Biology Department Marking and Feedback policy

Overall impact of marking and feedback in Biology

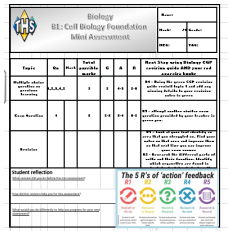
Our intention when providing good, structured feedback is to close the gap between the pupils progress ensuring that the pupils are supported by building upon learning and addressing misunderstanding in both substantive and disciplinary knowledge. This will therefore close the gap between where the pupil is and where the teacher wants them to be.

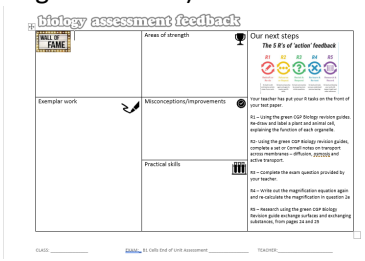
As a department we meet and complete moderation between mock examinations, this is to ensure reliability between markers so that comparative judgements can be confidently made between different students.

It is important that Biology has a consistent approach to marking and feedback of assessments which is why we have regular (daily,1-2 weekly, half termly and end of unit) assessment points.

Assessment	When and how the assessment will happen	Type of feedback in Biology
Daily review	**Lesson by lesson** retrieval practice which takes no more than 8 mins and provides effective retrieval, spaced and interleaved practice. On-going self/peer assessment of exemplar/practice Q & A completed during a lesson	This is often **self-assessed,** sometimes **peer** - students receive instant feedback and marks awarded are clearly identifiable in students' books/handouts by students using a different colour pen (preferably green) where possible and a clear SA (self-assessment) or PA (peer assessment) in the margin next to the task. This encourages students to reflect on their own learning in order to calibrate the security of their learning. An example of this is the 'do now' activities found at the start of every Biology lesson Assessment in classrooms will be seen as involving all students, often through the use of mini whiteboards and using exemplar work/Wagolls following students completing practice qns. Students will regularly undertake exam practice using past exam questions to help develop exam skills and prepare them for their end of year and final examinations. This will occur more frequently as students approach Y11 & Y13.
1-2 weekly reviews	TWO WEEKLY HOMEWORK- Low stakes test such as a well-structured	TWO WEEKLY HOMEWORK- Digital tools and applications, such as Tassomai and Seneca, can be used in order to generate feedback for students and teachers. Students' scores are recorded, gaps in knowledge highlighted and an understanding of what material needs to be re-taught is developed. Students can also check their work against the correct answers.

	multiple-choice quiz, which will set as **homework** via Tassomai. These can be used to extend students' thinking. This offers the opportunity for teachers to set tests that address students' possible misconceptions and offers further ways to interleave topics across the curriculum.	Retrieval tasks will ensure previous knowledge from previous lesson/lessons/units are embedded in lessons
Half termly reviews	A carefully designed **summative assessment** task that judges the extent to which students have remembered the content of a recent topic as well as assessing what students have retained **away from the point of learning**. This should be completed in students' books/Teams.	**Whole class mini assessment and feedback** – **Mini assessment- Each half term** during which each Science is taught, at least **ONE** specific classroom activity will be marked in depth by teacher, using a feedback form linked to the 5R's. The only exceptions to this are during a half term when students undertake either a Y11/13 mock exam or during the 2nd summer half term when each group does an end of year exam as the bulk of teacher marking time needs to be devoted to marking and feeding back on the exam so that will be the only expectation in terms of marking & feedback. The mini assessment will have the same structure- 5 mark multiple choice on content away from the point of learning and a past exam question which is skill based where possible which can be both away and at the point of learning. There is an assessment for the biology higher, combined higher and combined foundation courses to ensure there is differentiation within assessments. Students will be given a full hour dedicate to revision skills and carrying out the assessment with 20 mins for revision skills and 20 mins for time to the sit the assessment. **Mini assessment feedback-** When marking the assessed task, the most significant SPAG issues within the task should be highlighted and addressed (i.e., correct technical spelling errors) but where there are many errors, only the most significant should be highlighted. Each Topic SOW has at least one opportunity for feedback built in, usually with a prepared feedback slip, with R targets pre-written. Improvement targets to be linked to the 5R's as students develop through the course over the coming year. Teachers can adapt these to suit the group or can provide/write their own if they think it will be of more benefit to students, for example the class are struggling with a particular skill or concept not covered

