



## PE Marking and Feedback Policy

The PE Department aim to follow the whole school policy:

**Meaningful      Manageable      Motivating**

*The **quantity** of feedback should not be confused with the **quality**. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.*

(Eliminating unnecessary workload around marking, Report of the Independent Teacher Workload Review Group, March 2016)

NDHS Marking and Feedback Policy – an update for 2017/2018

### **1. Preamble**

Marking and feedback at NDHS should be manageable for teachers and beneficial for students. Before writing in green pen think '*why am I writing this and who is it for?*' The Teacher Standards set our framework and we have articulated 4 general principles that inform the marking and feedback on key pieces of work - the Marking 4. Subjects use these for an overall school-wide approach, and within their subject-specific practice. Marking cannot be considered in isolation from the overall blend of planning, teaching and marking. A team of teachers reviewed Marking 2015-16 – see ND Blog. A subsequent review of practice carried out by members of the Leadership Team in the Spring term of 2017/18 informed the production of the 'NDHS M4 Toolkit', which should be used in conjunction with this policy document. The toolkit provides appraisal of strong practice exemplars seen throughout the school.

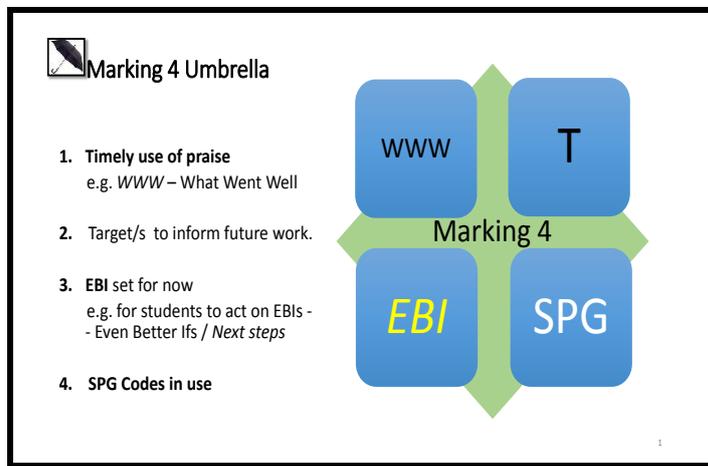
### **2. Summary of Aims link**

Marking and feedback need to be effective and regular, but for the *sake of sensible work-life balance must also be efficient* – greatest impact for less time spent, it should place the onus on students to respond. *We aim to:* create efficient and effective marking and feedback by making sure we only focus on the students' needs. Ultimately Marking should be **Meaningful, Manageable and Motivating**. This policy is designed to provide a standardised framework for marking across the school. The principles should be directly applied to departmental policies, which will vary in terms of type of feedback and frequency. There is an expectation that intra-department variation will be minimal. **Please see Appendix for departmental marking policy template.**

### **3. Teacher Standards**

- **Standard 2** Promote good progress and outcomes by pupils; *guide pupils to reflect on the progress they have made and their emerging needs; encourage pupils to take a responsible and conscientious attitude to their own work and study.*

**Standard 6** Make accurate and productive use of assessment: *make use of formative and summative assessment to secure pupils' progress; give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*



#### 4. The Marking 4 Quartet of principles

1. What Went Well (**WWW**): Timely use **praise and encouragement** with positive comment/s - verbal or written as appropriate.
2. **Target/s** set to inform or to move forward future work (a feed-forward method). - **T** the symbol. This will be a statement or a code. Students should act upon this at the next available opportunity.
3. **EBI (Even Better If)** – This is a feedback method. A concise instruction, aiming to improve the work, to be completed immediately on receipt of the feedback (This requires the teacher to plan ‘DIRT’ – Dedicated Improvement and Reflection Time)!

**Doesn't the best feedback cause action?** For example, reworking aspects of a Resistant material; or including a range of expressions in a Drama piece; or adding in contrast in a Music composition; or drawing on a range of sources in Art; or developing quality of answers numeric or literary with *Blue-Pen Editing*. Students also benefit from metacognitive questions, simply put, ‘why did you get that wrong?’, ‘What’s the right answer?’, ‘Why is that answer right?’, ‘How would you approach that question differently?’.

