

Feedback Policy

Produced by:	Hamira Shah
Approved by Governing Body:	N/A
Date of review:	March 2022
Next review date:	March 2024

FORMATIVE FEEDBACK AND ASSESSMENT

“Formative assessment is an essential feature of classroom work...we know of no other way of raising standards for which such a strong case can be made on the basis of evidence of such large learning gains.” (Black & Wiliam, *‘Inside the Black Box: Raising Standards through classroom assessment.’*)

“The closer to task acquisition the error is corrected, the faster the rate of skill or concept acquisition” (*Kulik and Kulik*).

‘Formative feedback’ within this document, **is defined as the ongoing opportunity for pupils to reflect upon their own level of understanding and competency, and to then receive guidance from the teacher in how to progress forward.** The method of this guidance, and the point at which it is implemented, will be at the discretion of the teacher’s professional judgement in accordance with this policy.

Essentially, feedback should only be used if it moves the learning on and is delivered in a timely manner to make an impact on the students’ progress.

Feedback at NHTS should be:

- **Diagnostic and task-based**; it should instruct the students where and how improvements can be made and it will provide frequent opportunities for students to act upon and improve the quality of the work produced
- **Used as a means of directing AND planning the teaching and learning**; it is a tool for the teacher to identify common misconception/errors and to adapt future teaching and learning accordingly. By ensuring frequent reflection and opportunity for feedback, the teacher will be able to identify misconceptions/errors at an earlier stage in the learning. . Feedback should be embedded within all teaching practice and recognised as a fundamental part of the teaching and learning process.
- **Timely and embedded as close to the relevant skill/content as is possible within the flow of learning.** Feedback is most successful when there is an immediacy to the task.
- **Meaningful and motivating**, encouraging pupils to take ownership of their own learning and progress.
- **Presented in a variety of forms** (*see appendices for examples*); the teacher will utilise the method most appropriate to the teaching and learning taking place at that time.
- **Used to instruct/train students on the variety of feedback methods.** Pupils need to be clear on exactly what is required of them to successfully engage with each method of feedback. Over time, students will learn how to provide themselves with formative feedback.
- **Used to encourage students to engage in self/peer assessment** as a form of feedback and self-evaluation. Students should be supplied with a clear and accessible success criteria and/or exemplar model to help quality-assure the result.

Please note: retrospective bulk marking (‘Tick and flick’) should be avoided as it creates unnecessary pressure on teacher workload and has little yield for student outcomes.

SUMMATIVE ASSESSMENT

'Summative marking' (graded marking of necessary assessments/mocks etc.) is distinct from formative assessment and feedback and will be guided by practice at departmental level.

Whilst effective use of formative assessment and feedback is of paramount importance in driving progress, there will always be the need to make timely checks on progress through summative assessment.

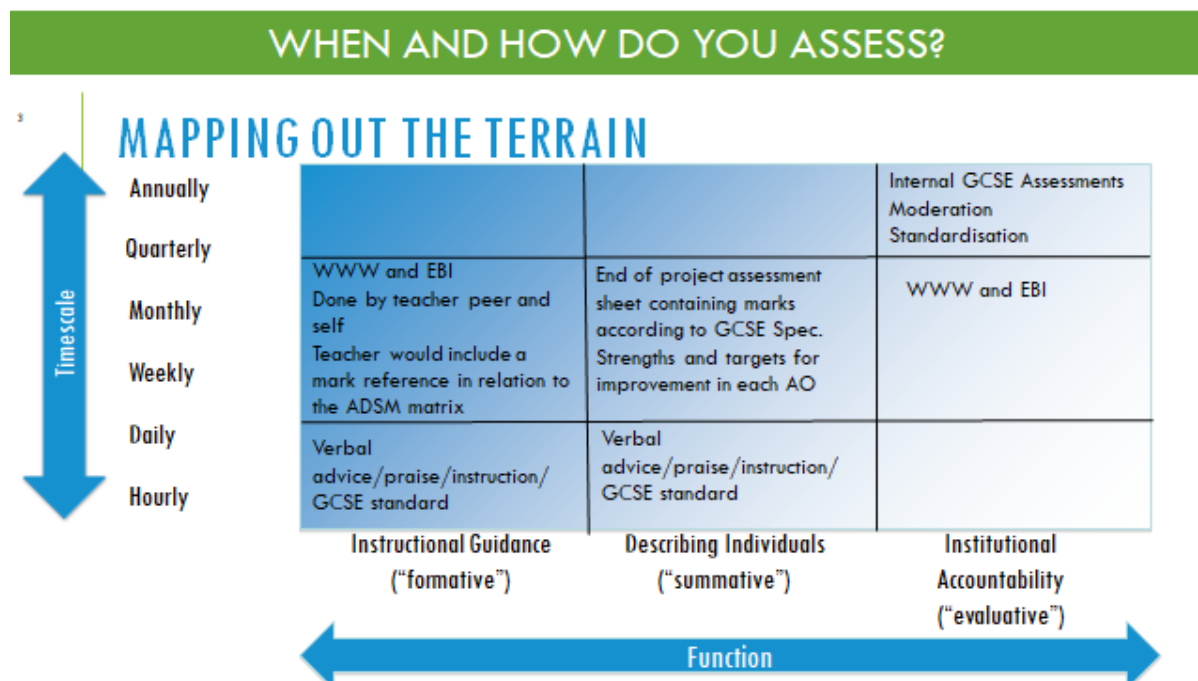
The purpose of summative assessment is to give a clear picture of overall progress within a subject and it should be used to facilitate meaningful feedback for students and parents as well as informing future planning for staff. Summative assessment should also be used to underpin any data that is generated for the APA cycle.

