



Marking and Feedback at Thomas Adams –



Subject M&F Strategy 2022-23

Rationale: The core principle of all our learning conversations with students in the classroom at Thomas Adams is to ensure that students can identify, articulate and specify: where they are academically; where they have been; where they are going and how best to get there. This will be achieved through the schools application of ‘marking’ and ‘feedback’. Evidence supporting this approach as best practice is taken from the Education endowment fund report. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

The Thomas Adams Marking and Feedback policy aims to create subject specific, relevant, effective and efficient marking and feedback that facilitates the above statement, as part of a subject strategy that ensures effective use of teacher time and worthwhile feedforward comments for students to act upon. In the space provided, subjects should outline the marking and feedback that students should expect to receive throughout the year. These should be carefully decided and co-inside with the curriculum plans and assessments that have been put in place.

Subject: SCIENCE @ KS3, 4 & 5

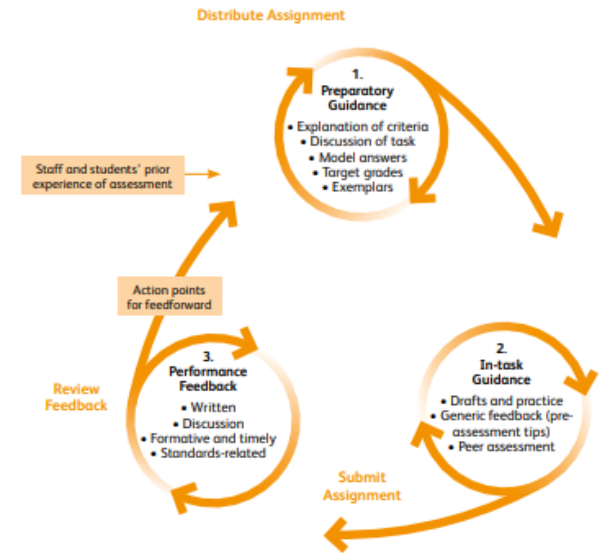


FIGURE 3 Dialogic feedback cycle – Beaumont, O’Doherty, and Shannon (2011)

| KS3 | | | | | |
|--|---|---|---|---|---|
| Autumn | | Spring | | Summer | |
| Unit / SOW | Feedforward strategies | Unit / SOW | Feedforward strategies | Unit / SOW | Feedforward strategies |
| <u>Year 7 & 8</u> | <u>Year 7 & 8</u> | <u>Year 7 & 8</u> | <u>Year 7 & 8</u> | <u>Year 7 & 8</u> | <u>Year 7 & 8</u> |
| We teach a variety of units in Y7 and Y8. The pathway for each group is determined by our rotas and curriculum mapping, which is separately available. | Controlled end of unit assessment. Students will experience 3 of these in Autumn term. Live marking where appropriate, especially during practical work Mid unit mini ‘assessment’ – feedback on skills | We teach a variety of units in Y7 and Y8. The pathway for each group is determined by our rotas and curriculum mapping, which is separately available | Controlled end of unit assessment. Students will experience 3 of these in Spring term. Live marking where appropriate, especially during practical work Mid unit mini ‘assessment’ – feedback on skills | We teach a variety of units in Y7 and Y8. The pathway for each group is determined by our rotas and curriculum mapping, which is separately available | Controlled end of unit assessment. Students will experience 3 of these in Summer term. Live marking where appropriate, especially during practical work Mid unit mini ‘assessment’ – feedback on skills |

| | | | | | |
|--|--|--|--|--|--|
| <u>Year 9</u> | <u>Year 9</u> | <u>Year 9</u> | <u>Year 9</u> | <u>Year 9</u> | <u>Year 9</u> |
| We currently teach 1 module in each of Physics, Chemistry and Biology. | Controlled end of unit assessment. Students will experience 3 of these in Autumn term. Live marking where appropriate, especially during practical work | We currently teach 1 module in each of Physics, Chemistry and Biology. | Controlled end of unit assessment. Students will experience 3 of these in Spring term. Live marking where appropriate, especially during practical work | We currently teach our Stepping Up to GCSE booklet, although we plan to change this in the coming years. | Assessment in the Stepping up booklet is through Live marking Quizzes Questions and tasks deemed appropriate by the teacher |

QA Methods (link to your department QA calendar (save duplication))
End of unit test data entered onto departmental spreadsheets
Mid unit assessments – book looks
Live marking and feedback – lesson observation

KS4

| Autumn | | Spring | | Summer | |
|---|---|---|---|---|---|
| Unit / SOW | Feedforward strategies | Unit / SOW | Feedforward strategies | Unit / SOW | Feedforward strategies |
| <u>Year 10 & 11</u> | <u>Year 10 & 11</u> | <u>Year 10 & 11</u> | <u>Year 10 & 11</u> | <u>Year 10 & 11</u> | <u>Year 10 & 11</u> |
| Our curriculum mapping documents give a more detailed overview, but we start the GCSE course in Biology, Chemistry and Physics on a rota basis. | Live marking in practical and theory lessons Tasks and questions as deemed appropriate by the teacher for the class Peer assessment for appropriate tasks | Our curriculum mapping documents give a more detailed overview, but we continue the GCSE course in Biology, Chemistry and Physics on a rota basis | Live marking in practical and theory lessons Tasks and questions as deemed appropriate by the teacher for the class Peer assessment for appropriate tasks | Our curriculum mapping documents give a more detailed overview, but we continue the GCSE course in Biology, Chemistry and Physics on a rota basis We aim to cover modules 1 – 3 in Y10 in Combined Science | Live marking in practical and theory lessons Tasks and questions as deemed appropriate by the teacher for the class Peer assessment for appropriate tasks |

QA Methods (link to your department QA calendar (save duplication))
End of unit test data entered onto departmental spreadsheets
Appropriate questions and tasks – book looks
Live marking and feedback – lesson observation

KS5

| Autumn | | Spring | | Summer | |
|--|--|---|--|---|--|
| Unit / SOW | Feedforward strategies | Unit / SOW | Feedforward strategies | Unit / SOW | Feedforward strategies |
| <u>Year 12 & 13</u> | <u>Year 12 & 13</u> | <u>Year 12 & 13</u> | <u>Year 12 & 13</u> | <u>Year 12 & 13</u> | <u>Year 12 & 13</u> |
| Our curriculum mapping docs give a more detailed overview, but we use the 5x (4x – Y13) lessons per week to introduce the course and teach as per the rotas for individual subjects. Work for the fifth hour is independent study, which can include homework tasks. | Live marking – especially in practical lessons Targeted questioning End of chapter controlled assessment | Our curriculum mapping docs give a more detailed overview, but we use the 5x (4x – Y13) lessons per week to continue the course and teach as per the rotas for individual subjects. Work for the fifth hour is independent study, which can include homework tasks. | Live marking – especially in practical lessons Targeted questioning End of chapter controlled assessment | Our curriculum mapping docs give a more detailed overview, but we use the 5x (4x – Y13) lessons per week to continue the course and teach as per the rotas for individual subjects. Work for the fifth hour is independent study, which can include homework tasks. | Live marking – especially in practical lessons Targeted questioning End of chapter controlled assessment |

QA Methods (link to your department QA calendar (save duplication))
End of chapter tests – Mark sheets filled in
Live marking and questioning – learning walks and lesson observations
Student Feedback – collected towards the end of the course