4. **SPG** - Use of School Literacy Codes

Symbol	Literacy Codes
sp.	Spelling errors will be <u>underlined</u> with a <b>sp.</b> appearing in the margin
p.	Punctuation errors will be circled 
//	New paragraph needed
	If your work is inaccurate or confusing it will have a squiggly line beneath it

#### We also aim for students to take pride in their work through ND Standards of Presentation

- i. Title and date in full & underlined on *right-hand side* for literary subjects.
- ii. Students write in **black pen**; AfL in **blue pen**; teachers use **green pen**.
- iii. All sheets glued in – nothing moves!
- iv. Work Record Cards in use – which may exist in electronic or paper form, in order to best fulfil their purpose to inform progress.

When applying the Marking 4 principles, there is **no expectation that each of the 4 aspects will be applied to each piece of work marked**. It is more realistic and beneficial to apply all of the aspects over time... ‘A teacher could either use WWW + EBI to give feed-back; WWW + T to give feed-forward; or WWW + T + EBI to give both’. **NDHS M4 Toolkit 2017**.

**Staff should also be mindful that written feedback is only part of the feedback process**, ‘Feedback can take the form of spoken or written marking, peer marking and self-assessment. If the hours spent do not have the commensurate impact on pupil progress: **stop it.**’ **Eliminating unnecessary workload around marking**, Report of the Independent Teacher Workload Review Group, March 2016

## 5. Guidance

What should teachers at ND do?	What should teachers at ND also do?
<b>Adopt a regular &amp; systematic approach</b>	
Aim for a <b>subject system of marking</b> . A marking framework with work set being marked or monitored regularly. Share good practice.	Use their professional judgement.
Before writing in green pen think <b>'why am I writing this and who is it for?'</b> If it will not benefit the student then save your time and move on!	Avoid <b>marking for anyone else</b> other than the student.
Feedback is for the student. It is more effective if tailored to meet the needs of the student. It can appear in different forms, other than writing. E.g. verbal feedback / Peer and self-assessment.	Consider taking books in so as to inform future teaching.
Aim for marking for progress over time and not just a one-off assessment point. Is your assessment formative or summative?	Don't mark every page of work.
Monitor students' book /folder work according to your department policy.	Avoid tick and flick; instead, leave it blank.  Don't prioritise marking over planning - planning is the <i>unum neccesarium</i> of our work.
<b>Timely use of praise</b>	
Aim to identify what went well with a piece of work – this can be part of verbal feedback.	Identifying what students do well at will help them continue...!
<b>Targets</b>	
Aim to identify precise subject- specific target/s. These could be linked to specific subject codes e.g. LT Logical Thinking or could specify a key area to work on moving forward. Some may be literary e.g. use a mixture of short and long sentences; ensure each sentence makes a clear point....	It is completely acceptable to ask for 'More of the same' as a target if a student has produced a really excellent piece of work!
<b>Actions</b>	
Aim to encourage students to act on feedback e.g. using <b>blue pen</b> for numeric or literary subjects.  This can be by: <ul style="list-style-type: none"> <li>• Jotting questions on work for students to answer;</li> <li>• identifying what needs to be improved or reworked;</li> <li>• the students doing something relevant...!</li> </ul> <p>This could happen before, as a build-up practice piece, or after an assessment, responding to a key issue. It is the students' responsibility to act on feedback.</p>	Avoid unnecessary written dialogue between teacher and student as evidence of redrafting and reflecting on feedback.  Teachers at NDHS are not expected to 'double mark' work.
<b>SPG codes</b>	
Aim for to identify the key SPG errors on selected pieces of work - for example up to 5 for High Prior Attainers; 4 for Mid Prior Attainers and 3 for Low Prior Attainers. The students make these corrections themselves.	Do not identify all errors! The frequency will differ for specific pieces of work.
<b>Standards of Presentation in Use</b>	
Title and then the date in full e.g. <u>Monday 7<sup>th</sup> September</u> and underlined on <i>right-hand side</i> for literary subjects. And e.g. 07.09.15 for numerate ones. Students write in black pen; self & peer assess & respond to marking in <b>blue pen</b> ; teachers mark in <b>green pen</b> . All sheets glued in – nothing moves! Work Record Cards in use – in books or folders.	

## NDHS PE Department marking and homework policy: Lower school

There is no marking or homework expectation as all lessons are practical in nature.

Activity	Description	Frequency	Type of Marking	Timescale for marking	Written feedback provided	Expectations on the student
<b>Key assessment</b>	Test or assessed performance in class time of practical activities at the end of each Unit of work. There will be one written test based on the Fitness unit of work.	At end of unit of work	Teacher	Marked during final lesson 1-9  Scores added to PE tracker	<i>Verbal Feedback given to students</i>	Student grades for each unit of work are put into PE tracker

## NDHS PE Department marking and homework policy: GCSE

### General points:

- This subject adheres to whole-school policies on marking, feedback and assessment, including the use of work report cards (WRC);
- This subject follows the whole-school policy with regards marking 4, Literacy, Presentation and the coloured marking system.
- All marked work will be kept in: exercise books and folders. Workbooks are marked/checked every 4-6 weeks (at least once every half-term).
- All marking/assessment results is recorded on record sheets in student workbooks.
- Verbal feedback is also given to elicit effective student response and encouragement.
- Student's oral contributions are assessed.

