

## Science Department Marking and Feedback policy

### Overall impact of marking and feedback in Science

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.

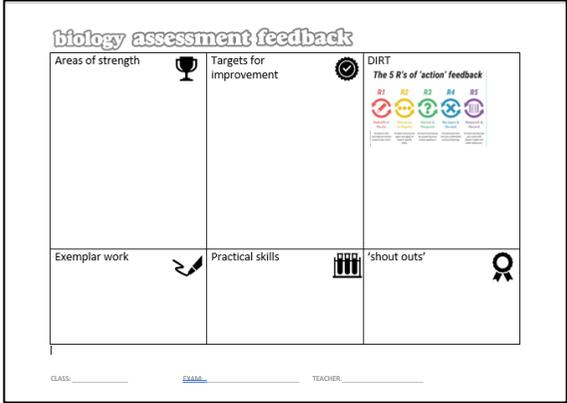
As a department we meet and complete moderation between mock examinations, this is to ensure reliability between markers so that comparative judgements can be confidently made between different students.

It is important that Science 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 Science
Daily review	<b>Lesson by lesson</b> 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 <b>self assessed</b> , sometimes <b>peer</b> - 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. 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	WEEKLY HOMEWORK- Low stakes test such as a well-structured multiple-choice quiz, which will set as <b>homework</b> via Tassomai. These can be used to extend students'	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.

	<p>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.</p>	<p>Retrieval tasks will ensure previous knowledge from previous lesson/lessons/units are embedded in lessons</p>
<p>Half termly reviews</p>	<p>A carefully designed <b>summative assessment</b> task that judges the extent to which students have remembered the content of a recent topic as well as assessing what students have retained <b>away from the point of learning</b>. This should be completed in students' books/Teams.</p>	<p><b>Whole class feedback – Green slip activity</b> which focuses on one or more of the 5Rs. Example below</p> <div data-bbox="848 520 1921 983" style="border: 2px solid black; padding: 5px;"> <p style="text-align: center; background-color: #00b050; color: white; margin: 0;"><b>SCIENCE DEPARTMENT- GREEN SLIP FEEDBACK</b></p> <p><b>SUBJECT:</b> Vaccines <span style="float: right;"><b>DATE:</b></span></p> <p><b>WWW:</b>  Well done for comparing both the pros and cons of the vaccines  Well done for looking at pros of vaccines  Well done for looking at cons of vaccines  Other:</p> <p><b>EBI:</b>  Q1 0-1/4 R1- Use the revision guide (pg50) to have another go at the green slip task. This time make sure you include more than one pro AND con for each  Q2 2-3/4 R4- Re-learn your subject knowledge on vaccines by describing how a vaccine works in 3 steps  Q3 4/4 R3 - <u>Reread</u> your notes on herd immunity- convert you information by drawing a diagram to represent herd immunity  Other: Book presentation</p> </div> <p><b>Each half term</b> during which each Science is taught, at least <b>ONE</b> specific classroom activity will be marked in depth by teacher, using a green-slip style 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 &amp; feedback.</p> <p>When marking the assessed task, the most significant SPAG issues within the task should be highlighted and addressed (ie correct technical spelling errors) but where there are many errors, only the most significant should be highlighted.</p>

		<p>Each Topic SOW has at least one opportunity for feedback built in, usually with a prepared feedback slip, often with www/improvement targets pre-written. Improvement targets to be linked to the 5R's as we develop our resources 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 (which can be displayed on the board) while students are given the opportunity to complete the improvement tasks, usually the next lesson.</p> <ul style="list-style-type: none"> <li>• www comments should be specific (e.g. you correctly determined the gradient of the graph) rather than general (e.g. great work!)</li> <li>• there is no expectation that all student work should be checked or marked, the teacher should look through the work and can then make a general comment about the quality of work through the green slip feedback if they wish.</li> <li>• there is no longer an expectation that all improvement work should be completed by students in green pen, teacher feedback should however, be in purple pen.</li> <li>• Students MEG/TAG for the year should be written onto the front of exercise books</li> <li>• Ideally student assessment grades should also be recorded on the front of books</li> </ul>
End of unit reviews	A carefully chosen <b>summative assessment</b> 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 <b>away from the point of learning</b> . Assessing across units is a way of assessing students building on previous schemes. This is to be completed in classrooms under exam style conditions.	<p><b>Whole class feedback –</b></p> <p>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 Physics student. This will be marked by the teacher and the mark/grade achieved then fed back to students.</p> <p>Students will then be given the opportunity to improve on their original work. This will be achieved partly through the teacher using the mark scheme to help students identify lost marks &amp; improve their answers (in green pen when possible so the improvements can be distinguished from the original answers). This may be accompanied by the whole class feedback sheet such as:</p>

		 <p>The image shows a 'biology assessment feedback' sheet template. It is a 2x3 grid. The top row contains: 'Areas of strength' with a trophy icon, 'Targets for improvement' with a target icon, and 'DIRT The 5 R's of 'action' feedback' with five colored circles labeled R1 to R5. The bottom row contains: 'Exemplar work' with a hand holding a pen icon, 'Practical skills' with a bar chart icon, and ''shout outs'' with a ribbon icon. At the bottom, there are fields for 'CLASS', 'DATE', and 'TEACHER'.</p> <p>Alternatively, the teacher may verbally highlight common issues both positive and negative as they use the mark scheme to go through the test or the teacher may go through the test by using the visualiser to handwrite model answers.</p> <p>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).</p> <p>Students will usually then complete a progress sheet to help them identify the science behind the questions (both substantive and disciplinary knowledge) that they need to develop further by RAG rating each question.</p> <p>Students then complete improvement tasks in their exercise books, each linked to the relevant test questions and designed to help review and/or provide further practice in the identified area. These improvement targets will be linked to one of “The 5R’s of Action Feedback”.</p>
Practical assessment	AQA practical endorsement practical’s that have been set by the exam board- they are scattered	Individual feedback provided based off AQA assessment feedback

	withing the 2-year scheme of work at the point of learning	
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### **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 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. R1 is not commonly employed in science feedback as there are not many extended questions or 'standard' questions that commonly come up.

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.