



Curriculum, Feedback and Assessment Policy

Last Reviewed	June 2026
Next Review Date	September 2027
Ratified Full Governors	2 July 2026

Curriculum Intent

The Ramsey Academy

At The Ramsey Academy, we firmly believe in achieving excellence together. Our broad, balanced and inclusive curriculum, carefully sequenced from Key Stage two through to Key Stage five, supports and challenges all students in mastering each discipline we offer, achieving to the best of their ability, regardless of their background.

In every subject area, students are provided with an ambitious, knowledge-rich experience that goes beyond the National Curriculum in its depth, enabling them to know, understand and do more. Lessons are designed to enable students to build on prior knowledge and retain key threshold concepts. Through engaging with the curriculum, students will become independent, resilient learners who develop fluency and a lifelong love of learning.

In addition to this, the curriculum at The Ramsey Academy prepares students for further study at post-16 and equips them with the necessary expertise to enter the workplace as confident, culturally enriched individuals with the character and employability to be successful in all their endeavours.

We believe that, because of our progressive curriculum, students will thrive, achieving high standards:

- Academically – through assessment and examination results
- Personally - through their respect for others and their environment
- Socially - through their contribution to the life of the school and wider community.

KS3 Curriculum

The Ramsey Academy

This document outlines the curriculum offer at Key Stage 3, detailing the subjects studied by all students and the time allocated to each over a two-week timetable cycle. This is reviewed and updated annually. The allocation reflects our commitment to a broad and balanced knowledge-rich curriculum, ensuring appropriate depth and progression across all subject areas to enable students to **know, understand and do more**.

Core	
Maths	8hrs
English	7hrs
Science	6hrs
PE	4hrs

Humanities	
History	4hrs
Geography	4hrs
MFL	4hrs
RE	2hrs
PSHE	2hrs

Arts	
Drama	2hrs
Music	2hrs

Design & Technology	
Computing	2hrs
DT	1hr
Food	1hr
Art	1hr

The information below outlines how subjects are organised within the timetable, including those that are delivered in ability sets and those grouped within curriculum blocks. This structure supports both targeted teaching and a cohesive learning experience across related subject areas.

Prior Attainment Groups	
Maths, English, Science, PE,	All KS3 (shared groups)

Mixed Ability Groups	
RE, PSHE, Drama, Music, Computing	All KS3

Practical Groups	
DT, Food, Art	All KS3

History, Geography, MFL	
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KS4 Curriculum

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This document outlines the current Key Stage 4 curriculum, detailing the core subjects studied by all students alongside the option subjects selected at the end of Year 9, and the time allocated to each over a two-week timetable cycle. This is reviewed and updated annually (for example, we are likely to offer Computer Science and Photography in 2027-2028). The allocation reflects our commitment to a broad and balanced, knowledge-rich curriculum, enabling students to specialise where appropriate while ensuring appropriate depth and progression across all subjects enabling students **to know, understand and do more**.

Core	
Maths	8hrs
English	8hrs
Science	10hrs
PE	2hrs
PSHE	2hrs

Option Subjects	
History	5hrs
Geography	
Religious Studies	
Health & Social	
Food Preparation	

Option Subjects	
Art	5hrs
3D Art & Design	
Music	
Drama	
Sports Studies	

French	
Spanish	
Textiles	

GCSE PE	
Dance	
Triple Science	

The information below outlines how subjects are organised within the timetable, including those that are delivered in ability sets and those grouped within curriculum blocks. This structure supports both targeted teaching and a cohesive learning experience across related subject areas.

Prior Attainment Groups	
Maths, English, Science, PE, PSHE	All KS4

Mixed Ability Groups	
Option Subjects (Triple Science not included)	All KS4

Feedback

The Ramsey Academy

At The Ramsey Academy, staff understand the importance of providing meaningful feedback. Done well, it supports pupil progress, builds learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and where the teacher wants them to be.

The Education Endowment Foundation defines feedback as “...information given to the learner about the learner’s performance relative to learning goals or outcomes.” They state that feedback should “...aim to (and be capable of producing) improvement in students’ learning.” Our feedback policy is underpinned by the research conducted by the EEF, who have concluded that the average progress made through effective written feedback is 5 months.

There are three summary principles for effective feedback. They are:

1. Lay the foundations for effective feedback

Before providing feedback, staff at The Ramsey Academy will provide high-quality instruction, including the use of formative assessment strategies. Formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2. Deliver appropriately timed feedback that focuses on moving learning forward

Faculties, through their own feedback policy, are best placed to judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.

Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

3. Plan for how pupils will receive and use feedback

Faculties, through their own feedback policy, have given careful thought as to how pupils receive feedback. Student motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback’s effectiveness. Faculties should, therefore, implement strategies that encourage students to welcome feedback, and should monitor whether they are using it.

