

Expectations for Feedback - English

In **all** key stages, we use the following types of and approaches to feedback.

- In class questioning and coaching, often in the form of modelled work and student examples, provided during teaching.
- Peer and self-marking activities.
- Whole Class Feedback which identifies specific areas for improvement and provides tasks with specific actions that individuals take to improve their work, guided by the teacher. This will normally be **once every two weeks**, though this will not occur when key, half termly assessments are being marked for that class.
- Feedback is explicitly referenced when students are about to complete exercises in the relevant type of writing, such as key tasks in KS3 and timed assessments in KS4 and KS5. This reinforces knowledge of students' current strengths and what they should do to improve.
- Exceptional performance, either in terms of attainment or progress, will be praised by teachers and home will be contacted.
- Likewise, where there is concern about progress, teachers will contact home and discuss a plan for improvement. This may include after school sessions with the teacher.

KS3

- Marking of timed **key tasks** with a well-defined focus on either critical or creative writing, using feedback codes that identify areas for improvement. This feedback is used to clearly show what students should do to improve, as referenced above. This occurs at least **once a half term**.
- When it is timed, student writing will be summatively judged according to a general scale in four tiers, including: beginning; some success; clear; convincing. This will be in addition to formative feedback.

KS4

- Marking of a timed test, with a well-defined focus that represents one or more aspects of external assessment, using feedback sheets that identify areas for improvement as well as providing summative scores. This feedback is used to clearly show students' current strengths and what they should do to improve, as referenced above. This occurs at least **once a half term**.
- The timed tests also provide scores that inform predicted grades. These are shown in Go4Schools.
- Students keep these timed tests and feedback sheets together in a folder in their English classroom, separate from their exercise books. Students may take these home for revision purposes and to share feedback with their family, but they must be returned to school.

KS5

- Marking of a timed test and independent essays, with a well-defined focus that represents one or more aspects of external assessment, using annotated mark schemes to identify areas for improvement as well as providing summative scores. This occurs at least **twice a half term**.
- The timed tests also provide scores that inform predicted grades. These are shown in Go4Schools.
- Students keep these timed tests together in their subject folder, as specified in their subject folder expectations document, provided at the start of year 12.