

Shireland Collegiate Academy Policy

Shireland Collegiate Academy – Feedback Framework

AUTUMN 2022

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Rationale

High quality, effective feedback has been shown on average to have a positive impact on pupil attainment. It is therefore important for feedback to be an important and embedded component of our teaching, learning and assessment cycle. When feedback is most effective, it is more work for the learner and it improves the learner, not the work. After feedback students should remember more, do more and will be able to do better at some point in the future on tasks they have not yet attempted. Therefore, the entire process of high quality and well sequenced teaching, learning, assessment, and feedback should be one that develops our pupils' metacognitive ability and self-regulatory skills.

The Curriculum

The curriculum at Shireland Collegiate Academy is designed to support students make outstanding progress and achieve the best possible outcomes. To this end, the curriculum encompasses L4L in Years 7-9, where students are taught via a theme-based approach. There are also Focus Days, where students may work in one subject area for an extended period. Educators will therefore use their professional judgement and strategically adapt their teaching, learning and assessment cycle based on the curriculum time they have with specific year groups.

Technology

Shireland Collegiate Academy is a digitally rich academy and a Microsoft Showcase school. Teachers are therefore encouraged to use a range of approaches for feedback, leveraging the use of EdTech. Feedback can be given digitally (although not limited to) through our Hub / Class sites, Microsoft Teams, OneNote and Nurture. Educators are encouraged to utilise these tools when deemed effective for their subject areas and their students. Those monitoring the quality of feedback should therefore look beyond students' exercise books, taking a holistic approach to monitoring feedback.

Expectations

Our expectations for feedback across the academy are outlined within this section. Subject areas have been given the flexibility and responsibility to provide feedback in a way that best supports learning in their subject and that it aligns with subject curriculum plans.

It is suggested that effort and attainment grades are not to be given at the point of feedback, as evidence has shown that students may focus solely on these grades and

ignore the qualitative feedback that they have been given. However, if a particular piece of feedback warrants an attainment grade, then staff can do so if supplemented by qualitative feedback. Effort and attainment grades are shared with students at the three formal assessment points each year, although departments are welcome to share these with students more frequently if they wish to.

Key Principles for Feedback

Rather than thinking about feedback as an isolated event, teachers should approach feedback systemically, and specifically, by adopting careful groundwork before the feedback is given, providing well-timed information that focuses on improvement, and considering how learners receive and use that information.

Laying the Foundations

Start with making learning intentions clear to students by providing high-quality instruction as this will reduce the work that feedback needs to do. Suggested strategies for sharing learning intentions could be using a rubric for a specific task and/or modelling exemplary work created by students, many others have been shared within the teaching and learning communities (TLCs) and teachers should use a range of effective approaches.

Using formative assessment will play a crucial role here to help learners close the gap between their current knowledge and their learning goals. Techniques for using formative assessment that have been shared through the TLC meetings should be exercised.

Strategies for moving learning forward

Teachers should give suitably timed feedback that focuses on moving learning forward. Teachers and subject leads should use professional judgement as to when feedback happens so that it will have the most impact. This will be dependent on subject curriculum plans and when there are the amplest opportunities to target specific learning gaps.

There is no 'one size fits all' in terms what methods to deploy, but the focus should always be to move the learner forward and guiding them to become self-regulating learners and therefore closing the feedback loop. A range of techniques that have been shared though the TLC meetings for giving formal feedback should be applied.

Engagement from students

Consider ways that will engage students with feedback so that they welcome it and appreciate the positive impact it can have. If there is poor engagement from students, then no matter how thoughtful the feedback is, the time spent crafting the feedback is likely to have been wasted. Students should be meaningfully responding to feedback and students should be given this opportunity embedded within a structured sequence of learning.

The coordination between teacher and student is important when guiding students through their feedback. Teachers should ensure that students understand and engage with their feedback to close the loop. Where the student has not understood the feedback, the teacher will respond appropriately.

Opportunity Cost

Be aware of the “opportunity cost” of feedback such as written feedback has on teacher's workload. If for example written feedback is taking away time from other tasks, then there is a potential cost as you could be doing something else that is more effective use of time.

Technology

Departments are encouraged to use the technology available to support effective feedback by activating students as owners of their own learning. Consideration of the suggestions that have been discussed during TLC meetings and technology workshops such as using OneNote and Teams.

E-Praise

Students should be rewarded for their work throughout the academic year using E-praise, where a member of staff feels that their work warrants it.

Literacy

Staff in all departments are to identify and address Spelling, Punctuation and Grammar issues with students. It is recommended that staff use the following:

Marking codes:

- Sp Spelling error
- P Punctuation error
- CL Capital letter missing
- // New paragraph
- ^ Missing word
- grammatical error identified

If there are a vast number of literacy mistakes then teachers are encouraged to focus on a specific literacy area, for example a focus on spelling. Suggested methods as to how SPAG errors can be addressed are:

-Spelling – reinforce/practise of the word and allow student to re-write the spelling a multiple number of times

Grammar- provide students with hints and questions which lead students to key principles

Monitoring

Heads of Department are responsible for deciding who participates in the monitoring process of the quality of feedback within their departments. They should have a focus when conducting a work scrutiny such as a focus on a year group or a particular cohort of student. Discussing feedback and the quality of students' work should feature as part of departmental CPD. It is expected that a formal work scrutiny takes place at least once per half-term and that the results of this are shared with SLT links. Heads of Department will be able to share best practice and access systems and processes for monitoring through the HoD/HoY Teams and One Note.

Reference:

[Feedback approaches and educational attainment in children and... | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/feedback-approaches-and-educational-attainment-in-children-and-young-people)

[Teacher Feedback to Improve Pupil Learning | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/teacher-feedback-to-improve-pupil-learning)

Subjects

The following section gives further details of how individual departments have adapted their practice within this framework to provide feedback to students, where appropriate. Subjects have also detailed how and when they incorporate monitoring of the quality of feedback.

English

In English lessons, students will receive appropriately timed feedback over a scheme of work to move students' learning forward. This will be through class work and end of scheme assessments.