Feedback

The Ramsey Academy

The EEF advise schools to consider their method of feedback. They note that “...written methods of feedback, including written comments, marks, and scores, can improve pupil attainment”. However, it is also noted that “...the effects of written feedback can vary”, and that “...some forms of written feedback have been associated with a significant opportunity cost due to their impact on teacher workload”.

At the Ramsey Academy, staff are expected to provide written feedback following summative and/or midpoint assessments where this will support students in understanding their performance and knowing how to improve. Teachers will ensure that pupils are given opportunities to review and respond to feedback which may include addressing misconceptions, completing corrections, redrafting work, or revisiting key knowledge. This ensures that assessment leads directly to improvement in learning.

Any written feedback beyond this is at the discretion of the faculty and/or the individual teacher themselves. Most feedback is expected to take place during lessons, where it can be immediate, responsive, and have the greatest impact on student learning.

The EEF’s final recommendation is that “...policies should not over-specify features such as the frequency or method of feedback”. Instead, we at The Ramsey Academy have given autonomy to faculties in relation to their expectation on effective feedback within their subject areas. These can be found as part of the appendix of this policy.

There are, however, 4 principles at The Ramsey Academy related to feedback provided. They are:

- Teachers will **regularly check the understanding** of all students during lessons and will identify and address misconceptions.
- Feedback will be primarily delivered during lessons through ‘**live marking**’, with teachers addressing errors and misconceptions in real time so that pupils improve their work immediately.
- Students will routinely **act on feedback** to improve their work, including (but not limited to) correcting errors, redrafting, or extending responses.
- Teachers will maintain **high expectations** for the quality of pupils’ work, including accuracy in subject-specific and general literacy.

Additionally, teachers will only use **red pen** when providing feedback. All teachers in the school are expected to adhere to this policy, and monitoring will focus on how effectively feedback improves student understanding. The policy will undergo regular reviews to ensure it delivers the best possible outcomes for student progress.

Assessment

The Ramsey Academy

At The Ramsey Academy, our approach to assessment is intrinsically linked to our curriculum intent: achieving excellence together through a broad, balanced and inclusive curriculum that is carefully sequenced to support and challenge all students. Our curriculum is designed to be ambitious and knowledge-rich, enabling students to build secure understanding over time, develop fluency in key concepts, and apply their learning with increasing independence.

Assessment plays a vital role in realising this intent. It enables us to evaluate how effectively students are mastering the planned curriculum, ensuring that all learners—regardless of background—are making strong progress within each discipline. Through carefully designed assessment practices, we identify what students know, understand and can do, and use this information to adapt teaching, close gaps in knowledge, and provide appropriate challenge and support.

Our assessment approach is underpinned by the principle that learning is a cumulative process. We use assessment to check that students are retaining and connecting key threshold concepts over time, not simply recalling isolated content. Both formative and summative assessment are used purposefully to support the development of independent, resilient learners who are equipped with the knowledge and skills to succeed in further study, employment, and life beyond school.

Furthermore, assessment contributes to the holistic development of our students. It supports high academic expectations, while also reinforcing personal and social growth by encouraging reflection, responsibility, and engagement with learning. In doing so, assessment helps ensure that our students thrive academically, personally, and socially, in line with our core values.

Frequency of Assessment

Assessment at The Ramsey Academy is structured to ensure that students' understanding of both declarative (factual) and non-declarative (procedural and disciplinary) knowledge is regularly reviewed and strengthened over time.

All subjects incorporate ongoing formative assessment as part of everyday teaching. In addition, summative and checkpoint assessments are scheduled to reflect curriculum time allocation and ensure appropriate coverage and depth of learning. The typical number of assessments across the school curriculum are listed below:

KS3:

Curriculum Time	Summative Assessment	Checkpoint Assessment
4+ lessons per fortnight	1 per half term	1 per half term

< 3 lessons per fortnight	1 per term	1 per term
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KS4:

Curriculum Time	Summative Assessment	Checkpoint Assessment
5+ lessons per fortnight	1 per half term	1 per half term

The frequency of assessment will differ from subject to subject depending on the nature of the curriculum. Therefore, it is expected that there may be more frequent or less frequent assessment in each term for some subject areas. No matter the frequency, however, students will be regularly assessed to gauge what they know, understand and can do.

Checkpoint assessments are used to check students' acquisition and retention of key curriculum knowledge, enabling timely intervention and adaptation of teaching. Summative assessments provide a more holistic evaluation of students' progress within a subject.

Assessment Feedback

Following a summative assessment, all subjects will use a structured approach to feedback, typically in the form of an assessment feedback sheet. This will support students in understanding their performance, identifying specific strengths and areas for development, and taking clear next steps to improve.