The regularity and format of summative assessment may vary between departments, but each curriculum area should have a plan that allows for, sufficiently rigorous, assessments to be undertaken at appropriate junctures throughout a course **with at least one piece of summative assessment happening every half-term.**

No fixed calendar will exist for Key Stage 3 assessments, but departments should tie assessment in with the APA cycle to assist with accurate reporting on students. At Key Stage 4, students will undertake mock exams in all subjects and it will then be left to departments to determine the further extent of summative assessment that is required.

SUBJECT FEEDBACK RATIONALES

ART AND PHOTOGRAPHY



DESIGN TECHNOLOGY

Rationale for both formative and summative feedback within Technology

Technology Curriculum Design

*In D&T, we have mapped a 5 year **curriculum/ learning journey** that allows all students to expand their skills set at KS3, with a view to being fully prepared to extend their learning at KS4, in the focus areas of **Engineering, Design & Technology, Hospitality & Catering, and Health & Social Care.***

Feedback Rationale

At KS3, all students actively engage with the D&T curriculum, as part of their 5 year 'learning journey'. Programs of study have clear assessment milestones, in terms of allowing the students the opportunity to demonstrate their knowledge and understanding of a range of both theoretical and practical skills.

Students are challenged to further extend their learning in response to a set of questioning and thinking skills that focus on the analysis, application, comprehension, evaluation, knowledge, and synthesis of all taught material.

Formative feedback is firmly linked to the department's internal assessment scheme, and the schools external reporting system for identifying whether learners are acquiring, developing, secure, or mastering both skills and knowledge. Students are required to produce an extended writing task on completion of each topic, whereby teacher feedback is both constructive and informative.

Summative feedback is identified in the form of subject specific milestone tests. Again, outcomes from the tests are linked to the schools reporting system for identifying whether learners are acquiring, developing, secure, or mastering both skills and knowledge.

At KS4, formative feedback is linked to subject specific assessment criteria, whereby students are challenged to extend their understanding via a range of questioning and thinking skills.

Recall and retrieval tasks are firmly embedded within the programs of study, to allow feedback to be concisely communicated in the form of identifying learner progress - linked to the schools external reporting system.

Summative feedback is in the form of subject specific assignment criteria, via generic exam board documents for the GCSE D&T NEA (non - examination assessment) course, and internal verifying documents for all vocational courses.

INFORMATION TECHNOLOGY

Feedback Rationale

KS3: Students receive verbal feedback (formative assessment) as and when required regularly during each lesson. Students are encouraged to think, pair and share their work. At the end of each half term students will submit their project on frog for summative assessment. Where the files are large sized they will provide screenshots or hand work in on USB stick. Examples attached on page 2 and page 3. Grading is based on 4,3,2,1 (Similar to the APA system)

KS4: Students complete the work based on the OCR assignment (Assessment grid). Students will still send in their work on frog but no feedback will be provided as per OCR guidelines. This is purely for backup purpose in case students lose their work.