		by the pre-written task. This means the feedback can be individual or whole class, as appropriate. The targets set will link to one or more of the 5R's while students are given the opportunity to complete the improvement tasks, usually the next lesson. • Improvement work should be completed by students in green pen, teacher feedback should however, be in red pen (as per school policy). • Students MEG/TAG for the year should be written onto the front of exercise books • Ideally student assessment grades should also be recorded on the front of books We are providing time for students to build revision skills as part of their feedback students will be encouraged to reflect on their revision technique and to improve these skills 
End of unit reviews	A carefully chosen **summative assessment** exam, based off AQA exam questions, that judges the extent to which students have remembered content of the entire unit and crossing over content of previous units **away from the point of learning**. Assessing across units is a way of assessing students building on previous schemes. This is to be completed in	**Whole class assessment and feedback** – In line with the school assessment calendar, prior to the data deadline, at least one mid/end of topic/mock summative assessment will be completed by each Biology student. This will be marked by the teacher and the mark/grade achieved then fed back to students. Students will then be given the opportunity to improve on their original work. This will be achieved by the teacher completing the whole class feedback sheet. On the sheet there are: • An area for 'wall of fame' this is to identify students who have done well either by meeting their target grade, effort in attempting questions and revision, improved grade from last assessment, gave an exemplar answer etc • An area for exemplar work- so the teacher will type a student's answer that was written really well for the examiner- it might not have necessarily be for a student getting full marks but they could be exemplar for spelling, layout, use of key terms, ability to summarise etc. • Practical skills- this is where the required practical and the skills associated have been highlighted. Teachers may verbally highlight common issues both positive and negative and may use the mark

	classrooms under exam style conditions.	scheme to go through the test or the teacher may go through the test by using the visualiser to handwrite model answers. • Areas of strength and misconceptions- the teacher will complete this as whole class feedback- identifying areas from the group • DIRT- this is the 5Rs- this will be premade, but the teachers can personalise further and change and adjust according to their group. To ensure the R feedback is personalised and not generic for every student, the teacher will identify at least one R task for the student to complete and will write this at the top of the students test paper- the students is to prioritise these R tasks for their individual feedback Improvements will be made in green pen when possible so the improvements can be distinguished from the original answer). This will be accompanied by the whole class feedback sheet such as:  biology assessment feedback WALL OF FAME Areas of strength Our next steps The 5 R's of 'action' feedback Exemplar work Misconceptions/improvements Practical skills This direct feedback helps the student immediately see where their strengths/weakness are, both in terms of substantive and disciplinary knowledge and helps them address the areas of weakness while the test is fresh in their minds and before moving on to the next topic (where the same issue may present themselves again if not addressed.
Practical assessment	AQA practical endorsement practical's that have been set by the exam board- they are scattered withing the 2-year scheme of work at the point of learning	Individual feedback provided based off AQA assessment feedback

Progression through feedback in science

Each year group and key stage will have different foci where one of the 5 R's will be used more than the other, however we will encourage to use all R's where applicable e.g. in year 9 we will focus on R2 which will encourage students to build skills through rehearsal and repetition on key skills they will develop over KS3 and 4 whilst in year 11 and KS5 we would focus more on R5 which encourage students to independently research and record (self-regulate) around the subject that they have just been assessed on. There are some R's that we would consistently use across all year groups and key stages such as R1, R3 and R4 where students will develop their skills based off the assessment they have sat at the point of learning, by carrying out specific tasks/questions which encourage students to revisit and relearn weak areas from the assessment.

The focus of the style of feedback we use will again depend on the year group and key stage. For example, in year 9 we will provide feedback that is more task orientated where students are required to complete very directed tasks with more structure and scaffolding. Developing through to KS4 we start to include more subject and self-regulatory feedback that encourages our students to identify their strengths and weaknesses independently and to work on these e.g., to develop individual revision plans by identifying their own areas of weakness following on from the assessment.