Assessment feedback will be printed on **pink paper**, and any student improvement will be completed in **green pen**. This is to ensure it is clearly identifiable within students' work. Our approach supports consistency across subjects and enables students, staff and leaders to easily locate and review assessment feedback and subsequent improvement. The format and layout of feedback sheets will be determined by subject areas to ensure alignment with disciplinary approaches. Although the precise format of this sheet may vary by subject, all assessment feedback must include:

- Performance information, which will be a percentage at KS3 or a GCSE grade at KS4.
- Contextual information, used only when appropriate to compare performance within a specified cohort
- Clear identification of strengths
- Specific targets for improvement
- Identification of key gaps or misconceptions
- A structured opportunity for pupils to respond

In subjects where learning is more procedural in nature (such as mathematics), feedback may prioritise error identification, modelling, and guided re-practice over extended written comments.

The primary purpose of the assessment feedback sheet is not to record information, but to ensure that assessment leads to meaningful reflection, correction, and improvement.

Reporting at Key Stage 3

At Key Stage 3, student attainment in assessments will be reported as a percentage score. This approach provides a clear and accessible measure of how much of the assessed curriculum content each student has securely learned.

To ensure that these outcomes are meaningful and appropriately contextualised, students' percentages will be considered alongside prior attainment information. Parents and carers will be provided with the average percentage achieved by students within the same prior attainment band, enabling them to understand how their child is performing in relation to peers with similar starting points.

This model supports transparency and fairness, while reinforcing our focus on progress through the curriculum. It also enables more informed dialogue between school and home, helping students to recognise strengths, identify areas for development, and take greater ownership of their learning.

Example:

- *A Year 8 student achieves 68% on their latest science assessment. Students in the same prior attainment band have an average score of 62%. This indicates that the student is performing above the average for peers with similar starting points, demonstrating secure understanding of the assessed content, while still having some areas to develop further.*
- *In contrast, a student who achieves 54% where the prior attainment band average is 60% would be identified as currently performing below the expected level for their starting point. This would prompt further support and guidance to address gaps in knowledge.*

Reporting at Key Stage 4

At Key Stage 4, student performance in each subject will be reported using current GCSE grades alongside target grades generated through FFT50 estimates. Current grades reflect students' demonstrated attainment based on their performance in summative assessments and their progress through the curriculum. These are considered alongside FFT50 target grades, which provide a nationally benchmarked expectation based on prior attainment and represent the level students are statistically likely to achieve with effective progress.

Presenting both measures ensures that students, parents and staff have a clear understanding of current performance in relation to aspirational yet realistic targets. This approach also supports informed discussion, helping to identify where students

are meeting expectations, exceeding them, or requiring additional support, and reinforces our commitment to enabling all students to achieve their full potential.

Literacy Codes

The Ramsey Academy

To support consistency in improving students' written communication, all staff will use the agreed whole-school literacy codes when addressing errors in written work. Literacy marking is selective and purposeful, focusing on:

- Recurring errors
- Errors that impede meaning
- Key pieces of work where accuracy is a priority

Staff are not expected to identify or correct every error in a piece of work. Where literacy codes are used, students are expected to:

- Correct identified errors
- Rewrite words, phrases, or sentences accurately
- Apply these corrections in subsequent work

Teachers should provide time, where appropriate, for pupils to review and improve their work in response to literacy feedback. However, staff should prioritise addressing literacy errors that are common across the class through whole-class feedback or instruction.

Staff, therefore, are expected to use the following literacy codes:

- SP = spelling error
- P = punctuation error
- GR = grammar error
- // = paragraph required
- ^ = missing word
- ? = meaning unclear

Literacy Codes Poster

The Ramsey Academy



LITERACY MARKING CODES

Achieving Excellence Together

USE THESE CODES TO PROVIDE CLEAR, CONSISTENT FEEDBACK

These codes help students understand how to improve and take ownership of their learning.

SP	Spelling error
P	Punctuation error
GR	Grammar error
//	Paragraph required
^	Missing word
?	Meaning unclear



OUR SHARED GOAL:

STUDENTS KNOW, UNDERSTAND AND CAN DO MORE

Policy: Student Version

The Ramsey Academy

STUDENT GUIDE



THE RAMSEY ACADEMY FEEDBACK & ASSESSMENT

— achieving excellence together —

TARGET GRADE:



TEACHER RESPONSIBILITIES

- Check understanding regularly.
- Provide timely, specific and purposeful feedback.
- Share what went well and what needs to improve.
- Set challenging targets to support progress.
- **Maintain high standards in work and literacy.**



STUDENT RESPONSIBILITIES

- Engage with feedback every lesson.
- Correct, improve and extend your work.
- Complete all improvements in green pen.
- Reflect on feedback and act on targets.
- Take responsibility for your learning.
- **Maintain high standards in work and literacy.**



ASSESSMENT

- Regular assessments in each subject.
- Pink feedback sheet provided after each assessment.
- Includes score/grade, strengths and targets.
- Students must read, reflect and act.



