

ARCHBISHOP BLANCH SCHOOL

WHOLE SCHOOL

FEEDBACK FRAMEWORK



Archbishop Blanch
— SCHOOL —

DATE POLICY FIRST PREPARED: July 2018
DATE ADOPTED AS A WORKING DOCUMENT
BY GOVERNING BODY: July 2018
DATE RATIFIED BY FULL GOVERNING BOARD: July 2018
DATE POLICY REVIEWED: May 2025

Feedback Framework

This framework should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

1. Rationale

Providing feedback on students' work is essential and helps the student to make improvements and therefore progress. Meaningful feedback can take many forms including: written, verbal, summative, including different online platforms such as Google Classroom which has many programs/apps to support quality feedback. There is also a place for structured peer and self-assessment of pupils work to aid understanding and promote progress.

Therefore, we have a whole school feedback framework with a supplementary 'Feedback Policy' for each subject area.

2. Aims of Feedback

- 2.1. To help students make progress;
- 2.2. To provide strategies for students to improve;
- 2.3. To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- 2.4. To inform our planning and structure the next phase of learning;
- 2.5. To facilitate effective and realistic target setting for student and/or the teacher;
- 2.6. To encourage a dialogue to develop between student and teacher;
- 2.7. To encourage students to have a sense of pride in their work;
- 2.8. To encourage students to aim for an outstanding presentation;
- 2.9. To correct mistakes, with a focus on Literacy skills.

3. Type and frequency of feedback and assessment

3.1 Assessment and feedback will take place in the following ways:

- ✓ In depth marking and feedback
- ✓ Summative assessment feedback (main learning points only – whole class feedback)
- ✓ Maintenance marking and feedback
- ✓ On –going verbal/live marking

3.2

Principles for feedback and marking at ABS

Across the key stages, marking and feedback should be conducted regularly and pupils should be given dedicated time to act on teacher feedback in lessons and complete their improvements. The frequency of marking should be commensurate with the contact time within each subject area and in line with whole school data collection windows. Assessments that are developed in departments for maintenance, in-depth and summative marking should be robust, and commensurate with the qualification (at KS4 and 5) as well as provide qualitative data to inform planning.

4. In depth marking and feedback

4.1 An In-depth piece of marking should be teacher assessed and will have a mark scheme/success criteria and should use a pink sheet if completed in a book/folder. Where a pink sheet is not used by a subject as the

assessment is online, the in-depth feedback must still have an accompanying mark scheme/success criteria. (see individual subject feedback policies for further guidance)

4.2 If individualised and specific, in-depth feedback can have great impact on student progress. It is vital that students know what they have done well and what they need to do to improve.

4.3 Feedback should be timely and respond to the needs of the individual student so they can actively engage with the feedback. An open dialogue, both written and verbal, should be encouraged between teacher and student. In order to facilitate this, **Purple pen of progress time will be given** for students to engage with comments and the feedback. **A DIRT feedback session must be built in to lessons after the formal assessment or extended piece.**

4.3 The time dedicated to this kind of activity must be carefully planned in to schemes of work on specific pieces of work, and be relative to the allocated curriculum time of each subject.

5. Maintenance Marking and Feedback

5.1 As well as the in-depth assessment marking outlined in section 4, teachers should complete, a **half termly maintenance check**. This should be teacher assessed.

5.2 Maintenance marking and feedback may be a particular question/paragraph/concept within a subject. A green pen/highlighter is to be used to highlight any grammatical errors, or any misconceptions of ideas or key terms within the subject content. DIRT time should be used for pupils to correct any errors whilst the member of staff supports.

5.3 A maintenance task can take place online or it can incorporate verbal feedback on a program such as 'Mote' or 'beep'. Where a maintenance task is completed online or in a different place other than a book, the same level of feedback must be adhered to.

6. Verbal feedback – Live marking

6.1 Verbal feedback has an immediate impact on the learner and their ability to improve their work and make progress. Staff make opportunities in lesson to address common misconceptions and students are encouraged to make amendments in purple pen.

6.2 Whilst pupils are carrying out a task, staff should be circling the room to carry out "Live Marking" of the work when appropriate targeting key groups such as PP, SEN, EAL and WBRI in the first instance. This can also be done using the green highlighter and giving immediate verbal feedback.

6.3 Verbal feedback can be carried out through using a program/app such as Mote' or 'beep' where this is appropriate.

7. Self-assessment and peer assessment

7.1 Students should be active in their learning and the improvement of their work. Peer and self-assessment, if closely guided and monitored by the teacher can be as effective as verbal and written feedback. Students need to be well trained over time to effectively peer assess one another. Peer and self-assessment should not be used in replace of teacher assessment.

7.2 For effective peer and self-assessment, there must be explicit success criteria /mark schemes for each planned assessment which students will be able to refer to both in their preparation for the assessment and to understand how to improve after they receive their feedback.

8. Summative Assessment feedback

8.1 Summative assessments will take place across the academic year for all key stages (mock exams for KS4 / KS5 and summative testing cycle for KS3). These assessments should be clearly mapped in to the curriculum journey and reflect the learning taught up to that point. KS3 summative assessments should incorporate prior learning from previous terms/years.

8.2 A specific mark scheme / grade criteria must accompany the summative assessment for staff to use when marking.

8.3 Following QLA, a common misconception lesson and / or support material (QLA feedback proforma) must be used to give feedback in order to support pupil progress.

