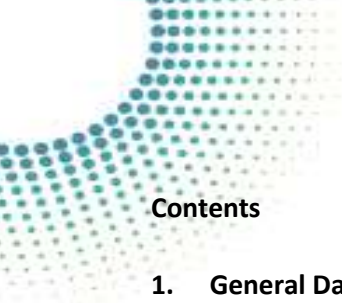


## **Feedback and Presentation Policy**

Adopted by the Board of Trustees

Date: June 2020

Trustee Reviewers: Standards Board



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## 1. General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25<sup>th</sup> May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

## 2. Introduction

Feedback is important to all our pupils. This policy outlines how we will give them feedback on their work.

It is agreed that this policy will be adapted and differentiated for each learner, according to their individual needs.

## 3. Aims

- To celebrate success
- To raise standards and maintain scholastic excellence
- To ensure that feedback is accessible and meets the needs of every student
- To include a variety of marking methods
- To assess where the student is and what their next step of learning is
- To actively involve the students in their learning
- To enable teachers to plan effectively for the next stage of teaching and learning

## 4. Guidelines for Marking

- All staff should mark in purple
- Constructive feedback a **P** should be used before a positive statement to show what went well
- A **T** should be used for next steps
- Ticks within work to acknowledge good work
- Positive and purposeful
- Linked to success criteria
- Comments language students understand
- Age/ability appropriate
- Encourage students to self-mark using a green pen
- Student peer-marking in green pen/pencil (staff discretion)

## 5. Regular Acknowledgment

All pupils' work in between an in depth mark will be acknowledged and checked for scholastic excellence and this may take the form of a simple tick. Some staff may choose their own additional strategies, especially for positive praise. These may include stampers or stickers and will be used at the individual member of staff's own discretion.

## 6. Live Marking

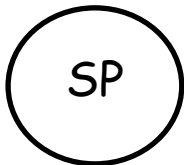
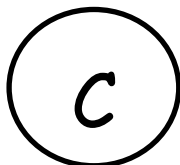
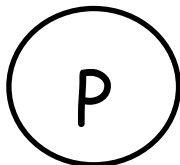
Live marking will take place during lessons and will demonstrate when a student has received adult support, specific intervention to support learning or additional tasks for stretch and challenge. This indicates instant feedback at the point of learning.

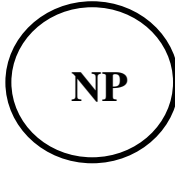
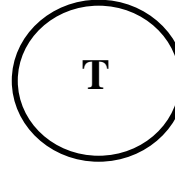
## 7. In Depth Marking

- Detailed feedback linked to students' individual targets should take place at least half-termly or at the end of a learning cycle whichever comes first
- Completed and shared with students on at least a half-termly basis
- Show evidence of student's response to in depth marking, e.g student's initials, asking or answering a question, re-teaching of topic/skill, re-drafting of previous work based on gap-analysis

### Literacy Marking Policy:

Students are encouraged to develop their vocabulary and experiment using different words. High frequency words will be appropriately selected for practise. Common errors such as punctuation and structural features will be highlighted using literacy codes as listed below. These should be placed next to the error/word:

Code	Explanation
<p>word underlined in work and correct spelling written above or at the bottom of work and next to the word.</p> 	<p>Incorrect subject-specific spellings should be indicated to students, however this needs to be differentiated related to the needs of the student. It is also important to pick out commonly misspelt words. The teacher may judge whether to provide the student with the opportunity and time for self-correction or correct the spelling themselves.</p>
	<p>Capital letter has been missed or used incorrectly.</p>
	<p>Punctuation has been missed or used incorrectly. Whenever students are writing in sentences, it is expected that teachers indicate punctuation errors, with particular regard to full stops, question marks and exclamation marks.</p>

	New Paragraph should be indicated with the initials NP or two diagonal lines \\ and NP Use a <b>T</b> to indicate the next steps for students. Targets should be clear and manageable to enable students to act upon these immediately or in their next piece of work.
	Use a <b>T</b> to indicate the next steps for students. Targets should be clear and manageable to enable students to act upon these immediately or in their next piece of work.
/ (between words)	Finger space needed
^	A word is missing.

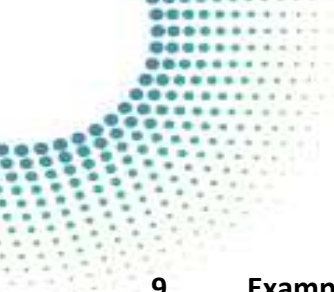
After an assessed piece pupils will be given time to act on feedback/targets and improve work if appropriate.

## 8. Scholastic Excellence

It is expected that students take pride in their work and follow the presentation guidelines below;

### I will...

- write in pen, draw in pencil.
- use pencil in my Maths book.
- start new work with the date underlined with a ruler.
- start each new line of writing against the margin.
- form my letters correctly and the same size.
- make sure my writing sits on the line.




9. Examples

I feel that the <sup>middle</sup> middle men are to blame for the shipping disaster because they got told to use steel reinforced rivets but told the workers use ~~iron~~ poor iron rivets. This meant that they were more to blame than anyone else.

Q. You made some very clear points in History today and used factual information to debate.

A. Explain how this impacted and what happened using your knowledge of the event.

This had a impacted because if they had used the steel rivets the Titanic would have not sunk and ~~the~~ people would still be alive. Great work Ryan you have used the sources to improve your answer. 

## Standardising Hydrochloric Acid

### (Volumetric Analysis)

In this practical I used a standardised solution of sodium carbonate (previously prepared) to find the concentration of hydrochloric acid by titration.

Was the concentration known or not?

#### Method

Firstly, I transferred a  $25\text{cm}^3$  aliquot of our standard sodium carbonate solution using a pipette filler; into a conical flask. I then filled a sterile bulb burette with a hydrochloric acid solution as preparation for titration. I added a few drops of phenolphthalein as an indicator to turn the sodium carbonate solution a bright purple and then begin to titrate with the hydrochloric acid until the sodium carbonate solution turned clear, (tabulating my results as I went.) After this I refilled my burette and added a few drops of methyl orange indicator and once again began to titrate with acid until the solution turned bright red. After writing down my results; I then properly disposed of the solution and repeated my method four times. It was at this point I considered my results accurate enough to perform my calculations.

\* pipette

#### <sup>sp.</sup> Calculations

I calculated the  $M_r$  of sodium carbonate ( $M_r$  106) and calculated how many moles there would be after we dissolved it in  $250\text{cm}^3$  of water. I did this by dividing the mass of sodium carbonate added (1.42g) by the  $M_r$   $1.42/106 = 0.0134$  moles I then converted the volume of water to  $25\text{cm}^3$   $0.0134/10 = 0.00134$  moles

Using the chemical reaction given by the work sheet I deduced that sodium carbonate and hydrochloric acid reacted on a one to one basis.

P : A well-written method 😊

T : Be clear on the criteria you used to decide if your results were accurate  
Complete the section showing your calculations