digital tools such as GEMS Classroom. Specific dedicated time for students to feedback will be built into lessons. It must be clear to see in student work that feedback has been taken on board and progress made as a result of feedback.
- Audio feedback may be used by teachers as part of a digital platform such as through GEMS Classroom.
- Symbols used for Spelling, Punctuation and Grammar (SPaG) *Individual subjects may use additional symbols which will be outlined in the department marking & feedback guidelines.

SP	Spelling	T	Tense is incorrect	^	Missing Word
//	Paragraph	WW	Wrong Word	P	Punctuation
CL	Capital letter	Gr	Grammatical error	Th	Use a thesaurus to find a better word
?	Unclear				

Pen colour key

- Teacher/TA – Pink pen
- Student response/editing – Green pen
- Peer response – Purple pen

Purple Pen of Peer Assessment

Gives
you the
power to:



- ✓ Be a critical friend.
- ✓ Identify great work.
- ✓ Identify areas for improvement.
- ✓ Magpie ideas for your own work.

Green Pen of Progress

Gives
you the
power to:



- ✓ Respond to teacher feedback.
- ✓ Improve the quality of your work.
- ✓ Make progress and aspire to be the best you can be.



Frequency of Marking

In Secondary departments, frequency and types of marking can vary. Please refer to the departmental policies to see the frequency of marking expected for that specific department.

English

- Students receive feedback from teacher in **pink** on summative assessments.
- Each term will include at least one piece of detailed teacher assessment and feedforward comments. The piece will also be graded.
- Formative assessment in the form of verbal feedback, sample marking and / or live marking will occur bi-weekly and will be evidenced via student green pen responses to misconception starters, verbal feedback comments or crib sheets using the www / ebi language.
- Students receive feedback from peers in **purple** on selected class work.
- Students will self-assess in green on selected classwork.
- Students are expected to respond to feedback (to feedforward) and attempt to make improvements in **green** OR using digital tools such as GEMS Classroom. Specific dedicated time for students to feedback is built into lessons and units of work.
- Symbols (below) used for Spelling, Punctuation and Grammar (SPaG).
- Students in KS3 and year 10 will also receive feedback from Commonlit, which will address strengths and weaknesses in reading.
- In a three week rotation of student work you will see evidence of peer and / or self assessment, which will include student improvements.
- Every lesson will include verbal feedforward comments from either staff, peers or self-reflective comments, which students should act on in green pen.

Mathematics

All year groups

- Feedback in lessons will be verbal, or written in pink pen in exercise books (this is usually a worked example).
- End of Term assessments are marked in pink by the teacher and students make their corrections in green in a lesson dedicated to DIRT (Directed Improvement and Reflection Time).
- Students will fill in a DIRT sheet during the DIRT lesson. Students in Years 9-13 will receive RAG (Red, Amber, Green) sheets for each end of term assessment (teacher discretion for lower ability as we do not want to negatively impact student wellbeing)
- Teachers will assess learning throughout lessons, and students will receive instant feedback, from platforms such as:
 - Education Perfect
 - Diagnostic Questions
 - Dr Frost

Year 7-10:

- At the end of each unit of work, students will complete an independent “End of Unit Check-in” or a short “Exit ticket”, unless there is a scheduled end of term assessment. Teachers will mark this in pink pen. Students will correct their mistakes in green.
- Students will fill in a DIRT sheet for each End of Unit Check-in
- The End of Unit Check-ins, with student corrections, will either be stuck in books, in folders, or saved digitally on OneNote.



Year 11

- Students will complete either a full or half of an exam paper every 3 weeks. This will be marked in pink by the teacher and corrected in green by the students. Students will complete a DIRT sheet for these assessments.
- Students will complete 2 sets of mock examinations. This will be marked in pink by the teacher and corrected in green by the students. Students will complete a DIRT sheet for these assessments. Students will also receive a RAG (Red, Amber, Green) sheet for these mocks.

Year 12-13

- Students will complete the BSG (Bronze, Silver, Gold) worksheets or exam question (if appropriate) as homework at the end of each chapter. These will either be teacher assessed, self-assessed or peer assessed. Students will make their corrections in green pen.
- At the end of each half module students will complete an assessment. These will be marked by teachers in pink pen and students will make their corrections in green. Students will fill in a DIRT sheet for these.
- Students will complete 2 sets of mock examinations. This will be marked in pink by the teacher and corrected in green by the students. Students will complete a DIRT sheet for these assessments. Students will also receive a RAG (Red, Amber, Green) sheet for these mocks.
- All students have an assessment tracker sheet in the front of their folder.