8.4 Staff should use the results of summative assessments, to alter the curriculum map when necessary.

Stationery	Purpose
Black pen	Student work
Pencil	Student work – diagrams etc.
Green pen	Teacher feedback
Green Highlighter	Teacher highlights errors in SPaG/topic errors
Purple pen	Students complete peer and self-assessment, make corrections and respond to written feedback and may record verbal feedback.

Marking for Literacy

All teachers are teachers of literacy; therefore, literacy errors should be highlighted and pupils given time to correct mistakes.

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

ENGLISH

Fluency in English is an essential foundation for success in all subjects. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Key Stage Three	<p>At key stage three, pupils in English will be assessed four times per term using two maintenance marks and two in depth assessments. These assessments will be a mix of formative and summative style assessments. Assessment at key stage three alternate half termly between skills-based questions to reflect knowledge and understanding of what has been studied so far and reading and writing skills.</p> <p>SUMMATIVE ASSESSMENTS: Pupils are tested on literary terminology and English reading and writing skills linked to the curriculum studied. At year 8 and 9, summative assessments include content studied in previous year/s.</p>
Key Stage Four	<p>At key stage four, pupils in English will be assessed four times per term using two maintenance marks and two in depth assessments. These assessments will be a mix of formative and summative style assessments. Assessments at key stage four consist of Language and Literature GCSE style questions. These enable pupils to gain practice of individual questions/skills and written feedback. The in-depth pink sheet assessment feedback reflects the GCSE mark scheme and enable pupils to see where they are and how to make progress.</p> <p>MOCK EXAMINATIONS: In year 10, pupils complete two mock exams for both English Literature and Language. In year 11, four mock exams are completed. Two of each English literature and Language.</p>
Key Stage Five	<p>At key stage five, pupils in English will be assessed twice per half term using one maintenance mark and one in depth assessment which will be a full exam style question. The purpose of maintenance marking at key stage five is to zoom in to particular skills such as paragraph structure, essay introductions or focussed analysis of key parts of texts. The pink sheet assessments give pupils an opportunity to develop core essay skills and exam technique. They also demonstrate their understanding of the texts they are reading in class which enables teaching to adapt our teaching to suit learner needs.</p> <p>MOCK EXAMINATIONS: In year 12, pupils complete one mock exam. In year 13, two mock exams are completed.</p>

As an English department, we aim to feedback to pupils **within approximately two weeks** of an assessment. This can vary dependent on the assessment calendar.

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

MATHEMATICS

A high-quality Mathematics curriculum encourages all pupils to be open minded at trying new topics in Maths and to enjoy the experience of learning to solve problems. All pupils will appreciate the power of mathematics in our everyday lives and because of this; pupils become curious learners. The curriculum provides opportunities for all learners to be numerate enough to tackle real world Maths and become fluent in the fundamentals of mathematics through varied and frequent practice, with regular recall to develop and deepen understanding. Enabling pupils to reason mathematically and be able to explain their ideas, ensures pupils can create relationships and justify using mathematical language. Pupils will be able to solve problems and apply the knowledge and skills acquired to complex, multi-step problems included worded questions where they will interpret mathematical language. Pupils that understand concepts quicker than others will be challenged through rich problem-solving questions and some pupils may need further support with fluency, reasoning and problem solving to master their understanding before moving on to new content.

Key Stage Three	<p>At key stage three, pupils in Mathematics will be assessed via a maintenance mark every half term and 4 assessments over the academic year (2 summative and 2 in-depth)</p> <p>SUMMATIVE ASSESSMENTS: These assess pupils understanding of most recent topics covered in class as well as prior knowledge, understanding and application. At year 8 and 9, summative assessments include content studied in previous year/s at an approximate ratio of 3:2.</p>
Key Stage Four	<p>At key stage four, pupils in year 10 will be assessed via a maintenance mark every half term. And 3 assessments over the academic year (2 summative (1 mock exam – 2 papers) 1 in-depth).</p> <p>Pupils in year 11 will be assessed via a maintenance mark every half term, 2 sets of mocks (4 papers in total) and 1 summative/in-depth assessment.</p> <p>These assessments assess both the content taught most recently in class as well as check pupils' prior knowledge, understanding and application of skills.</p> <p>MOCK EXAMINATIONS: In year 10, pupils complete one mock exam. In year 11, two mock exams are completed.</p>
Key Stage Five	<p>At key stage five,</p> <p>Year 12: 1 maintenance mark per half term (per teacher - so 2 teachers) and 4 assessments over the year (1 of which is the mock (with 2 papers) and the other baseline), these assessments will be exam style papers.</p> <p>Year 13: 1 maintenance mark every half term (per teacher -so 2 teachers) and 2 sets of mock exams (4 papers in total), as well as a baseline early assessment at the start of year 13, these assessments will be exam style papers. The purpose of maintenance marking at key stage five is to assess the quality of independent learning. The pink sheet (summative/in-depth) assessments give pupils an opportunity to develop demonstrate prior knowledge, understanding and application for both sides of the course.</p> <p>MOCK EXAMINATIONS: In year 13, pupils complete two mock exams at least. In year 13, two mock exams are completed.</p>

As a Mathematics department, we aim to feedback to pupils **within approximately two weeks** of an assessment. This can vary dependent on the assessment calendar.