Markbook

My Markbooks < 2021/22 >

I-Media Mr Q Bashir

Year 11

11D/Im1 I-Media Mr Q Bashir

11A/Im1 I-Media Mr Q Bashir

Year 9

9I/It1 Progress ICT Mr Q Bashir

9I/It2 Progress ICT Mr Q Bashir

9I/It1 Progress ICT Mr Q Bashir

9I/It2 Progress ICT Mr Q Bashir

Year 8

8I/It1 Progress ICT Mr Q Bashir

8I/It4 Progress ICT Mr Q Bashir

8I/It4 Progress ICT Mr Q Bashir

8I/It1 Progress ICT Mr Q Bashir

Year 7

7I/It4 Progress ICT Mr Q Bashir

7I/It1 Progress ICT Mr Q Bashir

7I/It4 Progress ICT Mr Q Bashir

7I/It1 Progress ICT Mr Q Bashir

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Markbook

Worksheet 1- Input and Output Issue Date: 20/09/21 Due Date: 01/10/21

Back	AIM	T/G	Score	Teacher
Yu Chai CHEN	75%	-	3	Dorian ELLIOTT
Ramona CZAJOR	-	-	-	
Shafiq DJORDJEVIC-CHOUDARY	75%	-	3	
Dorian ELLIOTT	100%	-	4	
Rubab FATIMA	-	-	-	
Urooj FATIMA	100%	-	4	
Kai FLETCHER	100%	-	4	
Santiago GABOR	75%	-	3	
Clara HORWATH	75%	-	3	
Ketrin HORWATH	75%	-	3	
Azka Hussain	75%	-	3	

Handed In: 01/10/2021

Post a message on the wall...

Mr Q Bashir
Today @ 09:32:58
Well Done. You have demonstrated that you have a good understanding of the elements of a computer including input and output devices and the CPU and its functions.
You need to show more independence in doing the work by trying to work out solutions to problems.

Unit Title		Unit Code	Session	Year	
Creating Interactive Multimedia Products		R087			
Centre Name		Centre Number			
Candidate Name		Candidate Number			
Criteria			Teacher Comments	Centre	Mod
LO1: Understand the uses and properties of interactive multimedia products.					
MB1: 1- 5 marks Identifies a limited range of products and where they are used. Produces a limited identification of design principles.	MB2: 6-9 marks Identifies a range of products, includes some details of purpose and where they are used and with some identification of design principles.	MB3: 10-12 marks Identifies a wide range of products, includes most details of purpose and where they are used and with detailed identification of design principles.			
Identifies a limited range of hardware, software and peripherals required to create and view interactive multimedia products, demonstrating a basic understanding of their use and purpose. Demonstrates a basic understanding of the limitations caused by connections, bandwidth and data transfer speeds when accessing interactive multimedia products. Identification of file formats and their suitability for different platforms with limited accuracy .	Identifies a range of hardware, software and peripherals required to create and view interactive multimedia products, demonstrating a sound understanding of their use and purpose. Demonstrates a sound understanding of the limitations caused by connections, bandwidth and data transfer speeds when accessing interactive multimedia products. Identification of file formats and their suitability for different platforms is mostly accurate .	Identifies a wide range of hardware, software and peripherals required to create and view interactive multimedia products, demonstrating a thorough understanding of their use and purpose. Demonstrates a thorough understanding of the limitations caused by connections, bandwidth and data transfer speeds when accessing interactive multimedia products. Identification of file formats and their suitability for different platforms is accurate .			
[1 2 3 4 5]	[6 7 8 9]	[10 11 12]			

URS167 Revised March 2015 R087/URS
 Oxford Cambridge and RSA Examinations © OCR March 2015

ENGLISH

We are trialling a whole class marking sheet to use with KS3 classes. We will potentially roll it out to KS4.

At KS4, staff are being encouraged to mark books as they discuss work with students.

Code marking may be used to support marking.

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Across both key stages, we will continue to use questioning to develop understanding/progress.

For KS4 assessments, students need a numerical mark for each question. For questions requiring extended answers, they will be provided with a WWW and EBI but the assessment will not be annotated.

One piece of work in KS4 books will be marked each fortnight and will be annotated and a progress task provided with a personalised target.