Teachers will give high quality, purposeful feedback regularly and consistently through the scheme of work, using the following methods:

- Peer/self-assessment
- Verbal feedback
- Whole class feedback
- Assessment for Learning strategies in line with SSAT – including the use of technology for feedback

Students will be provided with feedback using:

- Use of L4L competencies for Year 8
- Use of Assessment Objectives for Literature and Language for Year 9
- GCSE mark schemes for Years 10-11 and GCSE Re Sit
- Use of A-Level mark schemes for Years 12-13

Formal assessments will be given teacher-led, target driven written feedback in line with the 'Key Principles' and 'Expectations' of the Academy Feedback Framework.

At Key Stage 3 all feedback will be provided online where possible, using OneNote and Microsoft Teams Assignments. English and L4L staff will share the feedback requirements, working together for moderation.

At Key Stage 4 and Key Stage 5 feedback will be provided through online and written means. Timed, hand-written responses and feedback will be increasingly expected as students move towards an exam focus.

BTEC

All BTEC qualifications follow three feedback stages: teaching and learning, during assessment and following assessment. During teaching and learning, each subject uses their own feedback methods to prepare students for an assessment. The BTEC

centre guide to internal assessment is followed throughout the assessment cycle. This ensures that all feedback regulations are followed using documentation provided by the exam board. This is explained on page 25-30 of the policy found here [BTEC Centre Guide to Internal Assessment \(pearson.com\)](https://www.pearson.com/uk/qualifications/btec/centres/guide-to-internal-assessment).

Business Studies

At the beginning of each topic students will be given work that is appropriate theory needed to produce a written assignment. Throughout the teaching the following methods are used to provide feedback:

- Peer/self-assessment
- Whole class feedback
- Verbal feedback
- Feedback through technology such as one notebook, ppt's, word and teams etc

1. BTEC Business KS4 & KS5:

Please refer to BTEC marking policy

A tracking document is set up on the subject site to track student progress.

Learners receive written feedback electronically.

Tracking sheets with traffic light system denoting green as pass, amber as needs improvements and red as work not handed in.

Assessment sheets are completed highlighting criteria achieved and areas for development. Learners are given a resubmission opportunity date. Work will be corrected in green font.

Learners receive both verbal and written feedback. All class sites within the department have a OneNote Class Notebook attached. In the Notebooks all students will have a feedback section that they will review on their assessment record sheet. With direction from their teacher students will identify their Strengths, Weaknesses, and the Next Steps to take to improve progress.

Once the unit of work is completed it is internally assessed and then by the lead verifier.

Computer Science

Key Stage 4 \ Key Stage 5 - Theory

Both GCSE and Advanced Level Computer Science use a variety of feedback methods to enable students to make progress. The subjects contain 8 and 12 theory units respectively. Each unit comprises of a series of lessons, that cover a different topic. During each unit of work, students receive whole class verbal feedback for tasks they complete in the lesson, to measure progress against learning outcomes.

At the half-way point of a unit, students submit work that is formally assessed, and targeted feedback is given. Students have opportunities to act on this feedback, and show where they've made improvements, that will be checked by a teacher.

At the end of each unit, students complete an end of unit test. These tests are peer assessed during a following lesson, with teacher support, providing answers to students. Students will receive a mark, and complete a self-review, where they aim to identify questions they've answered correctly, and questions that may require further study.

Following on from a student's self-review of their test, the teacher will also review their test paper, and provide the student with summative feedback for their test. Students will record this summative feedback and use it for revision and general identification for improvement.

Where students make notes in lessons, these will be checked for clarity, spelling punctuation and grammar.

Programming – Key Stage 4

Students who choose computer science are expected to learn practical programming skills as part of GCSE Computer Science. During this part of the course, assessment and feedback will be based on their performance of computer programming, as all students will start from the same place (little to no programming experience).

Every programming lesson contains teacher-led examples that pupils are expected to follow to gain understanding of a programming concept. To measure understanding, the programming lessons have differentiated challenge tasks for pupils to complete.

Like the theory part of the course, students will submit programming tasks, teachers will provide targeted feedback, and students will have feedback lessons to review the feedback provided and make improvements.

The way we will provide feedback to pupils should be an indication of how well they're working towards their target grade. The indication of progress will be written as:

- Less than expected progress
- Expected progress

- Good progress
- Outstanding progress

Indication of progress will be determined by how many teacher-led examples and challenge tasks pupils complete by the end of a lesson. When writing feedback to pupils it should be written in the following format:

What Went Well – Identify which tasks pupils have completed and if they've been successful in adapting learning from the lesson to make progress.

Even Better If – Here will be an indication of progress and what a student could do to improve to meet the next indication of progress.

Below is a table that shows a pupil's target grade against what should be written for the indication of progress.

	Python Programming Classwork				
Pupil P8+1 Target	Teacher-Led examples (challenges not completed)	Green Challenge Completed	Pink Challenge Complete	Purple Challenge Complete	
3	Good Progress	Outstanding progress			
4	Expected Progress	Good Progress	Outstanding Progress		
5					
6	Less than expected progress	Expected Progress	Good Progress	Outstanding Progress	
7					
8	Less than Expected Progress		Expected Progress	Good Progress	
9					

Programming – Key Stage 5

As most programming skills are learnt in GCSE Computer Science, any new programming skills students will learn are assessed through theory units of A-Level Computer Science. In Year 13, students are expected to use their programming skills to complete non-exam assessment coursework. During the NEA part of the course, the exam board states that students are not permitted to receive teacher feedback for their coursework. However, project completion can be monitored by a teacher and students will be periodically notified of their progress.

Performing Arts

Dance, Drama and Music at Key Stage 3

At Key Stage 3, Performing Arts subjects adopt a uniformed approach to assessment. All three subjects (Dance, Drama and Music) employ the competency system of assessment, as used within L4L. Work in these subjects is predominantly practical, therefore we use a variety of assessment and feedback methods appropriate to this style of learning.

- Verbal feedback is given regularly during each lesson which students act on immediately to improve their work, reflecting upon the improvements they have made through discussion and written reflections.
- Peer feedback is given regularly both through the rehearsal / creative process and after performances. This is done verbally, using a positive and constructive system.
- Written feedback is given at key points in each scheme of work, with opportunities for students to reflect on the feedback they have been given. Written feedback is given via individual tracking sheets which are stored within the departments.
- Summative assessment is based upon practical work, for example performances and recordings, usually occurring towards the end of a scheme of work. Written feedback is provided by the teacher using the individual tracking sheets.