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

SCIENCE

Our Science Department aspires to foster a dynamic and inclusive community where every pupil is passionately engaged and enthused about exploring the wonders of science. We strive for academic excellence by nurturing critical thinking, scientific literacy, and a deep knowledge base, ensuring that every learner has the opportunity to reach their fullest potential. Guided by our own spirituality, we aim to inspire a lifelong love of science, equipping our pupils with the skills to become innovative thinkers whilst encouraging them to foster an awareness of the deeper meaning and harmony in the natural world.

Key Stage Three	<p>At key stage three, pupils in Science will be assessed six times per term using four practical science maintenance marks and two summative assessments. These assessments allow for practical skills to be mapped and tracked across the curriculum. CAT and SUM assessment set pupils' specific targets allowing them to reflect on application of knowledge in exam style questions. Pupils are able to use feedback to work on weaker areas by focussing on similar questions to their targets in their own reflection</p> <p>SUMMATIVE ASSESSMENTS: Key stage three summative assessments are holistic and can assess any content that has previously been taught in the key stage.</p>
Key Stage Four	<p>At key stage four, pupils in Science will be assessed six times per term using four practical maintenance marks and two in depth CAT assessments. These assessments monitor the development of exam technique, with a focus on AO2 and AO3. Pink sheet feedback linked to CAT assesses the entirety of the KS4 curriculum taught to that point of assessment.</p> <p>MOCK EXAMINATIONS: In year 10, pupils complete three mock exams for each Science (Biology, Chemistry and Physics). In year 11, six mock exams are completed. Two of each Science (Biology, Chemistry and Physics).</p>
Key Stage Five	<p>At key stage five, pupils in Science will be assessed using CATs twice per term. Practice exam questions will be set more frequently. At key stage five assessments monitor the development of exam technique, with a focus on AO2 and AO3 whilst pink sheet feedback linked to CAT assesses the entirety of the KS5 curriculum taught to that point of assessment.</p> <p>MOCK EXAMINATIONS: In year 12, pupils complete one mock exam. In year 13, two mock exams are completed.</p>

As a Science department, we aim to feedback to pupils **within approximately two weeks** of an assessment. This can vary dependent on the assessment calendar.

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

RELIGIOUS EDUCATION

Assessment in Religious Education, assessments aim to equip pupils with the skills to evaluate the extent to which religion impacts communities, whilst deepening their knowledge of vocations and religious identity in the world. Our pupils learn and master skills, such as recall, analysis and evaluation, which are key to their success in each key stage of their religious education.

Key Stage Three	<p>At key stage three, pupils in RE will be assessed twice per term using four maintenance marks and two in-depth assessments. These assessments are in alignment with the core subject expectations. Maintenance marks assess pupils' recent/current knowledge and skills such as evaluation, explanation and analysis. In depth assessments measure pupil progress in terms of knowledge and skills as well as check for misconceptions to ensure pupils have 'mastered' topic content before moving on.</p> <p>SUMMATIVE ASSESSMENTS: Key stage three summative assessments ask a range of questions which focus on each key skill in the subject area. The spiral curriculum allows us to assess a breadth of knowledge that is applicable to each key stage/topic covered. This encompasses a mixture of prior and current learning type questions. For example, pupils may be asked to explain two religious beliefs about equality. This means that pupils can refer to prior learning as well as current learning as the question doesn't specify a particular religious group. Pupils are assessed summatively in RE twice per academic year.</p>
Key Stage Four	<p>At key stage four, pupils in RE will be assessed twice per term using maintenance marks and in-depth assessments. Maintenance marks assess pupils' recent/current knowledge and skills and usually include an exam question from the current topic being studied. In depth assessments include a pink feedback sheet which includes grade descriptors and a mark scheme for pupils to refer to and is used to scaffold purple pen tasks. Pupils receive measurable and purposeful targets to act upon during purple pen which they are expected to apply in future lessons.</p> <p>MOCK EXAMINATIONS: In year 10, pupils complete one mock exam for RE. In year 11, two mock exams are completed.</p>
Key Stage Five	<p>At key stage five, pupils in RE will be assessed four times per term. Maintenance marks aim to assess pupils' current knowledge and skills and give feedback to prepare for more formative and summative assessment. Misconceptions and skills gaps are the addressed in lessons. In depth assessments include a pink feedback sheet containing a mark scheme and grade descriptors. Pink Sheet assessments usually include AO1 and AO2 questions which allows assessment of all levels of skills and knowledge e.g., evaluation, critical analysis and ability to explain certain philosophical and ethical concepts.</p> <p>MOCK EXAMINATIONS: In year 12, pupils complete one mock exam. In year 13, two mock exams are completed.</p>

As a Religious Education department, we aim to feedback to pupils **within approximately two weeks** of an assessment. This can vary dependent on the assessment calendar.

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

MODERN FOREIGN LANGUAGES

Within the MFL Department we ensure that a range of relevant feedback is provided to drive the progress of all learners at KS3, KS4 and KS5 through precise and timely feedback. Feedback in MFL has a strong emphasis on the productive skills of writing (grammatical accuracy and complexity of language) and speaking (pronunciation, intonation, spontaneity and content). Our focus is always to provide learners with meaningful, focussed and manageable feedback that closes gaps in pupils' knowledge and moves learning forwards effectively. The MFL Department ensures learners respond to feedback in a meaningful way that supports their learning and progress over time. Feedback addresses common misconceptions and promotes improvement in literacy. DIRT time forms part of the feedback framework and ensures learners make connections between their work, marking and feedback.