HISTORY

<p>Formative assessment Refers to tools used throughout a class or course that identifies misconceptions, struggles, and learning gaps, while assessing ways to close such gaps. Formative assessment can help students take ownership of their learning when they understand its goals to be about improving learning, not raising final marks (Trumbull and Lash, 2013). Formative assessment in the History department aims to be precise, timely, specific, accurate and actionable. Giving us the knowledge and tools to empower and engage students to take control of their own learning and progress. It will be used to inform future planning.</p> <p>Various teaching and learning tools will be used to promote formative assessment at both KS3 and KS4.</p> <p>Marking and feedback Formative assessment will be evidenced by Nailed it (WWW) and Missed it (EBI).</p> <p>Real-time feedback = ➤ awarding of stickers to put in books – students to make quick note why received. = Verbal feedback.</p> <p>Marking whole class = Whole class marking and feedback sheets will be carried out as set out in curriculum overviews. Each student will receive a photocopied marking feedback sheet – and time to act upon the feedback.</p>	<p>Summative assessment Evaluates student learning, knowledge, proficiency, or success at the conclusion of a series of lessons, end of unit, end of year and GCSE. Summative assessments and exams will be standardised.</p> <p>Summative assessments at KS3 ➤ Will be reported using the following terms acquiring, developing, securing and mastering.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">AO1 Knowledge and Understanding</td> <td style="width: 25%;">AO2 Causation and Consequences Change and Continuity</td> <td style="width: 25%;">AO3 Source Skills</td> <td style="width: 25%;">AO4 Interpretation</td> </tr> <tr style="background-color: #0070C0; color: white;"> <td colspan="4">Mastering</td> </tr> <tr style="background-color: #008000; color: white;"> <td colspan="4">Securing</td> </tr> <tr style="background-color: #FFD700; color: black;"> <td colspan="4">Developing</td> </tr> <tr style="background-color: #FFD700; color: black;"> <td colspan="4">Acquiring</td> </tr> </table> <p>Summative assessment at KS4 ➤ Will be reported to students when undertaking exam questions in bands per question. ➤ When undertaking end of unit exams these will be reported in marks and bands per question and an overall mark. ➤ CEEs will be reported in an overall GCSE grade – marks per paper – individual marks and bands per question.</p> <p>The table below shows the overall and unit raw scores required per grade boundary based on 2019.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Raw marks</th> <th>Max</th> <th>9</th> <th>8</th> <th>7</th> <th>6</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td>Unit 1 The Elizabethan Age 1558-1603</td> <td></td> <td>32</td> <td>31</td> <td>27</td> <td>24</td> <td>20</td> <td>17</td> <td>13</td> <td>9</td> <td>5</td> </tr> <tr> <td>Unit 2 USA A nation of Contrasts 1900-1929</td> <td></td> <td>36</td> <td>32</td> <td>28</td> <td>24</td> <td>21</td> <td>18</td> <td>13</td> <td>9</td> <td>5</td> </tr> <tr> <td>Unit 3 Germany 1919-1991</td> <td></td> <td>29</td> <td>25</td> <td>22</td> <td>18</td> <td>15</td> <td>12</td> <td>9</td> <td>6</td> <td>3</td> </tr> <tr> <td>Unit 4 Crime and Punishment 500 - Present</td> <td></td> <td>44</td> <td>40</td> <td>35</td> <td>32</td> <td>28</td> <td>23</td> <td>18</td> <td>12</td> <td>6</td> </tr> <tr> <td>Total</td> <td></td> <td>144</td> <td>128</td> <td>112</td> <td>98</td> <td>84</td> <td>70</td> <td>53</td> <td>36</td> <td>19</td> </tr> </tbody> </table> <p>The table below shows the weightings of each assessment objective for each unit.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Weightings</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Unit 1 and 2</td> <td>15%</td> <td>8%</td> <td>12%</td> <td>15%</td> <td>50%</td> </tr> <tr> <td>Unit 3 and 3</td> <td>20%</td> <td>27%</td> <td>3%</td> <td>-</td> <td>50%</td> </tr> <tr> <td>Overall weighting</td> <td>35%</td> <td>35%</td> <td>15%</td> <td>15%</td> <td>100%</td> </tr> </tbody> </table> <p>Summative assessment will be used in conjunction and alignment with formative assessment to enable students to identify their next steps.</p>	AO1 Knowledge and Understanding	AO2 Causation and Consequences Change and Continuity	AO3 Source Skills	AO4 Interpretation	Mastering				Securing				Developing				Acquiring				Raw marks	Max	9	8	7	6	5	4	3	2	1	Unit 1 The Elizabethan Age 1558-1603		32	31	27	24	20	17	13	9	5	Unit 2 USA A nation of Contrasts 1900-1929		36	32	28	24	21	18	13	9	5	Unit 3 Germany 1919-1991		29	25	22	18	15	12	9	6	3	Unit 4 Crime and Punishment 500 - Present		44	40	35	32	28	23	18	12	6	Total		144	128	112	98	84	70	53	36	19	Weightings	AO1	AO2	AO3	AO4	Total	Unit 1 and 2	15%	8%	12%	15%	50%	Unit 3 and 3	20%	27%	3%	-	50%	Overall weighting	35%	35%	15%	15%	100%
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GEOGRAPHY

Formative feedback and assessment

Formative feedback takes a varied and engaging form in Geography. Verbal discussion and feedback with students will centre around the need for curiosity in the study of the world and its processes, helping students to deepen their understanding. Some of the ways in which this feedback will be given are:

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- Verbal questioning; where students will have the opportunity to share ideas and then build and challenge each other's contribution to deepen their understanding.
- Modelling; We will regularly use teacher and student created answers to model how to structure effective paragraphs
- Live improvement of work; we will invite students to share what they have written as an answer and then work together as a class to discuss what the answer does well and how it can be improved.
- Success criteria; students will be given short and purposeful written feedback for some tasks that allow us to assess their understanding of key knowledge and skills, see an example below.