Written or recorded verbal feedback frequency:

(This could be classwork, assessment, or home learning)

Year 7-9: Core

- Bi-Weekly
- All assessments within a week of completion

GCSE:

- Bi-Weekly
- All assessments within a week of completion

A-Level

- Bi-Weekly
- All assessments within a week of completion

Science

In Science we use the following strategies to ensure that our feedback moves learning forward for all our learners.

We do this by;

- Providing students with **individualised written formative feedback in pink.**
- In KS5 A Level classes students are given exam style questions bi-weekly that may be self-assessed (**Green**), peer assessed (**Purple**) or Teacher assessed (**Pink**). There are summative assessments every 4 weeks and students receive feedback from the Teacher after QLA (Question Level Analysis) which will be found in the student's assessment folder. The QLA will show a red/amber/green status for the questions answered. Student folders will also contain self (**Green**) and peer (**purple**) marking.
- In KS4 GCSE classes there are bi-weekly assessed activities that may be self-assessed (**Green**), peer assessed (**Purple**) or Teacher assessed (**Pink**). Teacher assessed work will be found in Student Folders with Self-assessed and peer-assessed work in either copybooks or folders depending on the type of work. These will be exam style questions, Science literacy activities or 6 mark extended questions.



There are summative assessments every 4 weeks and students receive feedback from the Teacher after QLA (Question Level Analysis). The QLA will show a red/amber/green status for the questions answered. Students will respond to Teacher feedback in green pen during DIRT time which will be found in the student's assessment folder. Student notebooks and/or Folders will contain self (Green) and peer (purple) marking depending on the type of work. Notebooks are checked for presentation, spelling and grammar.

- In KS3 classes students receive bi-weekly homework activities that may be self-assessed (Green) or peer assessed (Purple). These activities will be science literacy based, project or online assessments using Seneca & Education Perfect. Students will answer a 6-mark question at the end of each topic and will receive feedback from the Teacher after QLA (Question Level Analysis). The QLA will show a red/amber/green status for the questions answered. Students will respond to Teacher feedback in green pen during DIRT time which will be found in the student's assessment book. Student notebooks will contain self (Green) and peer (purple) marking. Notebooks are checked for presentation, spelling and grammar.
- Targeted Students will have an SLC Document (Student learning conversation) in their Assessment books (KS3) or folders (KS4&5). This will be due to a specific focus area, e.g., below target, behavior, or other relevant issues. This document is reviewed regularly and updated.

Business & Economics

- In Year 10 & 12 in all subjects, you will take a **Baseline Assessment** to assess your current level.
- You can expect to sit **two forms of assessment each term**. These may both be formal or one formal and one summative. In addition, **exam years (YR 11,12 & 13) will sit mock examinations twice a year.**
- You will receive regular **feedback** from **your teacher** in **pink pen** on assessments and selected pieces of work.
- You will receive regular **feedback** from **peers** in **purple pen** on selected class work.
- You will be expected to **respond to feedback** and attempt to make improvements in **green pen, titled D.I.R.T** (directed improvement and reflection time). **D.I.R.T** will take place for post marking to allow students to reflect on their assessment and make a revision plan for the topics covered.*
- All I-BTEC coursework (YR 10-13) must be completed and uploaded onto **OneNote**, corrections will be made by teacher on **OneNote**.
- Teachers will give feedback at least monthly for iGCSE and iA-Level and at the end of every assignment for all iBTEC courses.

What to expect in Business

Student books will be marked using Marking and Feedback codes

Agreed written tasks will be graded using the iGCSE, iBTEC & iA-Level Criteria

Students should expect to use a range of peer and self-assessment sheets as directed by Class Teacher

Business Department Writing Code

I-GCSE Marking Codes

AO1 Knowledge	Work has shown knowledge and understanding of business terms, concepts and issues.
AO2 Application	Work has shown knowledge and understanding using appropriate business terms, concepts, theories and calculations effectively in specific contexts.



AO3 Analysis	Work has shown the student's ability to show select, organise and interpret business information from sources to investigate and analyse issues.
AO4 Evaluation	Work has shown evaluation of business information and the ability to make reasoned judgements and draw conclusions.

I A-Level Marking Codes

AO1 Knowledge	Work has demonstrated knowledge and understanding of terms, concepts, theories, methods and models.
AO2 Application	Work has shown application of knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues.
AO3 Analysis	Work has shown analysis of business issues, showing an understanding of the causes, costs and consequences for individuals and organisations.
AO4 Evaluation	Work has shown evaluative evidence to make informed judgements and propose evidence-based solutions to business issues.

Humanities

In Humanities we use the following strategies to ensure that our feedback moves learning forward for all our learners.