Key Stage Three	In year 7 and 8 pupils study both French and Spanish in MFL and will be assessed twice per term, once for each language , using maintenance marks and pink sheet assessments. Maintenance mark assessments aim to support writing and translation skills that are completed as part of the lessons. In depth pink sheet assessments provide an insight into language acquisition and provide pupils with individualised feedback on performance linked to a specific skills or topic areas. Pinks sheets focus on productive skills of speaking and writing.
	In year 9, pupils in MFL will be assessed twice per term , using both maintenance marks and pink sheet assessments. Maintenance mark assessments aim to support writing and translation skills that are completed as part of the lessons. In depth pink sheet assessments provide an insight into language acquisition and provide pupils with individualised feedback on performance linked to a specific skills or topic areas. Pinks sheets focus on productive skills of speaking and writing.
	SUMMATIVE ASSESSMENTS: Summative assessments are based upon learning up to that point in the key stage rather than the academic year. Skills such as translations, dictations and comprehension form part of the summative assessments. Aspects of language studied in previous terms may also be included. Pupils are assessed summatively in MFL twice per academic year in year 8 in both French and Spanish and in Spanish during year 9. In Year 7, pupils complete one summative assessment in French and one in Spanish.
Key Stage Four	At key stage four, pupils in MFL will be assessed four times per term using maintenance marks and in-depth assessments. Maintenance mark assessments aim to review progress to date linked to current topics and grammar learning. In depth pink sheet assessments aim to provide an insight into language acquisition and to provide pupils with individualised feedback on performance linked to a specific skill or topic areas. These focus on productive skills of speaking and writing. MOCK EXAMINATIONS: In Year 10 and Year 11, pupils complete mock exams in writing and are assessed summatively on their reading and listening skills in class. Mock speaking exams are completed in Year 11. Reading and listening exams are completed as classroom assessments in Year 11.
Key Stage Five	At key stage five, pupils in MFL will be assessed six times per term using maintenance marks and in-depth assessments. Maintenance marks aim to provide feedback on current learning linked to; current themes, literary/film studies and grammar learning. In-depth pink sheet assessments aim to provide more detailed feedback linked to; current themes and literary/film studies. Pupils receive pink feedback sheets once per literary/film assessment, per half-term. The focus from the different themes is translation practice. MOCK EXAMINATIONS: In Year 12, pupils complete one set of mock exams, paper 1 and paper 2. Year 12 mocks reflect Themes 1 and 2. In year 13, two sets of mock exams are completed. Year 13 mocks reflect Themes 1 to 4, with Paper 1 and Paper 2 completed in each mock window. Year 13 also complete and mock speaking exam.

As a Modern Foreign Languages department, we aim to feedback to pupils **within approximately two weeks** of an assessment. This can vary dependent on the assessment calendar.

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

HISTORY AND POLITICS

Within the Humanities faculty, we intend to develop a History curriculum that is academic, accessible and appealing for our pupils. This reflects our ambition to stretch pupils academically and to provide support where needed. Within History, the development of skills and understanding of substantive knowledge is central to what we do. The skills taught at key stage three in History aim to prepare the pupils for the challenges of key stage four and five. The skills are what knit the key stages together regardless of the topic being studied. Our rationale for assessment is to embed and build upon the application of second order concepts and understanding of knowledge. The curriculum allows us to revisit the application of second order concepts and first order concepts such as freedom, authority, conflict, equality and democracy.

Key Stage Three	<p>At key stage three, pupils in History will be assessed twice per term using both maintenance marks and pink sheet assessments. Maintenance mark assessments aim to check fundamental knowledge and understanding with some key second order concept skills. Marking codes are used instead of in-depth written feedback to give pupils direct feedback on their area for development. In depth pink sheet assessments allow for detailed application of specific knowledge and checking of the application of second order historical concepts. Whole lessons are then devoted to feedback and reflection on pink sheet assessments.</p> <p>SUMMATIVE ASSESSMENTS: Key stage three summative assessments in History require pupils to answer different types of questions. Low-tariff knowledge and understanding questions check recall skills whilst there is also the opportunity for pupils to show in-depth knowledge of any topic from KS3 history they have studied up to that point using a choice of second order historical concepts. Also 'IDKU' source analysis skills which are embedded from Y7 are assessed in all summatives. Year 8 and 9 summative assessments include content questions from the previous year/s.</p>
Key Stage Four	<p>At key stage four, pupils in History will be assessed twice per half term using maintenance marks and in-depth assessments. Maintenance marks check fundamental knowledge and understanding through exam questions. They are marked using WWW & EBI codes and feedback is still detailed using model answers for pupils to improve in purple pen. For in depth pink sheet assessments exam questions are answered, often longer 18/20 markers. Pink Sheets are used to identify WWW and EBI and are pre-populated with task specific targets and use of indicative content. Feedback is detailed, using model answers for pupils to improve in purple pen.</p> <p>MOCK EXAMINATIONS: In year 10 pupils complete one mock exam and in year 11, pupils complete two mock exams. These are planned to mirror the rigour of a full GCSE paper and account to the same number of marks. Topics deviate from a true GCSE paper depending on the content covered to date.</p>
Key Stage Five	<p>At key stage five, pupils in History will be assessed at least four times per term and pupils in Politics will be assessed six times per term. Maintenance marks aim to check key skills, especially 'PEACE' paragraph structure to develop high-level analysis and evaluation skills. Single source/interpretation analysis tasks can be used in History also. Model answers are used to aid feedback and reflection. WWW/EBI codes used to show areas of strength and for development. These tasks sit before a main pink sheet assessment to inform planning and provide feedback before more formal assessment piece is completed. Pink sheet assessments aim to check knowledge and understanding of topic content and access to exam question requirements (essays and source-based questions in each subject). WWW/EBI pre-populated comments based on exam board mark schemes and examiners' comments, including potential indicative content for the specific task.</p> <p>MOCK EXAMINATIONS: In year 12, pupils complete one mock exam for each topic in History and two combination mock exams in Politics. In year 13, four mock exams are completed in History, two for each topic. In Politics, four mock exams are completed with the aim that pupils will sit all three full papers at least once over the two-year course.</p>