Students will have a clear success criteria before they begin a piece of work

Students may be asked to self or peer assess how they have met the success criteria

Mark Scheme/success criteria	Done very well	Partially done	Not really done
1. High effort			
2. I explained things.			
3. A variety of key words used.			

Targets focused on key geographical knowledge and skills

Summative assessment

KS3

Students will complete half termly learning checks which will be utilised to allow students to reflect on their own stage of learning and they will then be guided to understand how they can move forward (see example to the right).

For some topics, students will complete a 'question and answer' style assessment to demonstrate the level of progress they have made and to give them a flavour of the way in which Geography is assessed at GCSE level (see below).

Should tourists be allowed to climb Uluru?	
What you did well...	What you could work on next time...
Well-structured paragraphs	Make sure you develop your ideas, don't just write lots of different points without explaining them
Balanced argument that has equal explanation for both sides	Make sure you give two sides of the argument and both sides are equal
Good use of evidence to support your points	Give more evidence for your points to make them stronger
Good use of the PED structure – point, evidence, develop	Improve your use of the PED structure – point, evidence, develop
Good use of geographical language e.g. culture, environment, sustainable	Increase your use geographical language e.g. culture, environment, sustainable
Good understanding of the issue shown and the impact tourism has on Uluru	Make sure your opinion is clear in your conclusion
Clear conclusion that makes your opinion clear and gives a clear reason for your opinion	Give a clear (and evidenced if possible) reason for your opinion in your conclusion
Good spelling, punctuation and grammar used	Check your spelling, punctuation and grammar carefully
Teacher's overall comment Great use of the PED structure to fully develop your ideas! Well done!	

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'Where Am I?' half term 1 learning check

This learning check is to help your teacher understand what you have learnt so far this year. The result will help you to know how you are doing in Geography and to help your teacher know how to teach you best.

Give the learning check your best go and check your answers carefully.

Knowledge and Geographical Skills

1. There are three types of geography that we can study. Physical geography, human geography and environmental geography. **Read the statements below and then say which type of geography it describes.**

You should write your answer like this – 1a. Physical (**this is just an example, not the correct answer**).

- (a). This is the study of people and how they affect and interact with the places they live in.
- (b) This is the study of how humans and physical environments and their relationship with each other.
- (c) This is the study of the natural world and how it is always changing.

2. Study Figure 1, which shows a map of the world's continents and oceans. **For each letter, say which continent or ocean it is.**

3. Study the map of Europe. **Use two sentences to describe where Poland is.**

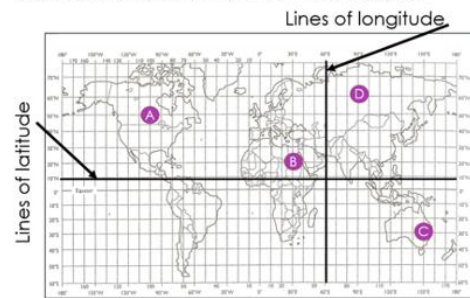
You should try to use compass directions.



4. There is a line of latitude that surrounds the Earth and splits the north from the south. **What is that line called?**

5. You have learnt how to work out a place's coordinates using latitude (lines that run horizontally around the world) and longitude (lines that run vertically around the world) – see map below.

Four points have been labelled A – D. The coordinates for A are 50°N, 100°W. **Give the coordinates for B, C and D.** Write them out in the same way as A.



6. Study Figure 2, a climate graph for Tokyo.

- (a) What is the rainfall amount in January?
- (b) What is the temperature in August?
- (c) Which month has the highest rainfall?

7. Study the map of the UK. Name the four countries of the UK.

8. Describe the culture of the UK as a small paragraph (2 to 4 lines).



KS4

Students will complete half termly key term tests to ensure that they are becoming confident with the key terminology of the course.

An end of topic test will take place at the end of each GCSE topic completed, there are 8 in total across year 10 and 11, which will allow students to reflect on their learning and progress. Detailed feedback will be given to students both individually and as a class (see below).