Spelling



Punctuation



Grammar



New paragraph
needed



Missing
word

LITERACY EXPECTATIONS

Correct these and apply them consistently.



OUR SHARED GOAL: IMPROVEMENT FOR EVERY STUDENT.

Computer Science

The Ramsey Academy

This appendix outlines how the whole-school feedback non-negotiables are enacted within this subject. It provides clarity on what effective feedback looks like in practice, considering the specific demands of the discipline.

All approaches will align with the core principles that feedback is responsive, improves student understanding, and leads to visible improvement in students' work. Expectations within this appendix are designed to support consistency, maximise impact on learning, and ensure that workload remains manageable.

1. Teachers will regularly check the understanding of all pupils during lessons and will adapt teaching in response to these misconceptions.

- *'Do Now' activities at the start of each lesson. Students will record answers in Teams and review answers in green (highlighted or font change)*
- *Range of questioning techniques to check understanding (cold calling, think pair share)*

2. Feedback will be primarily delivered during lessons through 'live marking', with teachers addressing errors and misconceptions in real time so that pupils improve their work immediately.

- *If programming, students will aim to record evidence of their code by taking a screenshot of work into their Programming Logs. Students will then explain what their code does, what did not work and how the code can be improved*
- *Use of AB Tutor, or Teams, to highlight exemplar student work*

3. Students will routinely act on feedback to improve their work, including (but not limited to) correcting errors, redrafting, or extending responses.

- *For Midpoint assessments, the primary aim of feedback is to improve work*
- *For Summative assessment, feedback is aimed at improving the student; not all summative assessments will lead into the next Computer Science unit, but skills and concepts will*
- *Summative assessments may include students uploading images and reviewing code or creating specific code in a question. This builds on students' use of the programming log in lessons*
- *Where applicable, DIRT time will be allocated for students to review their work and act on feedback*

4. Teachers will maintain high expectations for the quality of pupils' work, including accuracy in subject-specific and general literacy.

- *Following of the School's behaviour policy if work is below the classroom expectations*
- *Proper use of computers and technology*

Design and Technology

The Ramsey Academy

This appendix outlines how the whole-school feedback non-negotiables are enacted within this subject. It provides clarity on what effective feedback looks like in practice, considering the specific demands of the discipline.

All approaches will align with the core principles that feedback is responsive, improves student understanding, and leads to visible improvement in students' work. Expectations within this appendix are designed to support consistency, maximise impact on learning, and ensure that workload remains manageable.

1. Teachers will regularly check the understanding of all pupils during lessons and will adapt teaching in response to these misconceptions.

- *Frequent questioning, retrieval practice and knowledge tests are used to identify misconceptions and knowledge gaps.*
- *Teachers circulate during lessons, checking student understanding. If needed and when appropriate, teachers will pause activities and redemonstrate or show excellent examples, initiating a class discussion on how and why this work is successful.*
- *Misconceptions are addressed via modelling and demonstrations which will take place when a new technique is introduced, as a reminder of how to carry on with excellent practise, and when misconceptions arise.*
- *Whole Class Feedback is used to reteach common misconceptions and inform responsive teaching.*

2. Feedback will be primarily delivered during lessons through 'live marking', with teachers addressing errors and misconceptions in real time so that pupils improve their work immediately.

- *Provide immediate verbal feedback while circulating the classroom.*
- *Prompt pupils to work against success criteria and follow steps if applicable. Visual prompts will assist students in understanding the quality of work they will be expected to achieve.*
- *Use Whole Class Feedback to address common strengths, misconceptions and next steps.*
- *Students will be expected to act on written feedback and improve work accordingly when appropriate.*

3. Students will routinely act on feedback to improve their work, including (but not limited to) correcting errors, redrafting, or extending responses.

- *When writing, students will refer to keywords and technical term lists. They will also work from written frames when analysing artists and sources, as well as when evaluating their work.*
- *Students will be prompted to always refer to key terminology when writing.*

4. Teachers will maintain high expectations for the quality of pupils' work, including accuracy in subject-specific and general literacy.

- *Accurate and ambitious use of vocabulary, spelling, punctuation and grammar.*
- *Clear, detailed and purposeful analysis specific to the subject and techniques used.*
- *Writing that demonstrates control, organisation and awareness of links and purpose.*
- *Responses that reflect Assessment Objectives and show clear understanding and links through their creative journey.*

Drama

The Ramsey Academy

This appendix outlines how the whole-school feedback non-negotiables are enacted within this subject. It provides clarity on what effective feedback looks like in practice, considering the specific demands of the discipline.