As a History and Politics department, we aim to feedback to pupils **within approximately two weeks** of an assessment. This can vary dependent on the assessment calendar.

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

GEOGRAPHY

Within the Humanities faculty, we intend to develop a Geography curriculum that is academic, accessible and appealing for our pupils. This reflects our ambition to stretch pupils academically, to provide support where needed, and to offer wider learning opportunities than those available in the normal timetable. Within Geography, the development of procedural skills and knowledge as well as embedding the understanding of substantive knowledge is central to what we do. The skills taught at key stage three in Geography aim to prepare the pupils for the challenges of key stage four and five. The skills are what knit the key stages together regardless of the topic being studied. Our rationale for assessment is to embed and build upon the application of procedural skills and knowledge as well as the embedding of substantive and disciplinary knowledge. The spiral curriculum allows us to revisit application and knowledge throughout the key stages, building upon it and building greater confidence.

Key Stage Three	<p>At key stage three, pupils in Geography will be assessed twice per term using both maintenance marks and pink sheet assessments. Maintenance mark assessments aim to gauge understanding of content and assess the application of knowledge for the current topic of study. Pink sheet assessments similarly gauge understanding of content and assess application of knowledge providing in depth feedback for which a lesson is dedicated to. Given the nature of the subject, both skills and knowledge are continually assessed in both maintenance and in depth assessment.</p> <p>SUMMATIVE ASSESSMENTS: Key stage three summative assessments in Geography require pupils to answer different types of questions building upon skills like description of figures, data manipulation and knowledge application from year 7 onwards. Summative assessments allow pupils to demonstrate in depth understanding of the subject matter in longer answer questions whilst also testing their application of the skills embedded throughout the schema. Year 8 and 9 summative assessments include content questions from the previous year/s.</p>
Key Stage Four	<p>At key stage four, pupils in Geography will be assessed twice per half term using maintenance marks and in-depth assessments. Maintenance marks sit before the in-depth assessment and aim to address misconceptions early on and apply exam skills like command words and assessment objectives. Pink sheet in depth assessments often assess multiple skills and use exam mark schemes to allow pupils to familiarise themselves with levels and identify how to progress into higher levels. Pre-populated WWW/EBI comments appear on pink feedback sheets and a lesson is dedicated to the use of model answers for pupils to act on feedback. Tasks in these lessons are directed and focused on responding to feedback.</p> <p>MOCK EXAMINATIONS: In year 10 pupils complete one mock exam and in year 11, pupils complete two mock exams. These are planned to mirror the rigour of a full GCSE paper and account to the same number of marks. Topics deviate from a true GCSE paper depending on the content covered to date.</p>
Key Stage Five	<p>At key stage five, pupils in Geography will be assessed at least five times per term across three teachers. Maintenance marks aim to identify areas for development for longer exam questions and gaps in knowledge. The maintenance mark allows feedback on different skills for the exam throughout the topics of study. At KS5 feedback is individualised e.g., gaps in knowledge, command words or application. In-depth pink sheets assessments consolidate knowledge of AOs and success criteria for all types of questions. These highlight to pupils the importance of synopticity by providing specific feedback required for all extended writing pieces.</p> <p>MOCK EXAMINATIONS: In year 12, pupils complete one combination mock exam in Geography. In year 13, three mock exams are completed. Once combination paper and one of each full paper; physical and human geography.</p>

As a Geography department, we aim to feedback to pupils **within approximately two weeks** of an assessment. This can vary dependent on the assessment calendar.

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

HUMAN SCIENCES – GCSE & A Level Qualifications

As a department, our mission is to deliver a curriculum that is academic, accessible, and engaging, designed to inspire all pupils and prepare them for future success. Skill development lies at the core of our approach in Human Sciences. These skills are essential for progression and are central to our pupils' readiness for post-16 opportunities, including advanced study, university work, or professional apprenticeships. Regardless of the specific topics studied, these skills ensure a cohesive and progressive learning experience. They provide pupils with the confidence to excel in their chosen paths, whether pursuing university degrees or entering apprenticeships in related fields.