Where possible, performances are recorded and used to standardise teacher marking. Where appropriate, recordings are played back to students to enable them to self-reflect. Marks are recorded on a centrally stored tracker, used by all staff within each department.

Music at Key Stages 4 and 5

In Music at Key Stages 4 and 5, the process for KS3 is expanded upon to provide specific feedback for students as they undertake their RSL qualification, specialising in performance.

In terms of practical performance work, verbal and peer feedback form a natural part of almost every single lesson, with students continuously receiving feedback on how to improve their performance skills. This is supported by the regular video recording of performance work, which is uploaded to Microsoft Stream to be accessed by the students in their own time. This not only provides a basis for self and teacher feedback, but also allows the student and teacher to witness the progress being made over time.

In terms of written theory work, including coursework for the qualification, this is formatively assessed through verbal and written feedback, before being assessed at the hand-in date, in line with the exam board policy requirements.

Drama at Key Stage 4 and 5

In Drama at Key Stages 4 and 5, the process for KS3 is expanded upon to provide more detailed and specific feedback for students as they undertake their RSL qualification, specialising in acting.

In practical lessons, verbal feedback is integral to each lesson with students continually receiving and acting on feedback from staff. Peer feedback naturally occurs within the devising process and is regularly used in post-performance feedback. Video recordings of practical work are uploaded to Teams when appropriate so that students can watch and reflect upon their progress. This process either happens as a flipped learning task or within the lesson.

Written feedback is provided for practical work on assessment sheets at summative points of the course.

Written work is handed in as drafts, where this policy fits with examination board requirements, and feedback is given either through annotating the document (written) or through Teams (electronic).

Grades are recorded on a centrally stored tracker sheet within the department and on SIMS.

Dance at KS4

Exam board – AQA Title – GCSE Dance

All students receive regular verbal feedback supported by hand marked essays and assessment grids. Students use workbooks to record all theory work. Students are expected to reflect on verbal and written feedback in these books. Progress is logged on the department tracker. This ensures students are making effective progress.

In year **10 GCSE** dance students are marked via:

- End of topic tests
- Once every half term in their practical (physical, technical, and expressive skills)
- General theory is logged via a workbook and this is then used as a final revision book in year 11.

- Progress sheets are used to give feedback and set targets for progress.
- Mock exams in theory and practical take place for year 10 in December and June. This is all used to inform the summative assessment reports which are recorded on Edulink.

In year **11 GCSE** dance students have a pre-prepared written mock in December. This consists of:

- Component 1 Performance: Solo and Duo/ Trio Performance. Mock exam for milestone 1 is in December and the final assessment is marked and moderated in January (NEA). Practical work is submitted via video recording to the exam board.
- Component 1 Choreography: Mock exam takes place in March for milestone 1 and then the final assessment is marked and moderated in April (NEA). Practical work is submitted via video recording to the exam board. Component 1 is marked by the teacher and moderated by the HoD against the exam criteria. This includes a milestone and final assessment. The milestone represents **AP1**, and the final mark represents **AP2**.
- Component 2 Dance Appreciation: Externally set by the exam board and examined in May.

Dance at KS5

Exam board- AQA Title - A level Dance

All students receive weekly verbal feedback supported by hand marked essays and assessment grids. Students are expected to reflect on verbal and written feedback and keep a folder which consists of revision documents and printed work. Staff log progress on the department tracker. This ensures students are making effective progress. Intervention is put in place if progress appears to be off track.

In **Year 12 A level** dance is marked via:

- End of topic tests
- Once every half term in their practical (physical, technical, and expressive skills).
- Theory is logged via Team's assignments and feedback given to the students. This is marked against the Component 2 Assessment criteria.
- Practical is assessed live in lessons with use of marking grids suited and verbal feedback. All practical work has two milestone assessments and one final assessment to inform AP1-3.

Mock exams in theory and practical take place for Year 12 students in December and June. This is all used to inform the summative assessment reports which are recorded on Edulink for AP1- 3.

In Year 13 A Level dance is marked via:

- Component 1 Performance: Solo and Quartet mock exam to support AP1 in October (UCAS references). Students are marked against the exam criteria and then given appropriate targets and feedback to show progress for the final assessment. The final assessment is then marked and moderated in December; this information supports AP2. This practical exam is then recorded and submitted to the exam board.
- Component 2 Critical Engagement: Students complete a pre-prepared written mock paper in October informing AP1 and January informing AP2. This exam consists of - Component 2 only – Critical Engagement.

Languages

The MFL department employs a variety of methods to ensure effective feedback is provided for all our students, allowing them all to move forward with their learning.

- Verbal Feedback. Constructive, verbal feedback plays a very important role at all Key Stages in Languages. Students are provided with on-the-spot guidance, assistance and improvements in pronunciation, intonation and oral accuracy.
- Peer Assessment/Self-Assessment. Self, Peer and Group assessment is used to ensure that the students are actively engaged in the feedback process and are aware of the criteria their own feedback is based upon. Students are encouraged to self and peer assess in green pen across the department, correcting errors, re-writing texts and offering advice for moving written and oral work forwards.
- Written Feedback. Written feedback is based around our own coding system – a copy of which is available to every student.
At KS3, written feedback works on a 4-week cycle, once per term. Work is dated, a comment in the target language is added along with the target code or codes that the teacher wants that particular student to work on. Students respond to the codes in their exercise books, completing a selection of feedback tasks where appropriate or completing a WWW: EBI: exercise. These targets are targets to be met over a period of time and are reviewed half termly.

At KS4, written feedback works in much the same way – students have targets set and will complete a short task to re-enforce and give examples of how to achieve their target.

- **Whole-Class Feedback.** After an assessment or whole class written/spoken task we use a whole-class feedback proforma to offer assistance and guidance sharing good practice and common errors which need to be addressed. This provides the students with feedback which is acted upon immediately and then reviewed by the class teacher.

In MFL, our marking and feedback is based around the Pearson Progression Steps for KS3 and KS4. Students are introduced to the Steps in KS3 and have their own target steps and progress sheets. These sheets help them see which level they are currently working at in each of the 4 skills (Listening, Speaking, Reading and Writing) and what they need to consider to improve their language: both from a content and grammar perspective.