All approaches will align with the core principles that feedback is responsive, improves student understanding, and leads to visible improvement in students' work. Expectations within this appendix are designed to support consistency, maximise impact on learning, and ensure that workload remains manageable.

1. Teachers will regularly check the understanding of all pupils during lessons and will adapt teaching in response to these misconceptions.

- *Teachers use regular questioning to check students' understanding of dramatic techniques, performance skills, terminology, characterisation and theatrical intention.*
- *Teachers continually observe practical work, rehearsal and performance to assess students' progress and understanding.*
- *Demonstration, modelling and questioning are used to establish and check understanding of new techniques and concepts.*
- *Teachers circulate during individual and group rehearsal, observing students and questioning the choices they have made.*

2. Feedback will be primarily delivered during lessons through 'live marking', with teachers addressing errors and misconceptions in real time so that pupils improve their work immediately.

- *In practical Drama lessons, feedback is predominantly verbal and observational, allowing students to respond during rehearsal and immediately improve their performance.*
- *Teachers provide specific feedback relating to areas such as voice, movement, characterisation, use of space, interaction, communication and dramatic intention.*
- *Teachers use modelling and demonstrations to illustrate effective performance techniques.*
- *Students are given opportunities to perform, receive feedback, rehearse, refine and perform again.*

3. Students will routinely act on feedback to improve their work, including (but not limited to) correcting errors, redrafting, or extending responses.

- *Students respond to practical feedback by rehearsing, adapting and refining their performance.*
- *Students should demonstrate visible improvement between rehearsal and subsequent performance.*
- *Students are expected to consider feedback when making subsequent performance, characterisation and creative decisions.*
- *Written improvements following assessment feedback are completed in green pen, in line with the whole-school policy.*

4. Teachers will maintain high expectations for the quality of pupils' work, including accuracy in subject-specific and general literacy.

- *Perform with increasing confidence, control, commitment and creativity.*
- *Develop convincing characters and sustain these during performance.*
- *Use appropriate Drama and theatrical terminology when discussing, analysing and evaluating work.*
- *Analyse and evaluate their own and others' performances with increasing detail.*

English

The Ramsey Academy

This appendix outlines how the whole-school feedback non-negotiables are enacted within this subject. It provides clarity on what effective feedback looks like in practice, considering the specific demands of the discipline.

All approaches will align with the core principles that feedback is responsive, improves student understanding, and leads to visible improvement in students' work. Expectations within this appendix are designed to support consistency, maximise impact on learning, and ensure that workload remains manageable.

1. Teachers will regularly check the understanding of all pupils during lessons and will adapt teaching in response to these misconceptions.

- *Frequent questioning, retrieval practice and knowledge tests are used to identify misconceptions and knowledge gaps.*
- *Teachers circulate during lessons, checking understanding of texts, analysis and writing.*
- *Misconceptions are addressed immediately through live and flash marking, modelling and verbal feedback.*
- *Whole Class Feedback is used to reteach common misconceptions and inform responsive teaching.*

2. Feedback will be primarily delivered during lessons through 'live marking', with teachers addressing errors and misconceptions in real time so that pupils improve their work immediately.

- *Provide immediate verbal feedback while circulating the classroom.*
- *Prompt pupils to flash mark, edit, redraft and improve work during the lesson.*
- *Model high-quality analytical and written responses.*
- *Use Whole Class Feedback to address common strengths, misconceptions and next steps.*

3. Students will routinely act on feedback to improve their work, including (but not limited to) correcting errors, redrafting, or extending responses.

- *Respond immediately to verbal feedback and improve work in lesson.*
- *Complete editing, redrafting and correction tasks where required.*
- *Use Flash Marking to reflect on strengths and areas for development.*
- *Complete Next Step Tasks following summative assessments.*

4. Teachers will maintain high expectations for the quality of pupils' work, including accuracy in subject-specific and general literacy.

- *Accurate and ambitious use of vocabulary, spelling, punctuation and grammar.*
- *Clear, detailed analysis supported by relevant textual evidence.*
- *Writing that demonstrates control, organisation and awareness of audience and purpose.*
- *Responses that reflect GCSE-style expectations and success criteria where appropriate.*

This appendix outlines how the whole-school feedback non-negotiables are enacted within this subject. It provides clarity on what effective feedback looks like in practice, considering the specific demands of the discipline.

All approaches will align with the core principles that feedback is responsive, improves student understanding, and leads to visible improvement in students' work. Expectations within this appendix are designed to support consistency, maximise impact on learning, and ensure that workload remains manageable.