We do this by;

- Providing students with **written formative feedback** such as WWW and EBIs with DIRT time built into lessons for all key stages.
- KS3 student presentations throughout the year use a peer assessment grid.
- Increase opportunities for immediate verbal feedback across the key stages. Students Scribe feedback and respond.
- Wholeclass feedback used across the department for KS4 and KS5 followed by DIRT time and self assessment.
- KS5 and KS4 at A-Level and GCSE complete exam style questions at least bi-weekly as part of formative assessment.
- KS3 students have a summative assessment at the end of each unit/topic and written formative feedback once per half term.
- BTEC uses online tools to assess student knowledge and understanding such as Go Formative. Feedback is given via class OneNote to support students in creating assignment briefs.

ICT and Computer Science

We use the following strategies to ensure that our feedback moves learning forward for all our learners.

We do this through the use of;



- Multiple Choice Quizzes (MCZ) completed at the end of every unit for KS3-KS4
- Written assessments at key points throughout the year for KS4 and KS5
- Marking and returning assessments to students within two weeks
- *Assessment Feedback Reflection Forms* that are completed after each assessment when the Mark Scheme is shared with students. On this sheet during D.I.R.T, students identify their weakest and strongest areas. This is done through the use of RAG, Red- no marks awarded, Amber- some marks awarded and Green- all marks awarded. Students also have to record the total marks that they achieved in comparison to the total marks possible.
- Peer assessment/ evaluations. Students complete practical assessments throughout particular units. Their peers feedback to them through the use of what went well (www) and even better if (ebi)
- Self-Assessments. At the start and end of every lesson, students rate their understanding of learning objectives through the use of (RAG) Red-no understanding, Amber-little understanding and Green- clear understanding
- Recall and retrieval questions used at the start and end of every lesson. Correct answers are always shared so that students can immediately assess their knowledge
- Think, Pair, Share in every lesson to assess students individual and collective understanding of content
- Progress checks used throughout every lesson to check for understanding and address any misconceptions
- Teachers giving regular verbal feedback throughout lesson
- Personalized Checklists (PLC) which are used for students to monitor their own progress- KS4-KS5

Modern Foreign Languages (MFL)

In KS2, the predominant form of marking is self-assessment, with the expectation for all students to correct/improve their work 'in the teaching moment'. However, *when it is manageable and purposeful to do so*, teachers can also write **feedback codes** in students' books. In KS2, the codes will be SP, MT, S, Gr and ^, as per the primary policy.

In secondary, feedback codes are agreed upon between the teacher and students throughout the year. When a need arises, students write down a feedback code and its meaning at the front of their book. For example, 'O' might be agreed upon as a code to show that the student needs to add **o**pinions to their work. To maximise consistency across the school, marking codes used by the MFL department will always be linked to the school SPaG codes.

In KS3, the expectation is for teachers to use a combination of self-assessment and feedback codes during lessons *when it is manageable and purposeful to do so*. The feedback codes are a quick way of informing students of their next steps. Teachers should also give students verbal feedback to move their learning forward.

In KS4, feedback should use a combination of the feedback codes and personalised written feedback. This should be done on a fortnightly basis. When possible, feedback should be done during the lesson.

How do we communicate this to students?

In MFL we use the following strategies to ensure that our feedback *moves learning forwards* for all our learners:

- In secondary, students have 'Steps to Success' in the front of their books, essentially detailing what **specific next steps** a student needs to take, giving clear **direction** on how to improve their current GCSE level.



- We implement a simple, evolving and **instructive** pink coding system that requires students to **improve** their work. This coding system can be found in the front of all MFL books.
- Students are required to **act** upon their feedback using a green pen, empowering students to be more self-regulating **independent** learners.
- At the end of each term, students have a short, **summative** assessment based upon the modules covered. As a department, we are harnessing the potential of new software (Education Perfect) which instantly informs students of their areas of development, based upon their performance in the assessment.
- Termly assessments allow students to update their current working grade in their planner, and a dialogue is had with the student as to what needs to be done to achieve the next level (referring specifically to the 'Steps to Success'). This also provides an opportunity to challenge any barriers to learning that may be influencing a student's progress.

Secondary Feedback Codes:

As a department, these are the suggested marking codes for *secondary teachers* to use with their students. These codes have been discussed and agreed upon in team meetings as these are the most common errors. However, if there is a specific need in a class, additional codes can be added to meet the needs of students and year groups.

Sp - Spelling Mistake
Gr - Grammatical error
CL - Capital letter
P- Punctuation
^ - Missing word

(In line with secondary marking policy)

WO - Word order
V - Check verb ending
a - Check accent
O - Opinions
____ - incorrect article
VF- Verbal feedback

(Possible additional ones that may be added, specific to MFL)



MARKING CODES & STEPS TO SUCCESS

Marking: Agree with your teacher about which codes you would like to use!

