



WESTBOURNE  
ACADEMY

**PRESENTATION  
ASSESSMENT & FEEDBACK  
POLICY**

## **PRESENTATION, ASSESSMENT & FEEDBACK POLICY**

We believe that it is important that students take a pride in the presentation and overall organisation of their work. Exercise books are a record of learning and progress over time. Good presentation can encourage positive habits as students move through the academy and ensure that their exercise books and folders are helpful for revision.

We ask all staff to ensure that the following expectations are present in the front of student books at the start of an academic year. We also expect staff to monitor and enforce these expectations throughout the year.

- Make sure each piece of work has an underlined title and date.
- Underline with a ruler.
- Write in blue/black pen.
- Always draw with a pencil (tables, graphs and diagrams) and write with a pen.
- When you finish a piece of work underline it with a ruler.
- Stick loose sheets in neatly.
- Always respond to teacher feedback using a purple pen.
- Avoid graffiti and doodling on your work and books.

### **CHECKING FOR QUALITY PRESENTATION, WORK AND ACCURACY**

As exercise books/ folders are a record of learning and progress over time, it is important that staff regularly check the quality of presentation and work in exercise books. You need to check that students work IS accurate in term of subject specific skills and knowledge and address any misconceptions and missing work.

To ease the pressure of checking, staff might check during lesson time and tick each page to show that it has been checked.

### **ASSESSMENT & FEEDBACK**

Our aim has been to create an easy to apply, standardised assessment and feedback policy that is followed by everyone and can be easily identified in books and folders.

Feedback should inform students of what they have done well and explain ways to improve.

Feedback should be acted upon by the student. Improvements to work should be obvious to outside observers.

## PROGRESS TRACKER

A sticker placed on the front of folders and exercise books will be used to track progress in assessments, over the course of the academic year.

**Student**

**name:**

**Teacher**

**name:**

**Class:**

	KS2 entry	Working At/Level	Date	Target KS3 = End of Year KS4 = End of KS4	Transformational Target
Term 1					
Term 2					
Term 3					

## WRITTEN FEEDBACK



FEEDBACK STICKER

**Successes**

  
  
  
  

**How to improve**

1. There will be no more grades or targets included on the feedback stickers. This is to ensure that students focus on comments rather than the grade/level. It also avoids one piece of work distorting the grade.
2. Mention two or three successes.

3. Explain one or two ways to improve.
4. Students should respond to the feedback in **purple biro pen** at some point during the following lesson. A tub of these will be provided for every classroom.
5. Non-written improvements can be highlighted with a purple star in the top corner of work.
6. SPaG marking will continue alongside feedback stickers, using the symbols that we have established in the SPaG marking guidelines.

<b>Marking Guidelines</b>	
Whenever a work is marked in detail you should be trying to help the student improve. Students should learn to recognize these symbols and learn from their mistakes.	
<b>(correction) sp</b>	You need to look again at this spelling. The brackets show the corrected word.
^	You have missed something out.
//	You need to start a new paragraph.
_____	You have made a grammatical mistake.
<b>o</b>	Incorrect or missing punctuation marks.
?	What you have written is unclear.

The amount of feedback stickers is linked to the amount of lessons in each subject.

<b>Number of Feedback stickers required per term KS4</b>	
English, Maths and Science	<b>4</b>
KS4 Options	<b>3</b>
<b>KS3</b>	
English, Maths and Science	<b>3</b>
D&T, Geography, History, MFL, PE	<b>2</b>
Art, Drama, ICT, Music, RS	<b>1</b>

## **PEER AND SELF-ASSESSMENT**

Students should be encouraged to peer or self-assess work regularly. It should be completed with a purple biro pen under the symbols SA (Self-assessment) or PA (Peer-assessment). It should state the successes and how the work could be improved.

### **Minimum expectations for Assessment and Feedback**

- Feedback stickers that students have responded to in purple biro (or identified with purple star).
- Evidence of some Peer or Self-assessment as appropriate.
- Progress tracker is updated after formal assessments