1. Teachers will regularly check the understanding of all pupils during lessons and will adapt teaching in response to these misconceptions.

- *All lessons will start with a Do Now task which tests retrieval of prior knowledge*
- *Teachers will regularly circulate around their classrooms assessing students' progress and understanding when appropriate*
- *Questioning is an integral part of lessons and teachers aim to maximise participation through activities such as paired discussions*
- *Misconceptions are addressed when they arise and understanding is rechecked after the intervention*

2. Feedback will be primarily delivered during lessons through 'live marking', with teachers addressing errors and misconceptions in real time so that pupils improve their work immediately.

- *Teachers give specific praise, explaining what particularly went well, rather than generic praise for effort*
- *Teachers give developmental feedback through encouraging deeper thinking via probing questions e.g. Why have you chosen...?*
- *Students have mark schemes for questions that are assessed. Students are encouraged to identify what level their answers fit in and how they can improve*

3. Students will routinely act on feedback to improve their work, including (but not limited to) correcting errors, redrafting, or extending responses.

- *Students are expected to mark their Do Now tasks in green pen*
- *Any suggestions from live marking should be acted upon in green pen*
- *Corrections from assessments and follow up tasks are completed*

4. Teachers will maintain high expectations for the quality of pupils' work, including accuracy in subject-specific and general literacy.

- *All titles and dates are underlined with a ruler*
- *Pencil is used for drawings*
- *Classwork is completed in blue or black ink or green for feedback*
- *The B system is used for not following the presentation guidance or for doodling in their book*
- *Sheets are secured neatly*

Maths

The Ramsey Academy

This appendix outlines how the whole-school feedback non-negotiables are enacted within this subject. It provides clarity on what effective feedback looks like in practice, considering the specific demands of the discipline.

All approaches will align with the core principles that feedback is responsive, improves student understanding, and leads to visible improvement in students' work. Expectations within this appendix are designed to support consistency, maximise impact on learning, and ensure that workload remains manageable.

1. Teachers will regularly check the understanding of all pupils during lessons and will adapt teaching in response to these misconceptions.

- *In Maths, teachers will check regularly for understanding by use of various AFL strategies including mini whiteboards to gain whole class feedback. This may be used for specific diagnostic questions, checking general accuracy or it may be used to probe further and reveal misconceptions or check literacy.*
- *We will use cold calling where appropriate to further explore specific misconceptions and check understanding of targeted students.*

2. Feedback will be primarily delivered during lessons through 'live marking', with teachers addressing errors and misconceptions in real time so that pupils improve their work immediately.

- *Where teachers circulate in the classroom and check book work, if an inaccurate answer or a misconception is found, the teacher will give immediate verbal feedback. This will generally be followed by either individual or whole class explicit instruction. On occasion (and if needed for student's progression), the correction or area for review may be marked in red pen.*

3. Students will routinely act on feedback to improve their work, including (but not limited to) correcting errors, redrafting, or extending responses.

- *In lesson, corrections will be made to written work in green pen by the student. In addition (where appropriate), students will be encouraged to make additional notes on key points of lesson (usual black pen).*
- *Following a formal assessment (a minimum of three times each year), a pink reflection feedback sheet will be completed which will give students an insight into their individual areas for development. Students will then choose a topic to focus on for homework (independent learning) and produce a knowledge organiser/ factsheet of key points.*
- *After all teacher marked End of Unit assessments, time will be allocated within the feedback session to reviewing all or a selection of key core questions, via a visualiser, and students will green pen their assessments accordingly. Assessments will be taken home to facilitate additional independent work.*

4. Teachers will maintain high expectations for the quality of pupils' work, including accuracy in subject-specific and general literacy.

- *High-quality work in Maths means modelled examples available for future reference, completed worksheets/handouts glued into books, legibility of answers to avoid ambiguity, and student self-marked work with corrections.*

Music

The Ramsey Academy

This appendix outlines how the whole-school feedback non-negotiables are enacted within this subject. It provides clarity on what effective feedback looks like in practice, considering the specific demands of the discipline.

All approaches will align with the core principles that feedback is responsive, improves student understanding, and leads to visible improvement in students' work. Expectations within this appendix are designed to support consistency, maximise impact on learning, and ensure that workload remains manageable.

1. Teachers will regularly check the understanding of all pupils during lessons and will adapt teaching in response to these misconceptions.

- *Teachers use regular questioning to check students' understanding of musical elements, notation, terminology, techniques and contextual knowledge.*
- *Teachers continually listen to and observe practical work to assess students' progress in performing and composing.*
- *Demonstration, modelling and questioning are used to establish and check understanding before and during practical activities.*
- *Retrieval activities and knowledge checks are used where appropriate to assess retention of key musical knowledge.*

2. Feedback will be primarily delivered during lessons through 'live marking', with teachers addressing errors and misconceptions in real time so that pupils improve their work immediately.