Key Stage Four	<p>At key stage four, pupils in Human Sciences will be assessed three times per half term using maintenance marks, in-depth assessments and verbal feedback. Maintenance marks aim to supplement the in-depth feedback on a synoptic piece of work where possible as well as identify key areas of strengths and development. In-depth assessments are used to credit the level of response in exam style questions.</p> <p>MOCK EXAMINATIONS: In year 10 pupils complete one mock exam and in year 11, pupils complete two mock exams. For that Half term no other marking is required</p>
Key Stage Five A LEVEL Subjects	<p>At key stage five, pupils in Human Sciences will be assessed three times per half term using maintenance marks, in-depth assessments and verbal feedback. Maintenance marks aim to supplement the in-depth feedback on a synoptic piece of work where possible as well as identify key areas of strengths and development. In depth assessments at key stage five are conducted on Google Classroom.</p> <p>MOCK EXAMINATIONS: In Year 12 students have two Mock Assessment windows in Year 13 they will have 3 Assessments for that Half Term no other assessments are expected to be marked.</p>

As a Human Sciences faculty, we aim to feedback to pupils within **two weeks** of an assessment. This can vary dependent on the assessment calendar.

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

ART

Work in Art is very much 'skills based' with each lesson focusing on themes and relevant skills required for particular outcomes. From year 7-13, pupils have a list of required skills and are regularly monitored and feedback given on progress.

Key Stage Three	At key stage three, pupils in Art will be assessed twice per term , once using pink sheet assessment criteria of maintenance feedback coding and another through a summative assessment task using a marking and feedback rubric. Key stage three summative assessments highlight levels of skills demonstrated and this links to requirements at KS3 that are reinforced each year. The skills highlighted help to guide improvements.
Key Stage Four	At key stage four, pupils in Art are given ongoing feedback for each half term of work using coding for observations and improvements. Pink sheet assessment grids are also included after each assessment related to specification framework. Using the pink sheet feedback booklet, pupils are given ongoing feedback on a regular basis as NEA portfolios are the main focus in all lessons. Summative assessments, including mock exams are in the form of extended pieces, similar to final exam pieces and marked using the same criteria.
Key Stage Five	At key stage five, pupils in Art are given a pink sheet booklet for ongoing feedback for their portfolios of NEA work. This is completed on an ongoing basis and feedback for improvement each term. Using the pink sheet feedback booklet, pupils are given ongoing feedback for each half term of work using coding for observations and improvements. Pink sheets assessment grids are also included after each assessment related to specification framework.

In the Art department, due to the nature of portfolios, pupils are given **constant ongoing** verbal and written feedback in the form of pink sheet booklet (KS4/5) and codes related to work (KS3) each half term.

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

DESIGN TECHNOLOGY

In the Design Technology faculty, pupils work on a rotation basis each term between Resistant Materials, Food and Nutrition and Textiles. Each class is taught the three areas by the same teacher who sees the class once per week. Pupils are given a pink sheet insert that covers each skill that is a requirement for each area that term, the teacher highlights these skills at the level achieved, giving clear indication how to make improvements to the next column. Each rotation also sees an end of project summative assessment which is recorded on a department tracker and accessed when assessment data is required.

Key Stage Three	<p>At key stage three, pupils in DT will be assessed twice per term using maintenance and summative assessment. Maintenance marking is used by teachers to check if appropriate work has been completed in terms of lesson content, general checks for SPAG and development of design where appropriate that will inform practical work outcomes through written feedback. Pink sheet inserts help to monitor the level of skills attained within each discipline (project) for that rotation and includes areas for improvement.</p> <p>SUMMATIVE ASSESSMENTS: Work at key stage three is consistently reinforced each year, with key areas such as material properties, food groups, health and safety, tools and equipment and design skills (CAD) repeated each year. This is reflected in assessments also with similar questions coming up on each exam. Summative assessments are completed once per rotation in KS3 meaning they are assessed three times over the school year.</p>
Key Stage Four	<p>At key stage four, pupils in DT will be assessed three times per term. This includes a summative assessment based on theory taught as well as maintenance marking of theory and project work completed. KS4 includes a large emphasis on NEA work (in particular Y11) which is marked in the form of a tracker to help monitor progress. There are also theory requirements that are completed in books. This will be completed twice per term to ensure lesson content is being covered and completed to acceptable standards, including SPAG. Similar to KS3 pink sheets, these are filled in to help pupils understand what knowledge and skills they have gained and illustrate how to move onto the next level of understanding with 'what went well' and 'Even better if...' columns. Assessments, including mock exams make use of exam-style questions and include past papers, using the exam mark scheme for accurate feedback. Verbal feedback is also given during NEA work.</p> <p>NEA work is monitored and tracked using a traffic light spreadsheet to track and monitor progress. Students have access to this through google classroom.</p>
Key Stage Five	<p>At key stage five, pupils in DT will be assessed three times per term. Key stage five has a large emphasis on NEA work (covering both year groups) which is marked in the form of a tracker to help monitor progress. There are also theory requirements that are completed in books. This will be completed twice per term to ensure lesson content is being covered and completed to acceptable standards, including SPAG. Maintenance marking is used to ensure subject specification requirements are being completed to acceptable standards by each pupil. This will also include the use of keywords and SPAG. Similar to KS4 pink sheets, these are filled in to help pupils understand what knowledge and skills they have gained and illustrate how to move onto the next level of understanding with 'what went well' and 'Even better if...' columns.</p> <p>Assessments, including mock exams make use of exam-style questions and include past papers, using the exam mark scheme for accurate feedback. Verbal feedback is also given during NEA work. NEA work is monitored and tracked using a traffic light spreadsheet to track and monitor progress. Students have access to this through google classroom.</p>