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UK in the 21st Century – mid topic learning check

1. Study figure 1, a map to show relief of the UK.

Describe the distribution of upland areas. (2)

Tip: remember to use country names and compass directions.



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2. Compare the characteristics of upland and lowland landscapes in the UK. (4)

Tip: use comparative words e.g. whereas, compared to

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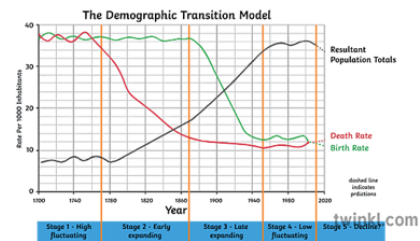
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3. Define 'water stress'. (2)

.....

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4. Study the Demographic Transition Model for the UK below.



(a). What was the death rate per 1000 in 1820? (1)

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(b) In which stage did the birth rate fall dramatically? (1)

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5. Explain two causes for an ageing population in the UK. (4)

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MATHS

Maths Department feedback policy.

Formative:

Formative marking in maths at NHTS follows a clear pathway of checks and points for student development

Each unit is started with a 'Prior Check'. This is an unassessed piece of work, marked in class and then discussed as a class. It shows students what pre-requisite knowledge is required for the next unit. The teacher will support a discussion around where this knowledge has been covered before. It will also provide the teacher with areas of misconception that can be unpicked through starter questions over the unit themselves.

Each unit ends with a low stakes assessment 'Progress Check'. This assessment tests the skills and knowledge that should have been acquired over that unit. This is marked by the pupil or peer. The scores are recorded centrally to support analysis of underperformance as well as creating dialogue in the department as to pedagogical approaches taken during the unit. The majority of this assessment is 'fluency' based.

Following the 'Progress Check', the teacher reviews the learning that has happened over the unit and sets a 'Marking Feedback Sheet'. This sheet provides information to the student on how they can improve in this skill and directs them to the video clip number in our online platform that will provide additional support. The feedback sheet also provides the students an opportunity to show the stage

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they are at in the unit in terms of Acquiring, Developing, Securing or Mastering. Each of the A,D,S,M sections have a more challenging or contextualised questions that will assess students away from the fluency questions of the unit test. The ADSM questions are the in depth marking for the unit. The teacher will mark and review the progress made. They will provide a clear, instructional, piece of feedback on the first incorrect or incomplete question. Time will then be given in the next lesson for students to act upon this feedback, closing the feedback loop

Within the lesson feedback is provided in maths lessons through 'live' marking as they staff member circulates through the room and quickly identifies misconceptions and misunderstandings and provides support to rectify it. The use of mini-whiteboards is also strongly encouraged to support questioning and dialogue in the lesson – as well as, again, rectifying misconceptions.

A range of further methods will be used by staff, such as the use of the visualisers and interactive whiteboard to share and discuss misconceptions. Group work and discussions that allow the teacher to hear verbal misconceptions that may later make their way into the students written work, and correct these errors at an even earlier stage.

Summative:

Each term, each year will be expected to complete a more formal assessment, in exam conditions, in the classroom setting. At key stage three, these assessments will incorporate the skills covered over that term.

KS4 classes will sit either a part of, or the full series of a past exam paper. This will provide a clear picture of student progression.

At the end of the academic year, each year group will sit a, formal, end of year assessment. This will be an exam that covers all of the skills covered over that year, at KS3, or a full past GCSE paper at KS4.

PERFORMING ARTS

Assessment rationale Drama and Music (Performing Arts)

Drama and music lessons are split into three areas - creating (composing), performing and responding. At each stage we use assessment to appraise skills, knowledge and understanding.

In Performing Arts, we provide pupils with regular formative feedback through whole class discussions, through individual student conversations and peer and self-assessment in every lesson.

At the start of the creating (composing) stage of a lesson we use class discussion, questioning and teacher and student modelling of exemplar practical work to help students demonstrate knowledge and understanding.

During the creating stage the teacher will watch individual or group work and use questioning to offer clear verbal guidance, which helps students make the decisions on how to progress during the lesson.

Students performing and responding to practical work is a key part of our assessment process in Performing Arts. Peer, self, and teacher formative assessment is present in each lesson. It is an

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expectation in drama and music that students perform their work for the group and that they are respectful, reflective practitioners when observing others.

The most powerful form of assessment in drama and music comes from performing and celebrating work as a group.