### Assessment:

- At the end of teaching each unit/topic a formally assessed written test is taken by every student and marked according to GCSE levels/grades. These tests are completed in lessons. Peer assessment tasks are also an important aspect of the assessment process.
- Opportunities are given in lessons for student feedback and response.
- The appropriate questions are marked for accuracy in accordance with GCSE requirements.
- All results are recorded on the record sheet in the student's workbook.
- PE staff record results on a spreadsheet in shared department folder.
- At the end of year 10 and mid-point year 11 mock examinations are undertaken by all students and marked according to GCSE standards; results are recorded on the department spreadsheet.

Activity	Description	Frequency	Type of Marking	Timescale for marking	Written feedback provided	Expectations on the student
<b>Classwork</b>	A combination of practical and theory lessons (1/1)	At least once in majority of lessons	Peer/self: teachers are not expected to mark classwork e.g. with ticks	Immediately following task	<i>(Optional) Peer / self gives appropriate WWW, target and/or EBI In practical activities it will take the form of verbal feedback</i>	Informs subsequent activities, including choice of task if appropriate
<b>Peer/self-marked HW</b>	Exam style questions/ worksheets	Every 3 lessons	Peer/self	Marked in class on deadline day as starter against mark scheme	<i>(Optional) Peer / self gives appropriate WWW, target and/or EBI</i>	Annotating each other's work with corrections / class discussion
<b>Teacher-marked HW</b>	Exam-style Qs Mid-topic assessment	Every 6 theory lessons	Teacher	Marked within 2 weeks against mark scheme	Marking 4	Respond to specified EBI task in next available lesson
<b>Key assessment</b>	Test or assessed performance in class time	1 at end of each topic	Teacher	Marked within 2 weeks against mark scheme	Marking 4	Log on WRC Respond to Marking in lesson or for HW with corrections /additions in blue
<b>End of Year Test / mock</b>	Test conducted either in class or more formal setting	1 per year	Teacher	Marked within 2 weeks against mark scheme	<i>whole class review if time</i>	Log on WRC

## NDHS PE Department marking and homework policy A Level

### General points:

- This subject adheres to whole-school policies on marking, feedback and assessment, including the use of work report cards (WRC);
- All marked work will be kept in: folders. Book-marking should not be necessary for 6th Formers, however, students are expected to keep a folder of homework and notes that will be reviewed from time to time to gauge individual engagement. A record of grades achieved will be kept in this folder

Activity	Description	Frequency	Type of Marking	Timescale for marking	Written feedback provided	Expectations on the student
<b>Classwork</b>	Varied	At least once in majority of lessons	Peer/self: teachers are not expected to mark classwork e.g. with ticks	Immediately following task	<i>(Optional) Peer / self gives appropriate WWW, target and/or EBI</i>	Informs subsequent activities, including choice of task if appropriate
<b>Peer/self-marked HW</b>	Exam-style Qs Online task	Most lessons	Peer/self	Marked in class on deadline day as starter against mark scheme	<i>(Optional) Peer / self gives appropriate WWW, target and/or EBI</i>	Annotating each other's work with corrections / class discussion
<b>Teacher-marked HW</b>	Exam-style Qs Mid-topic assessment	Every 3 lessons	Teacher	Marked within 2 weeks against mark scheme	Marking 4	Respond to specified EBI task in next available lesson
<b>Key assessment</b>	Test or assessed performance in class time	1 per half term	Teacher	Marked within 2 weeks against mark scheme	<i>Best practice – Marking 4 or feedback sheet with common EBIs</i>	Log on WRC Respond to EBI(s) in next lesson or for HW
<b>End of Year Test / mock</b>	Test conducted either in class or more formal setting	1 per year	Teacher	Marked within 2 weeks against mark scheme	<i>(Optional) – whole class review if time</i>	Log on WRC
<b>Controlled assessment</b>	Analysis of their Performance compared to an Elite performer	1	Teacher + moderated in department and by External Moderator	Final draft Marked within 1 month against mark scheme	<i>Feedback with EBIs so students can improve</i>	Act on feedback to improve for final handing in