In KS4 the students have a progress record booklet which is completed and reviewed each term.

In KS5 the marking is slightly different. Verbal feedback still plays a major role in the lessons and written feedback is now based around the exam board criteria and guidance for the particular skill we are assessing. Work is completed on both OneNote and paper at KS5.

In order to ensure consistency across the whole department, we look at the marking and feedback at least once a month in our department meetings.

Whole Class Feedback – 8.X French	
Medals (Strengths)	Missions (Misconceptions / areas to address...)
<ul style="list-style-type: none"> Good overall use of new vocabulary Good introductions with a greeting and your name Great attempts at writing where you live using the model texts to work it out 	<p>Key areas to improve in a text about yourself:</p> <ul style="list-style-type: none"> Know your numbers 1-30 (especially six and dix), so you can identify ages – and write your own age – don't add 'th' to dates! Revise phrases describing height (<i>je suis grand(e) et petit(e)</i>) and qualifiers (<i>assez = quite / très = very</i>) Pay close attention to 'Mon anniversaire est le...' The negative in French needs both ne and pas around the verb! E.g. Je n' aime pas le foot = I don't like football
WOW work	
John Hargrett Michael Lucy	<p>SPAG</p> <p>"Je m'appelle "juillet</p> <p>"J'habite à Birmingham en Angleterre. "noisette = hazel</p>
Re-teach/modelling needed	
<ul style="list-style-type: none"> Re-write your own text in GREEN using the model as a guide and looking carefully at my corrections. Complete the sentence builders activities for revision. 	

Travel and Tourism

Overview

The Travel and Tourism department use a variety of feedback methods to move learners forward in the subject across KS4 and KS5.

- Verbal feedback
- Peer assessment
- Whole class feedback after practice question sections and mock exams
- Self-Reviews via one note
- Technology- Microsoft Forms, One Note and tracking sheets
- SEND Strategies- Electronic feedback using the pen feature

KS4

Year 10 and Year 11 students in Travel and Tourism completing the Level 1 and 2 BTEC Tech Award qualification. They complete internal coursework following assessment plan deadlines that are set out by the lead IV at the start of the academic year. These are then uploaded to the student drop-box on each individual groups class site, the teacher will then mark the coursework and complete an assessment feedback sheet which is also uploaded on the student drop-box which then the student can access if needed for a re-submission. All grades are uploaded to a tracking sheet which can be found on each groups class site. Students will then complete a self-review template in their one note once their mark for each piece of coursework has been received to allow them to reflect. Students will then use the exam practice question booklet and marks will be uploaded to the tracking sheet after each set of practice questions have been completed. They will also use their notebooks to complete a RAG rating system using stickers to reflect on each content section of the exam unit.

KS5

Year 12 and Year 13 students in Travel and Tourism are completing a WJEC Level 3 applied diploma in Tourism qualification. When completing the coursework units these are 10 pieces of controlled assessment coursework write ups, where each student has an individual exam account login to complete these in. When in lessons verbal feedback is given to students when completing notes for their coursework write ups. Feedback for each write up is given on the tracking sheet found on the class site as well as their individual mark. Students will then complete a self-review in their individual one note once each group of write ups have been completed e.g.,

assessment criteria 1. Students will complete exam practice exercises in a paper-based booklet which will be marked after the necessary exam content section has been taught. These marks then get added to the tracking sheet on the class site.

Design Technology

DT at KS3

In Design Technology across years 7 and 8, students work on a rotational system where they will undertake a series of projects, set up with individual schemes of work, with the objective of building key skills to link with competencies akin to those found in L4L. The competencies themselves are standalone to the L4L system but encourage the students to learn skills in a similar way, using similar foundations to that of the L4L system with benchmarks of 'emerging', 'developing', 'proficient' and 'advanced' being used across a tier system of complexity.

Year 7 currently undertake four projects: the Textile Monster project, Mobile Phone Holder project, Maze Game project, Pencil Holder Project. Year 8 currently undertake three projects: the Bag for Life project, the Lego Mindstorms project, and the Art Deco project. Year 9 students do not rotate, but do immerse themselves in two projects, a skills passport project, and a LED Lamp project. These are also marked using the competency system. The link below shows the competency system.

[New Design Competencies 2021-22.xlsx \(sharepoint.com\)](#)

Feedback is given in the following methods:

- Verbal feedback
- Whole class feedback systems
- Peer assessment
- Self-assessment
- Teacher assessment

Feedback is given to students as a marked comment on a designated page in the students' portfolios.

DT at KS4

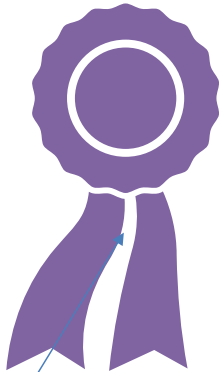
In KS4, students are assessed using the Eduqas framework/ guidance for their Unit 2 mock NEA in year 10 for the first two terms. In the summer term, students work on theory, which is again assessed against the Eduqas Unit 1 specification.

Feedback is given in the following methods:

- Verbal feedback
- Whole class feedback systems
- Peer assessment
- Self-assessment
- Teacher assessment

Feedback is given to students as a marked comment on a designated page in the students' portfolios.

In Year 11, students work on their coursework in preparation for their GCSE assessment, using the NEA format again. This work is marked on a section-by-section basis, with feedback being given to students in the following format as marked evidence on their NEA:



1. A simple sticker to acknowledge that feedback has been actioned by students and responded to.

2. Feedback/ marking boxes added to GCSE portfolios

3. Trackers used to visually emphasise progress for KS4/5 students are also

What went well:

- Excellent plan of research!
- You don't always have to have the primary and secondary- prioritise which is most important!
- Good use of primary and secondary planning points here...

Even better if...

- Bolden your specifics! Add some colour and code your research points.
- **Delete some of the secondary point- they're only necessary if the info is limited**
- Can you think about adding some key phrases?
- What can you do to really gauge client feedback here?

Student feedback: What have you changed and why? How have you improved your work?

I have deleted some of the primary and secondary research points. I've also coloured my research points a red colour to make them stand out as they are key aspects.