- *In practical Music lessons, feedback is predominantly verbal, aural and through modelling, enabling students to make immediate improvements.*
- *Teachers provide specific feedback relating to areas such as accuracy, timing, rhythm, pitch, technique, expression and ensemble performance.*
- *Teachers model successful techniques and musical examples to demonstrate what high-quality performance or composition looks and sounds like.*
- *Students are given opportunities to perform, receive feedback, rehearse and perform again, demonstrating improvement.*

3. Students will routinely act on feedback to improve their work, including (but not limited to) correcting errors, redrafting, or extending responses.

- *Students respond to practical feedback by rehearsing, refining and improving their performance or composition.*
- *Students should be able to identify what they are working to improve and demonstrate progress during subsequent practice.*
- *Compositions are developed and refined in response to teacher feedback and, following written or knowledge-based assessments, students correct misconceptions and complete appropriate improvement activities.*

4. Teachers will maintain high expectations for the quality of pupils' work, including accuracy in subject-specific and general literacy.

- *Perform with increasing accuracy, fluency, control and expression, demonstrating appropriate instrumental or vocal technique.*
- *Maintain appropriate timing, rhythm and pitch when performing individually or as part of an ensemble.*
- *Create and develop musical ideas purposefully when composing.*
- *Use appropriate subject-specific vocabulary when discussing, analysing and evaluating performance.*

MFL

The Ramsey Academy

This appendix outlines how the whole-school feedback non-negotiables are enacted within this subject. It provides clarity on what effective feedback looks like in practice, considering the specific demands of the discipline.

All approaches will align with the core principles that feedback is responsive, improves student understanding, and leads to visible improvement in students' work. Expectations within this appendix are designed to support consistency, maximise impact on learning, and ensure that workload remains manageable.

1. Teachers will regularly check the understanding of all pupils during lessons and will adapt teaching in response to these misconceptions.

- *Lessons start with a Do Now task, a retrieval exercise to check prior knowledge, vocabulary and grammar.*
- *Teachers circulate around the classroom to check understanding, spot misconceptions and check focus of students.*
- *Questioning and deep questioning used to check understanding and get students to think about grammar rules, language specificities.*
- *Dictation used regularly to check vocabulary and spelling (one of the GCSE elements).*
- *All lessons have the element of Read Aloud to develop pronunciation.*

2. Feedback will be primarily delivered during lessons through 'live marking', with teachers addressing errors and misconceptions in real time so that pupils improve their work immediately.

- *Modelling grammar rules, questioning and practice. Teacher can then check misconceptions.*
- *Sharing students' answers during exercises thus helping others with their own needs.*
- *Use of mark schemes for the writing and speaking tasks.*

3. Students will routinely act on feedback to improve their work, including (but not limited to) correcting errors, redrafting, or extending responses.

- *Students use the mark schemes with the feedback to improve work i.e. produce complex language, use of various tenses.*
- *Pronunciation is corrected by following the teacher's modelling.*
- *Green pen is used to help understanding of what needs to be worked on.*

4. Teachers will maintain high expectations for the quality of pupils' work, including accuracy in subject-specific and general literacy.

- *Students expected to use the target language for general use: date, title, common phrases.*
- *Students expected to read aloud and contribute to the speaking in class.*
- *Keep their exercise books neat, tidy and follow all instructions: write vocabulary and translate into English (to ensure understanding later).*

Physical Education

The Ramsey Academy

This appendix outlines how the whole-school feedback non-negotiables are enacted within this subject. It provides clarity on what effective feedback looks like in practice, considering the specific demands of the discipline.

All approaches will align with the core principles that feedback is responsive, improves student understanding, and leads to visible improvement in students' work. Expectations within this appendix are designed to support consistency, maximise impact on learning, and ensure that workload remains manageable.

1. Teachers will regularly check the understanding of all pupils during lessons and will adapt teaching in response to these misconceptions.

- *Teachers use regular questioning to check students' understanding of rules, techniques, tactics, terminology and decision-making.*
- *Teachers continually observe practical performance to identify strengths, misconceptions and areas for development.*
- *Demonstrations, questioning and checks for understanding are used before and during practical activities.*
- *Where common misconceptions or technical errors are identified, teachers will pause, adapt or revisit teaching before progressing.*

2. Feedback will be primarily delivered during lessons through 'live marking', with teachers addressing errors and misconceptions in real time so that pupils improve their work immediately.