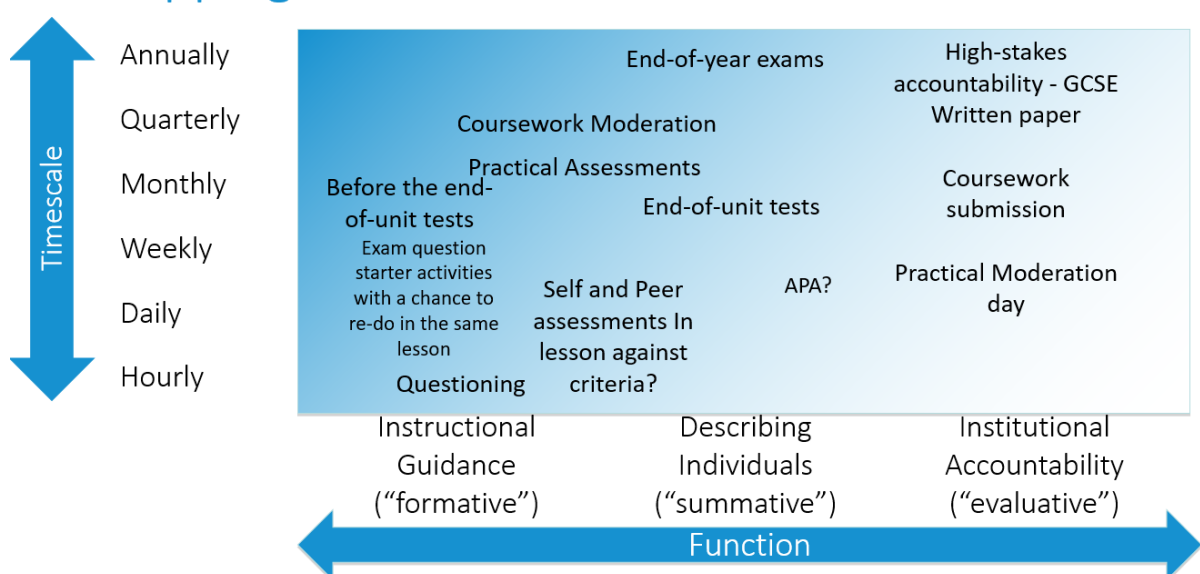
Summative assessment of learning takes place at the end of each unit of work when students perform and are assessed using the criteria - acquiring, developing, securing and mastering. Students peer, self and teacher assess a final performance that highlights the skills and knowledge they have gained in a particular unit. In music, listening papers are also used to assess knowledge and are peer marked with time spent on reflection and target setting.

All assessment in Performing Arts includes actionable feedback – and we ensure students have the time and tools to move learning forward.

PHYSICAL EDUCATION

WHEN AND HOW DO YOU ASSESS at GCSE?

1 Mapping out the terrain



Rationale CORE

- Teacher Q+A gives specific, accurate and immediate feedback to students which helps them make progress
- Sharing success criteria with students allows them to set targets for themselves
- Teacher judgements across the department are accurate and consistent

Core PE Assessment and Feedback

- Baseline assessment for Y7 (first two weeks of term)
 - Every lesson - Teacher Q+A/Teacher professional observation against the objectives in the MT'P's
 - Practical problem solving core tasks that demonstrate knowledge and skill eg 3 v 2 defence in rugby
 - During every six week block - Peer and self assessments against set criteria
- Every Term / APA grades and next steps, some personalised some general

Rationale GCSE

- Teacher Q+A is quick and easy and gives quick diagnosis
- Use of tick and cross is still appropriate in PE as the amount of books to mark is not an issue in terms of workload. SPAG is very important due to need for spelling terms correctly. Next steps advice is generally acted upon
- Will start to use past exam questions as end of unit tests (attempted twice to show progress)

GCSE Assessment and Feedback

- Every lesson – teacher Q+A at various levels (name/describe/explain/evaluate etc) /Y11 exam questions at the start of the lesson with a chance to redo the question later/ Students coming up with alternative questions/recap quizzes/practical observations by teacher/practical peer observations based on set criteria
- Every two weeks – books marked with ticks and crosses. SPAG commented on and next steps advice given by the teacher/ Practical core tasks attempted
- Every term - End of unit test/Exam question under exam conditions/practical assessments in chosen sports.
- Every year – Mock exam and practical moderation

PSHCE

PSHCE Formative Feedback

-KS3 and KS4 Core PSHCE is an active-learning subject that is assessed on essential skills and attributes that students develop, use, and apply. These include presenting skills, respect for others and relevant information, which all contribute towards becoming an active citizen. These are evaluated through peer assessment or self-reflection, in addition to timely feedback from teachers.

