



# Whole School Marking and Feedback Policy

## January 2017

(next review date April 2019)

Sherburn High School  
Garden Lane  
Sherburn in Elmet  
LS25 6AS



## **Sherburn High School Marking and Feedback Policy**

We believe that effective assessment leads to feedback which increases dialogue in order for students to make progress. At Sherburn High School, students respond to targets through DIRT (Directed Improvement and Reflection Time) and redrafting, and students are able to talk about what they need to do in each subject to reach their targets.

### **Teachers consistently employ a range of strategies:**

1. All staff across all key stages uses green ink for positive comments on work and purple ink for clear targets.
2. DIRT (Directed Improvement and Reflection Time) will be evidenced across all Key Stages and will be set to tackle misconceptions and to stretch and challenge students. DIRT is always boxed in yellow highlighter pen.
3. Exercise books are marked regularly in line with how many lessons the subject has contact with students. Marking will be in the form of clear targets for students to engage with. There will be evidence of verbal feedback given and peer and self-assessment. Targets from staff are looped up to the next piece of work so that it is clear that students are working on the most important areas in order to make clear and sustained progress.
4. Success Criteria is embedded across the school and students and staff co-construct success criteria to provide a list of skills which students need to use in order to produce high quality work. Students will include their own targets in success criteria.
5. Literacy targets are provided by every subject and students are expected to actively demonstrate where they are meeting these targets in their work.

6. Feedback should be prompt and positive – work should be returned to students within **a two-week window**.
7. Teachers should use structured peer assessment regularly against success criteria. All peer assessment will be carried out in **RED** pen.
8. Consistent marking codes are used by all teachers.

**Students are expected to:**

1. Be **PROUD** of their books. All books should be free of graffiti (both on the cover of books and inside). If students fail to keep their books graffiti free they will be expected to back them or pay for a replacement book.
2. Bring a pen, pencil and a ruler to every lesson.
3. Use blue or black pens for writing.
4. Write the date and title in full.
5. Underline the date and title with a ruler.
6. Use a pencil for drawings, tables and diagrams.
7. Write **Homework** next to the title for work completed outside of the classroom.
8. Crossings out should be done neatly.
9. DIRT will be completed and boxed in yellow highlighter.

## **Use of Success Criteria**

We use Success Criteria to ensure that students are able to take responsibility for their own learning and are empowered to make progress by themselves. By explicitly negotiating the success criteria for the intended outcome, it is much easier for teachers to scaffold the learning of the lesson through modelling and paired construction.

### **Effective Success Criteria:**

- Is co-constructed with students so that they have a clear sense of ownership and understanding.
- Is closely linked to the learning objectives and to the progress levels within subjects.
- Is referred back to when peer assessing.
- Is differentiated to meet the needs of all learners.
- Is attached to final drafts or clearly written in students' books
- Students are clear about how they can demonstrate success and evaluate 'quality'.
- Work is highlighted against the success criteria and annotated. This is important as it encourages independence but also demonstrates to the teacher the gap between the student's understanding of the skill and where they actually are.

### **DIRT TIME (Dedicated Improvement and Reflection Time)**

- This can be used after homework or drafting and the teacher will direct the student to a specific area of their work where they would like them to make changes. Alternatively, the teacher may wish the student to practise a particular skill and therefore the DIRT time will be spent demonstrating this. DIRT time is about reflection and students spending time acting on the feedback from staff.

## **Involving pupils in Self and Peer Assessment**

Peer and self assessment are much more than students simply marking their own and other's work. In order to improve learning, it must be an activity that engages students with the quality of their work and in reflecting on how to improve it. Peer assessment, when done effectively, provides students with valuable feedback enabling them to learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge enables pupils to achieve more than they can unaided. Furthermore, both peer and self assessment promote independent learning, helping students to take responsibility for their own progress.

