

Stretford High School

Marking, Feedback and Presentation Policy

Ratified by the Board of Governors:	February 2016
Due for Review:	January 2019

This marking policy supports the school's aims to provide a high quality of education for all its students and our students understanding to take responsibility for their own learning.

WHAT ARE WE AIMING TO ACHIEVE?

- To ensure that the marking of students work in all subjects (including home learning) provides consistent, effective and incisive communication regarding individual progress.
- To enable students to be confident in their achievements and to inform them of their next steps to improve their learning and progress.
- To develop students use of Standard English and to address Literacy across the curriculum.
- To motivate students to produce work of a consistent high quality and promote high expectations of presentation.
- To implement the principles of Formative Assessment and provide feedback that requires students to think and act on feedback.

HOW WILL MY CHILD'S WORK TO BE MARKED AND WHEN?

It is not expected that all work completed in exercise books is marked on every page. However students work will be marked using the following 4 guiding principles:

Marking Type	Format	Key Features	Expected Frequency
Checking in lesson marking	Recognition of effort	<ul style="list-style-type: none"> • Subject specific stamp/sticker or brief written comment 	<ul style="list-style-type: none"> • This will refer to work completed by the student in the lesson, thus providing immediate feedback.
SIRT Response Short Improvement Reflection Time	<p>Strengths (STRs) and Even better if (EBIs) are recorded</p> <p>There is an expectation that <u>students act on the marking</u></p>	<ul style="list-style-type: none"> • The SIRT response is short and can be done as part of the next lesson's 'Do Now' or Home Learning. • STRs and EBIs have been identified on the piece of work. 	<ul style="list-style-type: none"> • 2-3 SIRT responses per each PR cycle (including 1 Home Learning) allocation time
DIRT Response Dedicated Improvement Reflection Time	<p>Strengths (STRs) and Even better if (EBIs) are provided on a specific piece of work.</p> <p>There is an expectation that <u>students act on the marking</u></p>	<ul style="list-style-type: none"> • The DIRT response is more detailed and completed during a full 'DIRT' lesson. • STRs will identify what the student has done well based on the lesson's success criteria • EBIs will identify the next steps in students learning. 	<ul style="list-style-type: none"> • 1 DIRT response - approximately mid-point or 2/3 way through in an assessment cycle • Provide a working at grade to inform next steps in learning for the student (see section on grading of students work)
Peer assessment or self-assessment	Strengths (STRs) and Even better if (EBIs) are provided on a specific piece of identified work by students themselves	<ul style="list-style-type: none"> • Validated by the teacher with a comment such as 'I agree' or 'You have identified clear next steps' 	<ul style="list-style-type: none"> • As appropriate to learning outcomes
Verbal feedback	To provide immediate feedback to improve the current piece of work	<ul style="list-style-type: none"> • Specific feedback personalised to the needs of each student 	<ul style="list-style-type: none"> • Targeted feedback during learning time to students who need a boost to improve their progress

SIRT: Written comments by teachers should:

- Recognise if the expected success criteria has been met by detailing in the **STRS** what they have done well and which part of the success criteria they have met and why.
- Explain how students can achieve the next steps in their learning in the **EBI** section; explain what they need to focus on, linked to relevant parts of the success criteria.
- Provide a clear expectation that students act on feedback given and provide a short response
- Address any literacy issues
- Address any unacceptable presentation

DIRT: Written feedback by teachers should:

- Recognise if the expected success criteria has been met by detailing in the **STRS** what they have done well and which part of the success criteria they have met and why.
- Explain how students can achieve the next steps in their learning in the **EBI** section; explain what they need to focus on, linked to relevant parts of the success criteria.
- This should be completed on the **DIRT** response template (Appendix 1)
- Followed by an action/challenge/question to elicit a student response in the relevant section of the template. (See Appendix 1). Teachers will provide a clear expectation that students act on their feedback and plan time for this to take place in the lesson.
- Provide a working at grade to inform next steps in learning for the student
- Address any literacy issues
- Address any unacceptable presentation

HOW DOES MY CHILD RESPOND TO TEACHERS FEEDBACK?

It is expected that an opportunity for student response is provided after SIRT and DIRT responses as well as planned opportunities for self and peer assessment. Teachers should provide time in lessons for students to review and act upon written feedback as well as using for home learning opportunities.

Following a DIRT response, using the school template (Appendix 1), the teacher must provide the student with either:

- a Question
- an Action
- a Challenge

This will ensure that students will focus on a specific area of underperformance which is currently impacting on their progress or extend their learning further. Tasks must be differentiated and personalised to the learning of each student and teachers must be clear of what is expected of the student in their response in order to close any gaps in achievement and understanding. Students may use a different colour pen when responding to feedback.

WHAT IS THE DIFFERENCE BETWEEN PEER AND SELF ASSESSMENT?

Peer assessment is when 1 student or a group of students feed back to another student or students. The feedback is linked to success criteria of the task and students will explain what the STRs and EBis are of the task. The student can then respond to the feedback in order to improve his/her work.

Self assessment is when a student uses the success criteria of the task to identify for him or herself the STRs and EBis or for example compare his/her work using a model example. The outcomes can then be used to improve his/her work further.

WHAT COLOUR PENS ARE USED TO MARK MY CHILD'S WORK?