-Verbal feedback will always be available and instantaneous, and personal to help students progress and move forward with their knowledge and skills development.

-Students will be encouraged to engage in one-to-one dialogue with their PSHCE teacher to explain how they understand the context of their learning in the task, through questioning during class discussions. Students will be acknowledged and rewarded with positive points to celebrate high quality responses and in their class work.

-Students will be provided with opportunities to reflect on their views and opinions about PSHCE related issues. They will be able to share their reflective journal responses with peers and their teacher, so they can share ideas and contribute to understanding of each other's perspectives.

-Students will receive feedback when questioned during class discussions. For example, register response questioning, class charts 'random pupil select' and pose pause, pounce, and bounce, questioning game. PSHCE teachers will prompt them during class discussions, helping to build confidence in their reflective discussion skill awareness and ability to believe in the validity of their own opinions.

-Teachers will mark and provide written feedback on piece of work or a small group presentation, throughout the units of study. This will highlight student's strengths and successes through

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knowledge and skills and how they have progressed by meeting a success criterion. Also, teachers will offer constructive ideas of how the student can move forward and improve in their learning.

PSHCE Summative Feedback

-In PSHCE we work alongside NHTS's Assessment cycles to assess students' knowledge and skills at key assessment points throughout the academic year. In Key stage 4 (GCSE Citizenship and Sociology), students will be provided with several tasks across the academic year, which will test their understanding of key subject knowledge and meaning of the terminology. Students will also develop key examination skills through written tasks and past papers, using key terminology to underpin the quality of the written responses.

-GCSE Citizenship and Sociology students are assessed through written feedback based on AQA grade boundary descriptors, in addition to live feedback throughout lessons. Students will also receive the opportunity to respond to feedback and extend their learning through challenge questions, to embed higher-level thinking skills. After 'College Entry Exam/Mock' based testing, students will receive a one to one to discuss their outcomes and to identify their next steps in learning.

-Teachers will participate in post assessment tasks, where they can reflect on their own responses and provide self-written feedback. This will highlight the student's strengths and successes through knowledge and skills. Also, teachers will offer constructive ideas of how the student can move forward and improve in their learning.

RELIGION, PHILOSOPHY AND ETHICS

RPE Formative Feedback

-Verbal feedback will always be available and instantaneous, and personal to help students progress and move forward with their knowledge and skills development.

-Students will be encouraged to engage in one-to-one dialogue with their RPE teacher to explain how they understand the context of their learning in the task, through questioning during class discussions. Students will be acknowledged and rewarded with positive points and a sticker to celebrate high quality responses and class work.

-Students will be taught the skill of how-to self/peer assess their own learning, using criteria's, mark schemes and rubrics to identify where they are at in their progress and how they can move forward. They will reflect on their own WWW and EBI's.

-Students will receive feedback when questioned during class discussions. For example, register response questioning, class charts 'random pupil select' and pose pause, pounce and bounce, questioning game. RPE teachers will prompt them during class discussions, helping to build confidence in their reflective discussion skill awareness and ability to believe in the validity of their own opinions.

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-Teachers will mark and provide written feedback on one-two key pieces of work throughout the units of study, this will highlight student's strengths and successes through knowledge and skills. Also, teachers will offer constructive ideas of how the student can move forward and improve in their learning.

RPE Summative Feedback

-In RPE we work alongside NHTS's Assessment cycles to assess students' knowledge and skills at key assessment points throughout the academic year. In Key stage 3 and 4 (GCSE), students will be provided with several tasks across the academic year, which will test their understanding of key religious, philosophical, or ethical terms, testing their knowledge and meaning of the terms. Students will also develop key Explanation and Evaluation skills through a written task, using key terms to underpin the quality of the written response.

-In Key stage 3 and 4 (GCSE), students will participate in a post APA Whole Class Feedback session, where common misconceptions within a sample of student responses will be addressed across the class. Students will have the opportunity to act on their assessment feedback, with the aim to demonstrate their understanding of how they can improve, move forward/making progress in their learning.

-In Key Stage 4 (GCSE), students when assessed, students will complete assessments based on the key examination skills from the GCSE Religious Studies course. Students will be provided with personalised written feedback which will illustrate how well they have performed and how they can improve/take steps to move forward and make progress in their learning. After 'College Entry Exam/Mock' based testing, students will receive a one to one to discuss their outcomes and to identify their next steps in learning.

-Teachers will participate in post assessment tasks, where they can reflect on their own responses and provide self-written feedback. This will highlight the student's strengths and successes through knowledge and skills. Also, teachers will offer constructive ideas of how the student can move forward and improve in their learning.