CANDIDATE NAME	Theory No.	TARGET	D&T target grade	SECTION 1 - Identifying and investigating design possibilities										SECTION 2 - Design brief and spec										SECTION 3 - Generating ideas									
				INVESTIGATION / BRAINSTORMING	ANALYSIS OF CONTEXT / CLUE	RESEARCH PLAN / MOOD BOARD	PRIMARY RESEARCH	TARGET AND ECOLIST/USER	AD1 - Mark 10		DESIGN BRIEF / AREA OF FOCUS	DESIGN SPECIFICATION	AD2 - Mark 10		DESIGN IDEAS 1	DESIGN IDEAS 2	DESIGN IDEAS 3																
Qbas, Humaira	80	8	7						9				9																				
Glusei, Ebenezer	144	8	7						6				6																				
Whitar, Selina	83	8	7						8				8																				
Ali, Fatima	80	8	7						10				10																				
Urshad, Kiran	79	8	7						8				8																				
Sajwa, Rogi	140	8	7						9				9																				
Kassi, Sany	48	8	8						10				10																				
Segum, Rihana	78	8	7						7				7																				
Zahar, Ashpreet	134	8	8						9				9																				
Chapman, Heather	141	8	8						9				9																				
Ruzar, Sameer	143	8	8						6				6																				
Ise Ali, Abdullahi	77	8	8						10				10																				
Chan, Rushma	52	9	9						10				10																				
Ormani, Rayhan	8	8	8						9				9																				
Isuku, Tricia	131	8	6						8				8																				
Kasrat, Dilan	153	8	8						5				5																				
Gai, Amarveer	50	8	8						6				6																				
Keratin, Olivia	135	8	7						9				9																				
Sheikhnoor, Abdullahi	145	8	8						7				7																				
Guriyakhil, Hamed	140	8	6						6				6																				
Jodin, Ria	76	8	7						7				7																				
Jodin, Sumayyah	52	8	8						8				9																				

Students are asked to action and respond in the feedback boxes within a week of the page/ section being marked.

DT at KS5

At KS5, students are assessed using the Eduqas framework/ guidance for their Unit 2 mock NEA in year 12. In year 13, theory modules are taught through 3 specific SOW's, which focus on the key topics found in the exam specification for unit 1.

Feedback is given in the following methods across both NEA portfolio work and theory, which is delivered using the OneNote.

- Verbal feedback
- Whole class feedback systems
- Peer assessment
- Self-assessment
- Teacher assessment

Feedback is given to students as a marked comment on a designated page in the students' portfolios.

Religious Studies

KS4

Students at KS4 will receive regular feedback from staff in a variety of forms, including:

- Verbal feedback in response to AfL questioning used to address misconceptions.
- Written feedback in their books primarily based on their responses to examination questions. Students receive feedback sheets that have a highlighted grade descriptor rubric which explains 'what went well' and 'targets for improvement'. Students then respond to feedback in purple pen by improving their answers in line with feedback comments.
- Whole class feedback after end of unit assessments/ Mock exams addressing common errors and misconceptions.
- Technology such as Microsoft forms quizzes are auto-marked. Teams assignments are used for some exam questions and feedback is given in response.

KS5

Students at KS5 will receive regular feedback in a variety of forms, including:

- Verbal feedback in response to AfL questioning used to address misconceptions.
- Written feedback based on their essays/exam answers/assignments/ mock examinations. Mark schemes and band descriptor rubrics are attached and highlighted to show students how their work has been graded. Students will then respond to feedback in purple pen by improving their answers in line with feedback comments.
- Whole class feedback when essays/exam answers/assignments/ Mock exams are returned, addressing common errors and misconceptions.
- Technology such as Microsoft forms quizzes are auto-marked. Teams assignments are used for some exam questions and feedback is given in response.

History

The core expectations for feedback in History are informed by the Academy-wide expectations, along with the principle that feedback should be “meaningful, manageable and motivating.”¹

Principles that apply to both KS4 and KS5:

History students at KS4 and KS5 will receive regular feedback to support their progress. This feedback will focus on ensuring student knowledge and skills continue to develop, providing students with targets for improvement and supporting them in their progression through the curriculum. This includes providing regular verbal feedback to students in lessons. Verbal feedback shows a slightly higher impact than

¹ [Eliminating unnecessary workload around marking \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) March 2016

written feedback² and there is no expectation that staff keep written records.³ Students may also engage in self-assessment and peer assessment.

Students at KS4 and KS5 may also receive feedback through technological solutions where appropriate. This may include through Microsoft Teams, Nurture and other technology.

Both KS4 and KS5 students will also receive feedback for mock examinations with review lessons supporting students putting their targets into action.

KS4 specific:

In addition to what is outlined above, KS4 students will receive formal written feedback in line with the Academy expectations, primarily based on their responses to examination questions. This feedback will be recorded in students' **green assessment books**, primarily in their workbooks, not in their blue notebooks. This feedback will be formative and provide the students with targets for improvement. SPAG will also be considered, as well as more subject specific feedback.

Students will be encouraged to respond to this feedback, either putting targets into action in future pieces of work or in specific response to feedback lessons. Student response to feedback may be indicated by use of purple pen but there is no requirement for teachers to insist on students using particular colours.

KS5 specific:

In addition to what is outlined above, KS5 will receive regular formal feedback based on their essay responses driven by the level descriptors from the examination board. Feedback will provide subject specific targets and explain to students how to make further progress. SPAG will be considered as part of this feedback process.

Geography

A variety of methods will be used to provide feedback to students in both GCSE and A-level Geography. The feedback will focus on supporting students to make progress

² [Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk) - "Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload."

³ [School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-inspection-handbook) Point 71

and will primarily focus around developing subject knowledge, skills and quality of written response through SPaG.

At KS4 and KS4, students will receive feedback that progresses the student's knowledge and skills. It will be delivered in the following methods:

- Verbal feedback based off AfL and will be targeted towards students as well as provided to the class as a whole.
- Written feedback will be given in the form of a "What Went Well" and an "Even Better If" on assessed pieces of work. Students will be expected to respond to their targets in purple pen and make improvements as needed.
- Exam mark scheme rubric to support students in progressing through levels, especially for extended writing answers.
- Peer/Self-assessment will form part of feedback as is appropriate. Purple pen will be used to indicate this.
- Teams Assignments and MS Forms quizzes with feedback will be used as is appropriate. MS Forms quizzes are marked automatically and will allow students to address any misconceptions. Teams Assignments will have feedback through Teams and will follow a similar format as written feedback for assessed pieces.