As a DT department, we aim to feedback to pupils each half term a combination of project (skills-based learning) and theory work. **Summative assessments are also completed each term with pink sheet tracking included.**

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

COMPUTING

Throughout their journey in the department, students are encouraged to recall and build upon their prior knowledge to deepen their understanding and application of core concepts in computing. Students are encouraged to find solutions independently and make mistakes with the philosophy 'Fail fast, learn fast' when solving problems to ensure students persevere even if there are obstacles to getting to their final solution. Learning in the department using the use of spiral method which builds on prior knowledge deepening the level of their prior learning. Assessment occurs throughout the units of work using a range of techniques through the use of rubrics for each lesson and end-of-unit assessments which include recall questions and opportunities to reflect and improve upon work.

Key Stage Three	<p>At key stage three, year 7, 8 pupils in Computing will be assessed twice per term and year 9 once per term using summative assessment a rubric assessment is performed for every lesson which provides an overall average. End of unit assessments are completed which students will recall the theory and practical skills completed in the unit. A recall assessment is performed twice in an academic year which be a mixture of questions which have been covered in previous assessments. A pink sheet helps students monitor the level of skills achieved an area that they need to develop. During the lesson they will be given the opportunity to make the improvements based upon the rubric feedback received for the lesson.</p> <p>SUMMATIVE ASSESSMENTS: Key stage three summative assessments in highlight levels of skills and practical skills that have been developed over a range of project-based projects. The assessment demonstrate links to requirements outlined to the national curriculum at KS3 these are reenforced through the year using the spiral method of delivery.</p>
Key Stage Four	<p>At key stage four, pupils in Media will be assessed four times per term. KS4 includes a large emphasis on two NEA coursework elements in year 10 which is marked in the form of a tracker to help monitor progress. There are also theory elements that are completed at the start of each of the units of work which is recorded in their virtual workbooks this used to support students in their NEA. In year 11 students will complete topic assessments and mock exams which give students a targeted feedback and analysis.</p> <p>At key stage four, pupils in Computing will be assessed four times per term. KS4 focuses on two main topics of computer science computer systems and computational. Students will complete low stake questions of multiple choice and short questions. Students will have access to an online revision platform which will record students' progress. In year 11 students will complete an advanced set of questions which will</p> <p>MOCK EXAMINATIONS: Students studying media will complete mock exams at the end of year 10 and in year 11. Computing students will complete several mock exams in year 10 and year 11 which inform their revision.</p>
Key Stage Five	<p>At key stage five, pupils in Digital Media will be assessed with completing two large and one small unit of coursework and an examination unit. Students will receive feedback on the coursework learning outcomes and topic tests for the examined units that are completed.</p> <p>At key stage five, pupils in Computing will be assessed through the use of topic activities in a virtual workbook and end of unit assessments. Pupils will use an online assessment platform will be used to monitor their progress across the different topics and show where they are on their flight plan to the end of year 13.</p> <p>MOCK EXAMINATIONS: Computing will complete topic mock exams and AS papers in year 12 building to a A-level mocks in year 13. Digital Media Year 12 students will complete several mock papers in preparation for the January and May window of exam window. In year 13 students will complete several mocks in preparation for May.</p>

As a Computing department, we aim to feedback to pupils **two weeks** of an assessment. This can vary dependent on the assessment calendar.

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

PERFORMANCE – Performing Arts

As a faculty our aim to deliver a curriculum which is challenging and inspiring. Pupils develop an appreciation for a variety of sports, musics, dances, texts and musicals. Pupils are assessed in a variety of methods which include both practical and written assessments.

Key Stage Three	<p>At key stage three, pupils in Performing Arts will be assessed five times across the academic year using both maintenance marks and pink sheet assessments. Maintenance mark assessments take a variety of formats including verbal feedback and are used as a mid-point in order to provide feedback on how pupils can improve their 'performance' skills. In-depth pink sheet assessments aim to provide feedback on how a pupil has performed through a particular dance/drama/musical theatre activity. These link to skills developed and knowledge studied.</p> <p>SUMMATIVE ASSESSMENTS: Key stage three summative assessments in Performance link to knowledge developed across all topics throughout all years. Pupils complete one in year 7 and two in years 8 and 9. This helps to pin point any factors in each curriculum which is needed in more depth ready for the next year. The Performing Arts curriculum follows a spiral and therefore knowledge gains more depth as the learning journey progresses.</p>
Key Stage Four	<p>At key stage four, pupils in Performing Arts will be assessed twice per term using maintenance marks and in-depth assessments. Assessments are planned in line with exam board guidelines and comply with the windows of assessment set externally between January and May, and September to January. Maintenance marks aim to support pupils to review their progress to date. These are linked to current topics and build proficiency in how to apply knowledge to exam style questions. In depth pink sheets assessments include grade descriptors and mark scheme for pupils to refer to which acts as a scaffold for purple pen tasks. Pupils receive purposeful individual tasks to act upon during purple pen.</p> <p>MOCK EXAMINATIONS: Practice performances will be treated as mocks and generate a grade and feedback for pupils to work on. These grades will be reported home outside of the whole school data drop schedule.</p>
Key Stage Five	<p>At key stage five, pupils in Performing Arts will be assessed twice per term using maintenance marks and in-depth assessments. Assessments are planned in line with exam board guidelines and comply with the windows of assessment set externally between January and May, and September to January. Maintenance marks aim to address misconceptions with key ideas across an individual topic. In-depth pink sheet assessments include grade descriptors and mark scheme for pupils to refer to and scaffold purple pen tasks. In-depth pink sheet assessments are based off exam board marking criteria for each of the units studied.</p> <p>MOCK EXAMINATIONS: Practice performances will be treated as mocks and generate a grade and feedback for pupils to work on. These grades will be reported home outside of the whole school data drop schedule.</p>