- **Checking in lesson marking** - use a colour that stands out from the text - there is no insistence on what colour is used as long as it can be seen clearly by students
- **SIRT**- Feedback written in books should not be made in red pen
- Student response to feedback may be in a different colour at the discretion of the teacher.
- **DIRT** - Feedback written on the DIRT response proforma should not be made in red pen
- Orange and green highlighters should be used to highlight main Strs (green) and Ebis (orange) in a written piece of work but do not block highlight large volumes of student work.

HOW IS MY CHILD'S WORK GRADED?

This year - 2015/2016, in Years 7-8 students work will be marked using the new 1-9 grade based on the new Key Stage 4 GCSE specifications and also a National Curriculum level. This to prepare students and teachers for the new GCSE specifications and marking criteria being introduced over the next 2years.

GCSEs grades will be gradually changed from letters to numbers over the next 2 years.

English and Maths will make the switch first in 2015 followed by the majority of other subjects in 2016. This is the same for all schools across the country.

For example:

Year 7-8: Levels 5c/3-

Year 9 students will be graded using the current GCSE marking criteria of A*-C alongside the new 1-9 Grades for the new GCSE specifications

For example:

Year 9: Grade B/5+

Year 10 students work will be marked using Grades A*-G with exception to Maths and English who will now use the new 1-9 Grade to mark and assess students work.

Year 11 2015/2016, students will only be given a GCSE grade.

To help you understand what these new grades mean, you might find the conversion table useful (See Appendix 2)

HOW IS MY CHILD'S WORK MARKED FOR LITERACY?

Every department should use these symbols when giving written feedback to students.

When a student's work is marked the following symbols should be used:

Code	Meaning
^	A word left out or to show where to add more writing
*	See comment next to * below
sp	Written in margin :students at the start of the next lesson must correct the spelling mistake
//	New Paragraph
p	Punctuation mistake (the teacher circles error or omission and corrects if appropriate) (Basic punctuation includes commas, full stops, question marks, apostrophe, speech marks and capital letters) (more advanced includes colons, semicolons brackets and exclamation marks) Where the teacher has circled a punctuation error and not corrected it, it is the responsibility of the student to make the correction. (Maths - check the calculation)
?	This part (underlined) is confusing
g	Issue with grammar that needs addressing. Student is to re-read the sentence and correct accordingly.
WOW	Indicates the effective use of specialist terminology impressive choice of word - This is to be referred to as a 'WOW' word
STR	Strength - what the students have done well in for the respective piece of work
EBI	Even better if... Students given a comment on what they need to do to improve.

Heads of Department are responsible for making sure that this information is accessible to all students.

HOW SHOULD MY CHILD PRESENT THEIR WORK?

All staff at Stretford High School should expect the highest standards possible from students in the presentation of their work. It is helpful for departments to adopt a common approach to produce consistency which is beneficial to students and will assist new teachers or supply staff. The following guidelines should apply in all areas:

- All books and folders should be graffiti free. No books or folders are to be defaced.
- All drawn pictures and diagrams should be done in pencil, using a ruler where appropriate.
- All written work should be presented as per the model in student exercise books. Students should not write the objective in their exercise books. This should be replaced with the focus of the lesson as a short statement
For example: Solve fractions
- Students' work should be well spaced out in the correct format for the task to facilitate easy reading and vision.
- Written work should be done in blue/black ink or biro. A different colour of pen may be used if a student is responding to feedback.

- A mistake should be clearly crossed through and not obliterated by scribbles. Correction fluid is not acceptable.
- Subject teachers should reward effort when giving feedback. This can be in the form on stickers, stamps or however each department would prefer this praise to be disseminated.

Presentation which is of a poor quality will be challenged and the work should be re written. If a student requires support with this, this will be coordinated by the subject teacher.

APPENDICES

1. DIRT response template
(To be used following a DIRT response)

PR Cycle 1/2/3/4	Date:
Learning Intention:	
Teacher/self/peer assessment	
STRs	
Grade:	
<u>EBIs/Next steps</u>	
<u>Over to you!</u>	
Action/Challenge/Question:	
Show me that you know!	

Appendix 2: Conversion Ready Reckoner

SCALE	LEVEL	A-G GRADE	1-9 GRADE
7	1C		F1
8	1c		F1
9	1B		F2
10	1b		F2
11	1A		F3
12	1a		F3
13	2C		F4
14	2c		F4
15	2B	G-	F5
16	2b	G-	F5
17	2A	G	F6
18	2a	G	F6
19	3C	G+	F6
20	3c	G+	1-
21	3B	F-	1-
22	3b	F-	1
23	3A	F	1
24	3a	F	1+
25	4C	F+	1+
26	4c	F+	2-
27	4B	E-	2
28	4b	E-	2
29	4A	E	2+
30	4a	E	2+
31	5C	E+	3-
32	5c	E+	3-
33	5B	D-	3
34	5b	D-	3
35	5A	D	3+
36	5a	D	3+
37	6C	D+	4-
38	6c	D+	4-
39	6B	C-	4
40	6b	C-	4
41	6A	C	4+
42	6a	C	4+
43	7C	C+	5-
44	7c	C+	5-
45	7B	B-	5
46	7b	B-	5
47	7A	B	5+
48	7a	B	5+
49	8C	B+	6-
50	8c	B+	6-
51	8B	A-	6
52	8b	A-	6
53	8A	A	6+
54		A	6+
55		A+	7-
56		A+	7
57		A*-	7
58		A*-	7+
59		A*	7+
60		A*	8-
61		A*+	8
62		A*+	8
63		A**-	8+
64		A**-	9-
65		A**	9
66		A**	9
67		A**+	9+