ICT

BTEC courses – KS4 and KS5

The BTEC marking and feedback policy is directly taken from the EDEXCEL changes that have been introduced for all learners taking a BTEC qualification: Information Technology - [Information Technology - BTEC-Centre-Guide-to-Internal-Assessment.pdf - All Documents \(sharepoint.com\)](#)

A tracking document is set up on the on the individual class sites, to track student progress. [Information Technology - ICT Tracker - All Documents \(sharepoint.com\)](#).

All student trackers are available for students to view on their class sites.- For example – [Year 11 IT](#). All the tracking sheets operate a traffic light system denoting green as pass, amber as needs improvements and red as work not handed in.

Students receive formal and informal feedback in a variety of methods. This can be verbal, recorded electronically on the class site, written onto the student work and comments added to individual trackers for areas for improvement. Appropriate methods for feedback are chosen dependent on the nature of the assessment task.

Students are formally assessed after each individual criteria e.g. L3 ICT Unit 3 – P1, P2, M1 & D1, and at the end of each unit/component. Assessments are presented in

a form similar to what students could expect to see in their final assessment records, which are sent to exam boards when work is asked for moderation.

Feedback is provided to the students and will always focus on providing information on what they have done well and what they need to do to improve their answers to achieve the criteria. They are given specific targets that relate to the syllabus specification/criteria.

When there is an examination unit/component, the majority of the written assessments are examination style questions. Marks are awarded to the students in line with examination marking schemes.

Due to the nature of the course, formal feedback is given at the end of the assignment, as dictated by the assessment plan. This is the form of a formal feedback Assessment Record Sheet from Edexcel. This is then followed by at the end of resubmission date when an assignment is resubmitted for their final grading. Once the unit of work is completed it is internally assessed and then by the lead verifier.

There will be a new Tech Award introduced in KS4 in September 2022 and the marking policy may need to change to reflect this later on.

Science

Feedback will take place in 3 forms throughout the Science curriculum:

- Purple/Green pens in response to oral feedback and peer assessment
- Feedback sheets in books
- Feedback sheets in response to summative assessment

Feedback in response to formative assessment

- Staff to provide verbal feedback throughout the lessons and students are to use a purple pen to make improvements on their work as a result of this feedback.
- Staff to use whole class response systems such as MWB, Microsoft Forms, True/False cards, ABCD cards, Kahoot, ect to gain information from students.
- In addition to the above feedback will also be provided following general AFL tasks.

Feedback in response to summative assessment

- All student assessments will be stored within student assessment folders.
- Students will receive a summative assessment at the end of every term. These tests will be marked by the class teacher and a feedback sheet will be generated for this assessment which outlined elements of the assessment that were successful "what went well", and an "even better if ". The class teacher will highlight specific WWW and EBI's for each student.

- Students will receive a feedback lesson where they will go through the test with teachers and make improvements upon questions they lost marks on. They will then work through their WWW's and EBI's.
- Staff will provide feedback on the EBI's and sign off the work once adequate improvements have been made.

Any key stage specific points

- KS3 – Competency assessments follow normal feedback procedures.
- KS5 – Students mark their assessment first to gain confidence with use of mark schemes – staff to re-mark to check and then feedback provided via the use of feedback sheets.
- Assessment folders created to keep all assessments with attached feedback sheets.

BTEC

The BTEC marking and Feedback policy is directly taken from the EDEXCEL changes that have been introduced for all learners taking a BTEC qualification.

Step1: Before any assignments are handed out students are informed what they need to do and how they will be assessed.

Step 2: Once the student has begun work for the assessment the teacher is not permitted to provide specific feedback on the evidence produced by the learner before it is submitted for assessment. Students are not allowed to receive feedback where the teacher confirms achievement or specific assessment criteria until the assessment stage is over.

Step 3: Students are only allowed one submission for each assignment.

Step 4: The teacher will formally record the assessment and confirm the achievement of the specific criteria. The teacher cannot provide feedback or guidance on how to improve the evidence or achieve higher grades.

Step 5: If a student has not passed the criteria then the lead verifier may authorise one resubmission.

A tracking document is set up on the subject site to track student progress. Students receive formal feedback in a variety of methods. This can be verbal, recorded electronically on the class site or written onto the student work. Appropriate methods for feedback are chosen dependent on the nature of the assessment task.

Once the unit of work is completed it is internally assessed and then by the lead verifier.

Maths

Rational:

Regular marking and feedback are an integral tool to the development of learners' mathematical skills. Due to the number of students that every member of staff teaches, the amount of time this can take can appear either daunting or unworkable. It is unfeasible to spend 3 hours marking one set of books when there are potentially 4 or 5 sets to be marked in an ongoing cycle. Marking should not take this amount of time, and does not, so long as it is not looked at in isolation but as part of the ongoing AfL that takes place within lessons.

The marking and feedback cycle should operate, and be completed, in three stages:

Stage 1 – In class, AfL, by the students.

Stage 2 – Out of class, signposting and summarising, by the member of staff.

Stage 3 – DIRT/feedback activity by students.

Policy:

Stage 1 – In class:

Students will only use red pens to mark/comment on their work. During lessons there is an expectation that, at the appropriate times, students will mark the work they have completed. Answers will either be uploaded to the Class Site/Teams calendar or projected on the IWB. At the end of the final plenary students will be given an opportunity to reflect on the work that has been completed and summarise it in two sentences; one sentence stating what they have done well in terms of achievement/progress and one sentence detailing what they will need to remember or improve on in the subsequent lesson(s). This should, over the course of the year, be a mixture of both self and peer assessment. Sentence starters will be given to students to help them with this.

Stage 2 – Out of class:

Staff will use green pens to feed back to students work. To ensure there is a combination of formative and summative written feedback, and that it is appropriate to the work currently being completed, books will be marked according to the following timescale:

- Year 8 – Every three weeks
- Y12 &13 A-Level – Every piece of homework
- All other year groups (inc. Y12 &13 GCSE) – Every two weeks (8 lessons approximately)

Staff will look at the comments students have made over the course of the marking cycle and give their own summary comment. This will take the same format as the students, with **one sentence identifying areas of good practice seen and the other giving a subject specific area for improvement**. Staff will identify which questions students need to complete for their DIRT/feedback activity.

