

FEEDBACK : Supporting students' learning



	WHEN WILL IT HAPPEN?	WHAT WILL IT LOOK LIKE?
Verbal Feedback	It will be regular & ongoing throughout each learning cycle; for some practical subjects this is the main source of feedback.	It will be seen through student voice, lesson observations and the quality of students' work.
Written Feedback	<p>KS3: 4+ lessons per fortnight - 3 times per learning cycle. 3+ lessons per fortnight - 2 times per learning cycle. 2 or less lessons per fortnight - 1 time per learning cycle.</p> <p>KS4: Core subjects - <u>at least</u> 3 times per learning cycle. Non-core subjects - <u>at least</u> 2 times per learning cycle. PSHCEE - one time per learning cycle.</p> <p>KS5: 4 times per learning cycle per A-Level group (2 times per learning cycle in practical subjects).</p>	At least once per learning cycle, all departments will provide students with written feedback sheets that meet minimum whole-school criteria. These sheets will be printed on green paper & put in books or folders with the work (where possible) so parents, students & staff can find targets easily. Other written feedback will not always relate to extended assessments but will be clearly visible alongside students' work.
Peer- & Self-Assessment	Core subjects: <u>at least twice</u> per learning cycle. Non-core subjects: <u>at least once</u> per learning cycle. It will be high quality feedback focused on clear success criteria.	Students will use their purple pens for all written peer- & self-assessment so that it is clearly distinguishable from other work & feedback.
Communication Feedback: Literacy	Within a marked piece of extended writing, a <u>maximum of 3</u> literacy improvements will be identified in addition to subject specific marking.	Teachers will use the cross-curriculum communication literacy marking code that highlights improvements but doesn't correct them.
Basic Standards Feedback: Presentation	Within marked work & where appropriate, presentation improvements will be identified in addition to subject specific feedback.	Teachers will use the presentation number code that highlights improvements but doesn't correct them.
Student Feedback	Whenever feedback is provided, students will act directly upon the feedback correcting errors & making changes.	Where appropriate, students will use their purple pens for all written responses to feedback including literacy & presentation corrections. Students acting on feedback will also be evident in the improved quality of their work.

Teachers will not give feedback on every piece of students' work but when they do it will impact on their progress.


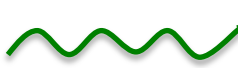
Note: core = English, maths & science



Literacy Code

All Key Stages

When you see these codes in your work, you should make the necessary corrections or ask somebody to help you understand the rules.

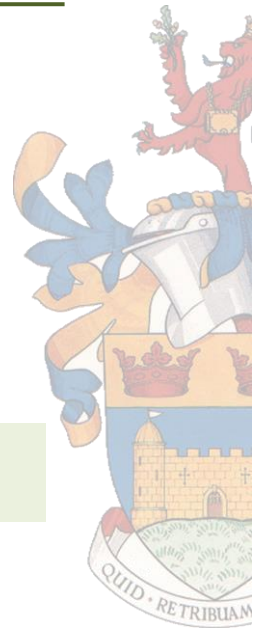
Capital letter missing or a capital letter used in the wrong place	King  James's School
Punctuation mark missing	p
Spelling mistake	sp
This doesn't make sense	? 
A new paragraph should be started here	//
Inappropriate use of informal language	#
Brilliant expression – your point is really clear	✓✓

LITERACY CODE

Presentation Code

All Key Stages

Is pride in your learning **CLEAR**?



You should have:

1 **C**areful handwriting

Avoid doodling and messy crossing out.

2 **L**abels

Organise your work. Include dates, titles and subheadings.

3 **E**quipment

Use it appropriately such as pens for writing and pencils for drawing.

4 **A**rranging work

Use up all the space on a page.
Stick worksheets in.

5 **R**uled lines

Use these for tables, diagrams and separating work. Underline all dates and titles.

PRESENTATION CODE