Improving: Would you like to know how to improve your grade? Please have a look at the descriptors in the grid at the bottom of the page.



Always respond to marking codes using a **green** pen. Can you please complete the table below to familiarise yourself with the codes that we will use this year? Remember, try to act upon the code, if there is a mistake- change it!

**I can
listen to...
say...
read...
write...**



GCSE Grade 1:
Single words and short phrases using the **1st** **person** singular.

GCSE Grade 2:
A range of short phrases with **positive opinions**. Spelling not always correct. **1st**, **2nd**, and **3rd** person (sing).

GCSE Grade 3:
Short phrases from memory on familiar topics using **+/- opinions**, **adjectives** and **conjunctions**.
Definite/ indefinite article.
1st, **2nd** and **3rd** person (pl/sing).

GCSE Grade 4:
Short passage on a few familiar topics with **opinions**, **adjectives**, correct **verb** formation.
Present and **simple future**.

GCSE Grade 5
Paragraph from memory. Variety of **opinion expressions**.
Translate between languages.
Past, present, simple future.
Comparatives.

GCSE Grade 6
Imperfect and **future** tense, a variety of **modal verbs** and **negative** phrases.
Translate across topics.
Common **subordinate clauses**.
50 words

GCSE Grade 7
80 words from memory using a variety of **complex** structures. **Conditional** and **Imperfect**.
Common **subjunctive phrases**.
Translate from English.

GCSE Grade 8
Several paragraphs from memory. **Manipulate** language to produce new meanings. **Translate** from English over **4/5** **topic** areas. Use **colloquial** expressions and **subjunctive** phrases.

GCSE Grade 9
Varied passages which contain **unpredictable** elements, all **time frames**, a range of **structures**, and drawn from **any topics** previously studied, and can **translate** into English.

Primary Feedback Codes: In KS2, the codes will be SP, MT, S, Gr and ^, in line with primary. These will also be written in the table below by the students to develop understanding.



PRIMARY MARKING CODES

Would you like to know how to improve your work? Please agree with your teacher on the marking codes that you would like use in lessons.

Once decided, please fill in the table below with codes that you will find useful!



Always respond to marking codes using a **green** pen. Can you please complete the table below to familiarise yourself with the codes that we will use this year? Remember, try to act upon the code, if there is a mistake- change it!

Performing Arts

In Performing Arts we use the following strategies to ensure that our feedback moves learning forward for all our learners.

We do this by;

- Video evidence to be taken at the start and end of topics.
- Feedback to be recorded in appropriate ways;
- Either through **written formative feedback** uploaded to an online platform for students to access next lesson. *(evidenced by a photograph using teacher iPad)*
- Recorded **verbal formative feedback** upload to an online platform for students to access and listen to next lesson.
- **Formative feedback** will be framed using WWW and EBIs with DIRT time built into lessons for all key stages.
- Summative assessment to take place once a term.
 - For KS3 ; practical performance
 - For KS4 ; written exam and/or practical performance
 - For KS5 ; written exam and practical performance.

Physical Education (PE)

- In each subject, you will take a **Baseline Assessment** to assess your current level.
- You will take a **formal assessment at least once every half term** to track your progress.
- Students will consistently receive high quality feedback such as through questioning, evaluation and peer or self-assessment which may take either a verbal or written form.

Frequency of feedback in Physical Education

- BTEC Students will receive written feedback once per assignment.
- A-Level students will receive exam technique feedback once a week.
- GCSE student books will be marked every four weeks.
- Students will use a range of peer and self-assessment in their work.



Psychology and Sociology

In Psychology and Sociology we use the following strategies to ensure that our feedback moves learning forward for all our learners.

We do this by;

- Providing students with **individualised written formative feedback in pink.**
- KS5 and KS4 at A-Level and GCSE complete exam style questions at least bi-weekly as part of formative assessment.
- Written feedback given to students bi-weekly.
- Encouraging and giving students DIRT time to record feedback and set personal targets for improvement in an individualised progression file.
- Providing students with whole class examiners reports and student mark schemes for end of topic assessments, which allow students to make corrections to their work **in green.**
- Formative assessment at the end of each topic completed at KS4 and KS5.
- Opportunity for peer assessment **in purple.**

Visual Arts

In Visual Arts we use the following strategies to ensure that our feedback moves learning forward for all our learners.

We do this by;

- Providing students with individualised written formative feedback
- Providing students with verbal feedback to move learning forward
- KS5 and KS4 RAG documents to record feedback and set personal targets for improvement
- Written feedback given to students bi-weekly in examination classes
- Providing examination students with mark schemes which allow students to make changes to their work
- Baseline assessment for all year groups at the beginning of term
- Opportunities for peer assessment and time for making improvements based on the feedback