Stage 3 – DIRT/Feedback lesson:

Staff will lead a DIRT/feedback session after books have been marked. Tasks to complete in the DIRT/Feedback session should include:

- Complete a mixture of reinforcement and extension questions, as identified in their exercise books, as appropriate
- Correcting work that has been highlighted by the teacher when checking the work

Students following this course should be given the opportunity to develop their independence and take responsibility for their own learning. As a result, the expectation is similar to KS3 and KS4 whereby they should take responsibility for marking all of their own work.

Students should:

- Keep all work in an A4 Level Arch file, using the dividers to separate different sections of course
- Complete work on A4 lined paper
- Ensure all questions are marked using a red pen (both classwork and homework)
- Ensure all corrections are made using a red pen; any incorrect questions should then have correction notes added to support improvement and understanding.
- Evaluate their work on a regular basis, highlighting key learning points and misconceptions they have encountered

Teachers should:

- Monitor student work in lesson to ensure students are storing their completed work appropriately
- Monitor student work in class
- Mark work and make relevant comments in green pen
- Annotate student work, as appropriate, by identifying misconceptions, giving clues, offering model solutions, etc

Commented [MST(1)]: Inserted 'lined' for clarity.

Commented [MST(2)]: Removed 'checked and' as, presumably, they can't mark them without checking them first.

Commented [MST(3)]: Reworded - split the sentence in two to emphasise that the corrections and the extra notes are two separate parts of the process.

Commented [MST(4)]: Added 'they have' to fit style of the document.

Commented [MST(5)]: Moved to the 3rd bullet point so the colour pen is stated before saying what needs to be written.

Commented [MST(6)]: Reworded sentence.

- Collect each piece of homework and monitor the work, identifying what has gone well and any areas for improvement. As students will have already marked their work and attempted to make their own corrections, this process is aimed at checking what they have done to inform future lessons

Stage 3 – DIRT/Feedback lesson:

Staff will lead a DIRT/feedback session after books have been marked. Tasks to complete in the DIRT/Feedback session should include:

- Complete a mixture of reinforcement and extension questions, as identified in their exercise books, as appropriate.
- Correcting work that has been highlighted by the teacher when checking the work

Commented [MST(7)]: Suggestion: 'session' instead of 'lesson', to imply it does not need to last a full hour?

Commented [MST(8)]: Added 'should include'

Art

Exam Board Ed Excel

In Art lessons, students will receive feedback over a scheme of work to move students' learning forward. This will be through class work and end of scheme assessments.

Teachers will give purposeful feedback regularly and consistently through the scheme of work, using the following methods:

- Verbal feedback
- Peer/self-assessment
- Whole class feedback

Students will be provided with feedback using:

- Use of L4L competencies for Year 7, 8 and 9
- Use of GCSE Assessment Objectives Year 10 and 11
- Use of A-Level Assessment Objectives for Years 12-13

At Key Stage 3 all feedback will be provided on sets of practical work using a marking proforma

At Key Stage 4 and Key Stage 5 feedback will verbal and written on the back of practical work. Written tasks will mostly be given on Teams and Drop Box

PE

KS3

At Key Stage 3 Physical Education is assessed through a competency. Work in these subjects is predominantly practical, therefore we use a variety of assessment and feedback methods appropriate to this style of learning.

- Verbal feedback is given regularly during each lesson which students act on immediately to improve, reflecting upon the improvements they have made by analysing their performance verbally.
- Peer feedback is verbally given regularly both throughout practises and games.

At the end of each sport, the competency tracker is updated for each student in order to assess their development.

KS4 & KS5

Students should be provided with appropriately timed feedback over the scheme of work to help improve knowledge and understanding. Teachers will give feedback regularly using a variety of methods including; self and peer assessment, verbal, AfL strategies.

Students will be provided with formal feedback in the following ways:

- Marking of books for BTEC exam units
- Whole class feedback for BTEC coursework units
- Individual generalised feedback for BTEC coursework units

Staff are encouraged to select a formal feedback method that suits the group of students that they are teaching and the work that they are providing feedback on – this may differ between tasks. However, formal feedback provided to students should be evidenced via, for example, notes on students' work, feedback sheets and/or class sites so that it can be checked by HOD.

In order to emphasise the importance of high-quality feedback, all staff are expected to allocate time in their programme of study for students to receive and act on feedback provided, preferably within lesson time where appropriate. PE staff will be expected to mark work promptly and give time in the next lesson for reflection and corrections to be made.

Staff are to identify and address Spelling, Punctuation and Grammar issues with students.

Social Sciences- BTEC subjects KS4 and 5

A. Marking and feedback of preparation work for assignments

There are no formal guidelines offered by Pearson with regards to marking and feedback of preparation work for assignments. Therefore, when students are working towards beginning an assignment, teachers should:

- Simply place a tick next to student work that reflects notes made in class or write ups of research tasks set
- Qualitative feedback should be only offered when there are clear gaps in class notes (for example, as a student was absent) indicating what work **MUST** be completed for the student to make progress in preparing for their assignment
- Books, however, will be stamped throughout lessons or during 'marking periods' to show where verbal feedback has been given
- Specific deadlines should be set to complete these tasks and the learner must acknowledge that they have read and understood the feedback with their 'purple progress pens'
- Staff should indicate when teaching and learning is complete that a student is ready to begin their assignment
- Marking of notebooks should be done **when significant sections of content from the specification are completed**. For example, when students have completed all teaching and learning for 'physical development' or 'the use of a specific research method'. This should be indicated on schemes of work for individual subjects
- This will also coincide with students completing a Microsoft form through their Teams channel to self-assess the progress through that section of content
- Awarding of Epraise points should be clearly indicated
- At the end of lessons, students will complete their Learning Logs to show what content they have covered and how they are progressing towards beginning their assignment.

