

PHYSICAL EDUCATION

Marking and Feedback Framework

At ISB we recognize the importance of marking, feedback and guidance as part of the teaching & learning cycle and aim to maximize the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Below acts as a guideline for all PE and Swimming staff.

INTENTION

- Redirect or refocus either the teacher's or the learner's actions to achieve a specific goal
- Be specific, accurate, clear and succinct
- Provide specific guidance on how to improve
- Encourage and support further effort / motivation

CORE PE FEEDBACK

Feedback & guidance in PE is any information given to students about their performance. It helps students:

- Recognize what they are doing well
- Understand areas for improvement
- Make changes to improve their skills, understanding, and fitness

Feedback & guidance can be:

- **Verbal:** spoken by the teacher, peers or coaches
- **Non-verbal:** gestures, demonstrations, signals, coaching cards
- **Mechanical:** Such as the use of floats / lifejackets to aid buoyancy in swimming
- **Manual:** Such as physical support in gymnastics to ensure safety
- **Whole class, small group, or individual**

Teachers will use feedback and guidance:

- At the start of the lesson to inform learning
- During activities to support real-time improvement
- After activities to reflect on performance
- At the end of units to summarize progress and set new goals

Feedback and guidance will:

- Be inclusive; everyone should receive feedback during the lesson
- Be timely and specific
- Focus on the skill or activity, not the individual
- Highlight both strengths and areas for development
- Encourage effort, perseverance, and a growth mindset

We do not set or mark written work in Core PE. PE is an opportunity for students to be active and off devices. Students will be graded at the end of each activity to monitor progress and inform the teaching and learning.

MARKING & FEEDBACK IN EXAMINED SUBJECTS (IGCSE PE & IB SEHS)

During academic, classroom-based lessons, teachers will:

- Give clear, consistent, and constructive feedback
- Model how to receive and give feedback
- Create a safe, respectful environment where feedback is seen as helpful, not critical
- Adapt feedback based on individual student needs and learning styles

Feedback will be tailored to suit students of different abilities, including those with additional needs.

Teachers will ensure that feedback:

- Is accessible and easy to understand
- Builds confidence and motivation
- Supports individual learning needs and targets
- Includes LSAs / Support staff as part of the conversation

FREQUENCY

Immediate feedback (every lesson)

- Will occur at the point of teaching / learning at an individual & whole class level
- Used to guide learning
- Used to correct miss-conceptions
- Will be mostly verbal

Summary feedback

- Will occur at the end of most tasks / lessons
- Will consist of a mixture of verbal and written
- Written feedback following end of topic tests (minimum of once per term)

Review feedback

- Away from the point of teaching (this may include written comments on how to improve exam answers or investigation reports)
- This should occur in response to the mapped Faculty assessments (minimum of once per term)

DIRT (DEDICATED IMPROVEMENT AND REFLECTION TIME)

Following written feedback. Students will be given sufficient time to:

- Correct and improve work, recording improved approaches and ensuring they have high quality examples for reference.
- Read teacher comments that relate to explanations of the grading
- Read the Mark scheme to close gaps in their understanding
- Ask questions