



HONYWOOD SCHOOL

POLICY DOCUMENT Presentation, Feedback and Guidance and Reporting

Approved: Mr T Styles (Chair of Governors)

Date: November 2021

Review date: November 2022

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PRESENTATION POLICY

Please make a concerted effort to ensure learner work is presented neatly. Please set high standards.

- All work should include dates and the title underlined with a ruler.
- Blue or black ink should be used for written work.
- Pencils should be used for all drawings.
- Corrections and crossings out should be done neatly.
- Doodling and graffiti of any kind should not appear in any books. Please address this and issue detentions for the work to be copied up neatly if this is a persistent problem.
- All work on loose leaf paper should include the learner's name and should be stuck into the learner's book.

FEEDBACK AND GUIDANCE POLICY

Aim

To give learners useful, informative, personalised feedback that has a positive impact on learning and progress, whilst being sustainable for staff.

Written feedback takes a lot of **time** and so it must be worth our efforts and be provided in the most effective ways to maximise learners' learning.

Good quality feedback contributes positively to behaviour management. Evidence strongly suggests that it leads to increased motivation and engagement and is worth the time and effort involved.

Expectations

The expectations below are designed to ensure parity between groups, and to help staff manage their workload.

Quantity

Learners should receive feedback as detailed below. Each half term, every learner will receive feedback on a summative assessment.

Each time feedback is given, this should include: detailed and personalised **WWW** 'what went well' and **EBI** 'even better if', and the opportunity for learners to respond to this feedback and / or close the gap.

Half Term	Minimum number of summative assessments for Cohorts 7-10	Minimum number of summative assessments for Cohort 11
Autumn 1	2	1 plus mock exams

Autumn 2	2	1 plus mock exams
Spring 1	2	2
Spring 2	2	Marking in preparation for GCSE exams will be at the teacher's discretion.
Summer 1	2	
Summer 2	2	

How to mark

- Each time the work is marked, learners should receive feedback on **one** key piece of work that has been planned to help learners make progress and meet the learning targets for the study period.
- Please do not mark work, such as class notes, where the marking will not have an impact on progress.
- On these key pieces of work, the marking should consist of '**what went well (WWW)**', and '**even better if (EBI)**' comments.
- Comments should give clear, precise feedback, and targets should be SMART (Specific, Measurable, Achievable, Realistic, Timebound). Comments should be positive, personalised and be as much about what is right as about how to improve.
- Achievement points should also be awarded for impressive attainment and / or effort.
- The work should also be marked for SPAG (Spelling, Punctuation and Grammar). For example; Spellings and / or punctuation errors can be identified and responding to this feedback is imperative.
- Learners should close the gap by acting on the EBI comments set by staff. This may be undertaken in several ways: the most important element of feedback is that we provide specific advice and give learners time to respond. This may be responded to immediately or in a subsequent piece of work.
- The learner's CTG (Closing The Gap) response should be read by the teacher and commented upon. Subject teams may have stickers within departments to support this but more detailed responses would be needed if a learner has not managed to close the gap.
- In summative assessments, it may be more appropriate for the WWW and EBI to be addressed in the following piece of work. Good practice would include learners recording their EBI at the top of their subsequent essay and highlighting where they believe this target has been met.
- Peer and self-assessment should be meaningful, accessible and linked to success criteria. Staff should guide learners on how to peer-assess and self-assess successfully.

This is required at least once per half term. There is no expectation that this should be checked by a teacher.

Please ensure

- Learners feel work is valued and make sure any IS (independent Study) task you will not be marking is either celebrated or used in the session.
- You keep track of any books which are not handed in for marking, and these absences are addressed.
- That if a learner was absent for the key piece of work you are going to assess, another piece of work is marked so their progress is monitored and they are given opportunities to develop their skills and / or knowledge.