Marking and feedback of actual assignments is in line with BTEC policy dictated by exam board

Formal feedback will be given using Pearson authorised assessment record sheet and will be kept on the student drop box with the student's completed assignment

Examination-based units (BTEC HSC and Applied Psych) / courses (A Level Psychology and Sociology)

Guidelines laid out here apply to all A Level subjects and BTEC examination units at Key Stage 4 and 5

A. Frequency of practice external assessments

- As a minimum, students should complete **extended written responses** to examination-based questions at least **twice every half term** (i.e., essay style questions which are worth 8 marks or more)
- Weekly past question responses in examined units (smaller mark questions) should also be completed at the subject teacher's discretion, for example upon completion of a specified section of content or as part of teaching and learning
- All practice external assessments (short and extended responses) will receive written feedback in line with Academy guidelines (within 14 working days) and there will be a time given at the start of the next lesson for students to respond and complete trackers

- Overall 'End of Topic/Unit Assessments' should be completed by students under examination conditions and should be clearly indicated in subject schemes of work. Feedback given to students should use examination success criteria and grade boundaries (in whole or part) as dictated by specific exam boards

B. Minimum expectations for marking and feedback of practice external assessments

Marking and feedback should include:

- Identification of Assessment Objective achieved
- Number of marks available and awarded
- Any question worth below 16 marks will be given a level/ mark band- not a grade
- Questions above 16 marks will be given a level, mark and a grade
- A minimum of 2 qualitative comments indicating what the student did well and/ or why they have been awarded the marks/ grade
- 1 Even Better If (EBI) comment indicating what the student must do to make further progress
- Indicate if a redraft is required and if so, and a clear deadline should be set- this will be set at the teacher's discretion
- Indicate if Epraise points have been awarded

NB. Marking and qualitative comments on assessments will be differentiated according to student need and ability

C. Tracking of practice external assessments

- It is the students responsibility at the start of a lesson when feedback is given, to record this feedback on their Student Assessment Tracker in the front of their assessment books (see proforma)
- They are required to record:
 - Date of assessment
 - Assessment question
 - Marks available
 - Marks/ Level/ Grade received
 - If a redraft was required

D. Student responses to feedback

- Upon receiving feedback, underneath the teacher's qualitative comments in their 'purple progress pens' student should show that they have understood the feedback and know what is required of them to action that feedback for the next assessment by writing their own qualitative comments. Books will also be stamped if students have shown that they have implemented feedback in their next assessment
- Redrafts will show if the student has understood the feedback and therefore, do not require students to provide their own feedback in this instance. Books will be stamped to show that feedback has been actioned

L4L

L4L Assessment Folders

- Academic Competencies – All ASSESSED pieces to be marked using the coloured feedback sheets.
 - o Highlight a competency score on the rubric
 - o Complete the Teacher Comments and Areas to Improve. Coded marking is encouraged, and a follow up activity should be set e.g. *add a quotation that supports this point.*
 - o Students **MUST** respond to all feedback. *(Using the purple pens)*
 - o Students **MUST** complete a follow up activity based on the work set. *(Using the purple pens)*
 - o

HOW OFTEN: As dictated by the Thread of Learning Assessment cycle (Usually 2 to 3 assessed pieces per theme)

ORGANISE: Folders should be arranged using the Competency Literacy Sheets. Students are to keep different work that demonstrated a specific competency together i.e. x3 pieces of work that evidence WORD CHOICE will be grouped in the Communication Competencies section of the folder.

L4L Workbooks

Marking and feedback should be formative and students MUST respond to any received.

Books should demonstrate.

- Peer and Self-Assessment opportunities.
 - o Lesson design to incorporate opportunities for coded/ suggested marking sentence stems that students use to provide purposeful self or peer feedback
- Staff formative feedback:
 1. Appropriate and purposeful questions. Students **MUST** respond straight away.
 2. SPaG codes should be used, and students encouraged to make necessary alterations

SPaG Codes

C	Capital Letter Error – check and amend
P	Punctuation Error – check and amend
Sp	Spelling mistake – check and amend
^	Missing word – check and amend
wc	Word Choice – incorrect use of a word/ poor grammar – check and amend
/	A new sentence is needed here
//	A new paragraph is needed here

HOW OFTEN: All books should be seen regularly and timely feedback is to be given within a theme.

Year 9 L4L feedback

The core expectations for feedback in Year 9 L4L are informed by the Academy-wide expectations, along with the principle that feedback should be “meaningful, manageable and motivating.”⁴ Students will receive regular feedback to support their progress. This feedback will focus on ensuring their knowledge and skills continue to develop, providing students with targets for improvement and supporting them in their progression through the curriculum. This includes through in-class assessment for learning and the provision of regular verbal feedback to students in lessons.⁵ Verbal feedback shows a slightly higher impact than written feedback and there is no expectation that staff keep written records.⁶

Key assessed pieces of work

For their key assessed pieces of work, students in Year 9 L4L will be assessed across the Social and Environmental competencies. These assessments will take place approximately every 3 weeks but there may be some variation in this timescale as dictated by the Threads of Learning for the theme.

Assessed pieces of work to be marked using the coloured feedback sheets, with the sheets created by the person responsible for planning that week.

Teachers will:

- Highlight a competency score on the rubric
- Complete the Teacher Comments and Areas to Improve
- Ensure a follow up activity is set e.g. [add a quotation that supports this point](#).

Students respond to this feedback and complete a follow up activity. [\(Using the purple pens\)](#)

L4L workbooks

In addition to the key assessed pieces of work, student workbooks should demonstrate the following:

- **Peer and self-Assessment** opportunities. L4L teachers regularly incorporate opportunities for students to provide meaningful self or peer feedback. [Students do carry this out in purple pen.](#)

- **Written staff formative feedback** to complement the feedback provided through the assessed pieces of work. This will include:

1. Targets to support students to make further progress, including around presentation and organisation of written work

⁴ [Eliminating unnecessary workload around marking \(publishing.service.gov.uk\)](#) March 2016

⁵ [Feedback | EEF \(educationendowmentfoundation.org.uk\)](#) “4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.”

⁶ [School inspection handbook - GOV.UK \(www.gov.uk\)](#) Point 71

2. Questions for students to respond to support their progress
3. SPaG codes, with students encouraged to make the necessary alterations

SPaG Codes

C or circled	Capital Letter Error – check and amend
P or circled	Punctuation Error – check and amend
Sp	Spelling mistake – check and amend
^	Missing word — check and amend
wc	Word Choice – incorrect use of a word/ poor grammar – check and amend
/	A new sentence is needed here
//	A new paragraph is needed here