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

PERFORMANCE – Physical Education/Sport

As a faculty our aim to deliver a curriculum which is challenging and inspiring. Pupils develop an appreciation for a variety of sports, musics, dances, texts and musicals. Pupils are assessed in a variety of methods which include both practical and written assessments.

Key Stage Three	<p>At key stage three, pupils in Physical Education will be assessed five times across the academic year using both maintenance marks and pink sheet assessments. Maintenance mark assessments take a variety of formats including verbal feedback and are used as a mid-point in order to provide feedback on how pupils can improve their 'performance' skills. In-depth pink sheet assessments aim to provide feedback on how a pupil has performed through a particular sporting activity. These link to skills developed and knowledge studied.</p> <p>SUMMATIVE ASSESSMENTS: Key stage three summative assessments in Performance link to knowledge developed across all topics throughout all years. Pupils complete one in year 7 and two in years 8 and 9. This helps to pin point any factors in each curriculum which is needed in more depth ready for the next year. The Physical Education curriculum follows a spiral and therefore knowledge gets more in depth as the learning journey progresses.</p>
Key Stage Four	<p>At key stage four, pupils in SPORT will be receive feedback twice per term using maintenance marks and in-depth assessments. Assessments are planned in line with exam board guidelines and comply with the windows of assessment set externally between January and May. Feedback whilst pupils are completing coursework units comply with exam board regulations. Maintenance marks aim to support pupils to review their progress to date. These are linked to current topics and build proficiency in how to apply knowledge to exam style questions. In depth pink sheets assessments include grade descriptors and mark scheme for pupils to refer to which acts as a scaffold for purple pen tasks. Pupils receive purposeful individual tasks to act upon during purple pen.</p> <p>MOCK EXAMINATIONS: In year 11 pupils complete 2 full mock examinations.</p>
Key Stage Five	<p>At key stage five, pupils in SPORT will be assessed twice per term using maintenance marks and in-depth assessments. Assessments are planned in line with exam board guidelines and comply with the windows of assessment set externally between January and May. Marking and feedback whilst pupils are completing coursework units comply with exam board regulations. Maintenance marks aim to address misconceptions with key ideas across an individual topic. In-depth pink sheet assessments include grade descriptors and mark scheme for pupils to refer to and scaffold purple pen tasks. In-depth pink sheet assessments are based off exam board questions (PE). They link to the units being completed in PA and give criteria in order for pupils to act upon.</p> <p>MOCK EXAMINATIONS: Pupils complete 1 mock full set of mock examinations for both Unit 1 and Unit 3 in year 12.</p>

ARCHBISHOP BLANCH SCHOOL

MARKING AND FEEDBACK POLICY

PERFORMANCE – Music

As a faculty our aim to deliver a curriculum which is challenging and inspiring. Pupils develop an appreciation for a variety of sports, musics, dances, texts and musicals. Pupils are assessed in a variety of methods which include both practical and written assessments.

Key Stage Three	<p>At key stage three, pupils in Music will be assessed five times across the academic year using both maintenance marks and pink sheet assessments. Maintenance mark assessments take a variety of formats including verbal feedback and are used as mid-point feedback in order to outline how pupils can improve their 'performance' skills. In-depth pink sheet assessments aim to provide feedback on how a pupil has performed/composed through a particular topic area.</p> <p>SUMMATIVE ASSESSMENTS: Key stage three summative assessments in Music link to knowledge developed across all topics throughout all years. Pupils complete one in year 7 and two in years 8 and 9. This helps to pin point any factors in each curriculum which is needed in more depth ready for the next year. The Music curriculum in KS3 follows a spiral and therefore knowledge gets more in depth as the learning journey progresses.</p>
Key Stage Four	<p>At key stage four, pupils in Music will be assessed twice per term using maintenance marks and in-depth assessments. Maintenance marks aim to support pupils to review their progress to date. These are linked to current topics and the 4 areas of study and build proficiency in how to apply knowledge to exam style questions. In depth pink sheets assessments include grade descriptors and mark scheme for pupils to refer to which acts as a scaffold for purple pen tasks. Pupils receive purposeful individual tasks to act upon during purple pen.</p> <p>MOCK EXAMINATIONS: In year 10 pupils complete one mock exam and in year 11, pupils complete two mock exams.</p>
<p>In music, we aim to provide feedback within a 2 week timescale.</p>	