

English Department Feedback Policy.

What is the purpose of the feedback we provide in the English Department?

- 1) To celebrate and reward the work that students have produced
- 2) To provide targets and the opportunities for improving work
- 3) To monitor, evaluate and review students' current attainment, providing evidence for reporting
- 4) To promote high expectations among learners and staff, in line with the School Development Plan
- 5) To enable students to evaluate their own progress and independently set targets for progression

Which methods of marking take place?

The English Department will select from four different methods of formative assessment. Feedback will depend upon the style of response that has been produced.

- i. In-Depth Teacher Feedback
- ii. Peer/Self-Assessment
- iii. Verbal Feedback
- iv. Note Marking

	Frequency	What will this look like?
In-Depth Teacher Feedback	Every two to three weeks.	This will provide the feedback that students require to improve their work through a 'DIRT' (reflection) task. Students will be provided with targeted instructions which specify precisely what they need to do to improve their response. At least once per half term, students will use a purple pen to improve their responses. In-depth marking will identify errors with spelling, punctuation and grammar. A particular focus will be placed upon the accurate spelling of high frequency words and subject terminology.
Peer/Self Assessment	Every two weeks for SPaG. Peer Assessment at teacher's discretion.	Students will be taught to proof read their own work, enabling them to check the accuracy of their spelling, punctuation and grammar. Students are expected to sign off their work using the acronym 'SPaG' before their teacher provides feedback. Additionally, students will use mark schemes and success criteria to assess their own work and the work of their peers. This should identify strengths and include a target for improvement. This style of feedback will be labelled PA (Peer Assessment) or SA (Self Assessment).
Verbal Feedback	At teacher's discretion	Some tasks, such as planning tasks, do not require formal assessment. In these instances, students can be given immediate verbal feedback which will be recorded using the symbol VF.
Note marking	As required	Where students are developing their understanding of the content of a text, in-depth teacher marking may not be required. In these instances, teachers will provide acknowledgement marking through the use of ticks, simple literacy corrections or stamped comments. This style of work will be evidenced in the back of exercise books.