## **Wave 1 and Wave 2 Marking**

- At Sherburn High School we use a lot of peer and self-assessment. We use a system called Wave Marking.
- **Wave 1 marking** – this is where we look at the secretarial mistakes in our work such as spellings, grammar or checking that we have focussed on our individual literacy targets. These are set across all subjects.
- **Wave 2 marking** – this is where we look for evidence that the Success Criteria has been met.
- We often annotate and highlight our work to show that we have used Wave Marking and we use the whole school marking symbols.

## **Literacy**

- We are committed to raising standards of literacy for all students so that they all develop the ability to use literacy skills effectively in all areas of the curriculum and as a platform for the demands of further education, employment and adult life. Every subject sets subject specific literacy targets and students are expected to evidence engagement with these targets in their work.

## **Homework**

We recognise the importance of Homework in consolidating and extending learning as well as providing opportunities for students to prepare for new learning and engage parental co-operation and support as well as creating channels for home school dialogue. Homework is set regularly in line with the department policy and all homework is put on SHOW MY HOMEWORK which is an online programme which can be accessed by students, staff and parents.

In order to ensure consistently high standards of homework,

### **Staff are expected to:**

- **Put all homework on SHOW MY HOMEWORK**
- Teachers set a variety of activities which will be assessed in a range of ways.

1. Research task
2. Discussion task
3. Proof reading task
4. Prior Reading
5. Revision task
6. Improving draft work (DIRT)
7. Final checking
8. Checking understanding
9. Generating ideas
10. Note taking
11. Task preparation
12. Extended reading
13. Interview task
14. Consolidate learning
15. New skills practice


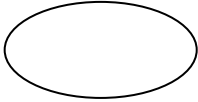





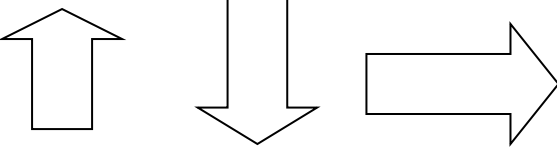
**Students are expected to:**

- Listen to homework instructions in class.
- Access **SHOW MY HOMEWORK** to keep track of work due in
- Complete homework to a high standard and hand it in on time.
- Write **Homework** as a title to clearly show that this work has been done outside of the lesson.
- To inform the class teacher if they are having any difficulties with the work before the deadline date.

**Parents can assist by:**

- Accessing **SHOW MY HOMEWORK** regularly and talking to their child about the work set.
- Providing a quiet place for work to be completed.
- Negotiating when homework is to be done as we recognise that children's free time is also important.
- Checking sufficient time has been spent on a task.
- Checking presentation of all homework.
- Providing the school with any problems or issues that may prevent the completion of homework.

## Marking Codes

|   |   |
|---|---|
|    | <p>New paragraph required. This should be placed at the beginning of the sentence that should be a new paragraph.</p>   |
|    | <p>Spelling mistakes should be identified by circling the part of the word that is incorrect and placing <i>sp</i> above it. Students should be encouraged to check key spellings as part of the Success Criteria. Teachers should regularly ask students to highlight 7 spellings they have checked in their work. Where appropriate, teachers should provide the correct spelling in the margin for students.</p> |
| <p><b>READ</b></p>  | <p>Draw a squiggly line under anything that does not read well or where word order is incorrect. A good idea is to write <b>READ</b> next to this to draw the student's attention to their mistake. This can also be used where there has been a grammatical error.</p>   |
|    | <p>Use symbols to identify the best aspects of the work and the areas that require the student to read through or redraft. Teachers may also highlight a student's strongest and weakest areas so that they can see immediately where they need to improve.</p>   |
|  | <p>Use when a word has been missed out. It's a good idea to insert the word above. This can also be used to encourage the student to use connectives rather than over using clauses.</p>  |
|  | <p>Double tick where an aspect of the Success Criteria has been achieved.</p>   |
|  | <p>Circle incorrect or missing punctuation. It's often a good idea to circle the first few mistakes, such as missing apostrophes, then ask the student to correct the work and highlight where they have done so.</p>   |
|  | <p>When working out or planning is missing.</p>   |
|  | <p>Arrows are used to indicate if the student is working above target, below target or on target.</p>   |