- *In practical PE, live feedback is predominantly verbal and observational, allowing students to make immediate improvements to their performance.*
- *Teachers provide specific feedback linked to the technique, skill, tactic or learning objective being taught.*
- *Teachers use questioning to encourage students to identify errors and suggest their own improvements rather than simply providing the answer.*
- *Demonstrations and modelling are used to show students what successful performance looks like.*

3. Students will routinely act on feedback to improve their work, including (but not limited to) correcting errors, redrafting, or extending responses.

- *In practical lessons, students respond to feedback by repeating, refining and adapting their performance.*
- *Students should be able to explain what they are trying to improve and demonstrate this within subsequent practice or performance.*
- *Students use peer and self-assessment to identify strengths and areas for improvement.*

4. Teachers will maintain high expectations for the quality of pupils' work, including accuracy in subject-specific and general literacy.

- *Perform skills and techniques with increasing accuracy, control, consistency and fluency.*
- *Apply appropriate rules, tactics and strategies within competitive and performance situations.*
- *Demonstrate effective decision-making and an understanding of how and why techniques and tactics are used.*
- *Use appropriate subject-specific vocabulary when discussing, analysing and evaluating performance.*

Science

The Ramsey Academy

This appendix outlines how the whole-school feedback non-negotiables are enacted within this subject. It provides clarity on what effective feedback looks like in practice, considering the specific demands of the discipline.

All approaches will align with the core principles that feedback is responsive, improves student understanding, and leads to visible improvement in students' work. Expectations within this appendix are designed to support consistency, maximise impact on learning, and ensure that workload remains manageable.

1. Teachers will regularly check the understanding of all pupils during lessons and will adapt teaching in response to these misconceptions.

- *Every lesson will feature a retrieval 'Do Now'. This is peer or self-assessed in green.*
- *In most lessons, staff will use a variety of questioning techniques to check student understanding (i.e. cold calling, snow balling questioning, think pair share)*
- *In most lessons, staff will use mini whiteboards to assess whole class understanding*
- *Students will be expected to summarise and/or explain and/or evaluate in their own words during checking for understanding.*
- *LOs will be regularly reviewed in the lesson to assess student understanding.*

2. Feedback will be primarily delivered during lessons through 'live marking', with teachers addressing errors and misconceptions in real time so that pupils improve their work immediately.

- *'Live marking' will feature in every lesson, with teachers providing verbal feedback and students improving/correcting/extending their work in green.*
- *Staff are expected to model responses using visualisers, with students redrafting and correcting in green following explicit instruction.*

3. Students will routinely act on feedback to improve their work, including (but not limited to) correcting errors, redrafting, or extending responses.

- *In Science, check point assessments will be peer marked to allow immediate feedback. Teachers will reteach identified concepts (not teach the correct answer), with students reflecting and responding to what they need in the provided area.*
- *Areas will then be reassessed in following assessments to check retention and improvement, increasing students' awareness of the need to be able to recall.*
- *Summative and pre-public examinations will be marked by the teacher and a QLA will be completed. Teachers will then reteach identified concepts (not teach the correct answer), with students reflecting and responding to what they need in the provided area.*

4. Teachers will maintain high expectations for the quality of pupils' work, including accuracy in subject-specific and general literacy.

- *The school's behaviour policy will be used where student work is not of the required standard (i.e. doodling or graffiti).*
- *Titles (that will match timeline dates) and concise LOs written/stuck in for all lessons.*
- *All loose sheets will be properly secured into books.*

Blank Faculty Appendix

The Ramsey Academy

This appendix outlines how the whole-school feedback non-negotiables are enacted within this subject. It provides clarity on what effective feedback looks like in practice, considering the specific demands of the discipline.

All approaches will align with the core principles that feedback is responsive, improves student understanding, and leads to visible improvement in students' work. Expectations within this appendix are designed to support consistency, maximise impact on learning, and ensure that workload remains manageable.

1. Teachers will regularly check the understanding of all pupils during lessons and will adapt teaching in response to these misconceptions.

- *What does this look like in this subject? Faculties should provide clear, subject-specific examples to illustrate how this is enacted in practice. Faculties should ensure that subject-specific approaches do not introduce additional workload beyond what is necessary to meet the whole-school principles outlined above.*

2. Feedback will be primarily delivered during lessons through 'live marking', with teachers addressing errors and misconceptions in real time so that pupils improve their work immediately.

- *How do teachers give feedback during learning?*

3. Students will routinely act on feedback to improve their work, including (but not limited to) correcting errors, redrafting, or extending responses.

- *What do pupils do with feedback?*

4. Teachers will maintain high expectations for the quality of pupils' work, including accuracy in subject-specific and general literacy.

- *What does "high-quality work" mean in this subject?*

5. Literacy

- *How are literacy codes are used within this subject?*