The awarding of grades

- In Cohort 7 and 8, we will not report a 'GCSE grade' to learners on pieces of work. Learners will be able to use the study period templates to review their progress against the learning targets. Subject teams may use assessment sheets and good practice could include learners' met targets being highlighted.
- In Cohorts 9, 10 and 11, we will report grades, using the grading scheme agreed for reporting with 9-1 and fine grades + or - . These will be decided at the beginning of the Cohort and based on summer grade boundaries.

The tracking of assessments

- Assessments completed by Cohorts 7 and 8 should be kept in exercise books with their subject specific assessment/ tracking sheets.
- At GCSE, assessments should be kept securely by class teachers, and marks recorded on subject tracking sheets. These should be returned to learners before their exams to use in their revision.
- All assessment grades should contribute to 'working at grades' when reporting and progress analysed on 4Matrix the data analysis tool.

Ensuring marking is not creating workload issues

- Ensure learners have proofread work to reduce correction of basic errors (SPAG).
- Prioritise marking the key assessment tasks identified in study period designs.

If your marking load is causing you concern, please talk to your Line Manager.

REPORTING POLICY

The Department for Education requires schools to report on a learner's progress at least once in an academic year before the end of the summer term (where possible). This should include the following information as a minimum:

- General progress
- Brief particulars of achievements, highlighting strengths and developmental needs

- How to arrange a discussion about the report with a teacher at the school
- Attendance record

At Honeywood we will report on the progress of learners at least twice in an academic year. This will be achieved through a mid year learning review and an end of year learning summary. The Learning Reviews for Cohort 7 and Cohort 8 will give detailed written teacher comments on a learner's strengths and their areas for development. The learning summary for Cohort 9,10 and 11, will also give detailed written teacher comments on a learner's strengths and their areas for development. In both instances the following will be reported upon:

- Engagement (1 - 4)
- Equipment (1 - 4)
- Independent study (1 - 4)
- Punctuality (1 - 4)
- Learning disposition score (an average of the above four measures)
- Attendance (percentage)

The school has a minimum expectation that learners will achieve a 3 or above in those measures above recorded on a scale of 1 - 4.

The school expects all learners to maintain a minimum of 95% attendance. 95% attendance equates to two full school weeks of missed learning time in a single academic year.

KS3 (Cohort 7-8)

In KS3 attainment will be reported against curriculum learning targets within each subject individually. For each subject learners will be given the following grades:

- U - Unable to assess
- B - Below expected
- E - Expected
- A - Above expected

Learners will be working towards meeting a secure grade in all aspects of the curriculum. In addition to the above, comments will be included on a learner's strengths and next steps.

KS4 (Cohort 9-11)

In KS4 attainment will be reported against GCSE grades or equivalents. For most subjects this will be on a 9-1 grading system. For each subject the following will be reported:

- Working at grade (to indicate at what level a learner is working at within what has been studied so far)
- Learner on track (to indicate whether a learner is on track to have a high chance of meeting their target grade)
- TTG teacher target grade (to indicate the final grade the teacher expects the learner to achieve based on their current performance and approach to their studies)

Working at grades will include the following sub grade indicators:

- Meeting the minimum of that grade (e.g 7-)
- Secure in that grade (7)
- Working towards the next grade (7+)

In addition to the above, comments will be included on a learner's strengths and next steps. Where relevant, recent examination results will also be included.

Learning Reviews

Learning Reviews act as a mid point reflection for what a learner has achieved and to focus on the next steps in their learning. The review takes the structure of a 25 - 30 minute meeting between a learner, their parents/carers and in the main their learning group leader. These can be conducted online virtually or in person at the school in agreement with the parents / carers. Learners are expected to lead the first 10 minutes of the review highlighting their strengths and progress. Learners will have been given a chance to prepare for this in subject sessions and during LS5 / Learning Group time.

Learning Reviews will focus on achievement, progress and attendance. Any additional matters should be discussed at a different time either prior to or following the learning review meeting. At the conclusion of the review some general next steps will be agreed that learners will commit to achieving. These will be made available to all subject teachers.