



Fazakerley High School



Marking & Feedback Policy

Overview

At Fazakerley High School we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from teachers. This will enable them to understand their progress and achievement and guide them in what they need to do next to improve.

Objectives of marking and feedback:

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement, in order to facilitate differentiated and personalised lesson planning.
2. To give learners accurate feedback on their progress and achievement.
3. To promote a positive self-image and growth mind-set for learners and through this, encourage them to value and take pride in their work.
4. To celebrate and reward learners' achievement and progress.
5. To agree and set challenging targets for improvement.
7. To develop independent learners with the skills to peer assess, self-assess, set their own targets and understand the marking process.
8. To provide evidence for assessment, recording and reporting.

Outcomes

Marking and feedback will be carried out professionally and will facilitate progress; learners will benefit from its high quality.

It will be used to encourage and celebrate learners' achievements and progress.

It will be used to underpin clear and accurate feedback to learners and parents.

Principles of marking, feedback and target setting

Each department has their own agreed procedures for marking and feedback. This allows departments to work autonomously using their expertise in a way which is most suitable for the subject whilst maintaining a level of whole school consistency as follows:

- i. Any learning points / misconceptions will be addressed.
- ii. Learners will have the opportunity to reflect on their feedback and respond where required.
- iii. There will, whenever possible, be an opportunity for the learner to participate in the process, so that there is a shared perspective on marking, feedback, and target setting.

Teachers will acknowledge and feedback on work in a variety of ways. Below is a description of some methods, however this is not an exhaustive list. Departments and teachers may have additional methods they employ including those which have been agreed following the INSETs on DIRT. Stickers / stamps etc. are also useful for celebrating and encouraging achievement and progress, however they must be used in combination with other methods.

Some of the types of formative marking and feedback may include:

1. SPAG Marking
2. DIRT Marking
3. Highlighting
4. Verbal Feedback
5. Marking / Corrections during the Lesson
6. Target Setting
7. Two Stars and a Wish
8. Peer Assessment and Self Assessment

1. SPAG (Spelling Punctuation and Grammar) Marking

Marking for literacy addresses spelling, punctuation and grammar using the school literacy marking codes. It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing; neither will every spelling mistake need to be corrected. Where spelling mistakes are addressed teachers should write SP in the margin and either underline the misspelt word, or expect learners to identify it themselves. Depending on ability; learners could then use a dictionary to find the correct spelling. Where dictionaries are not regularly accessible in the lesson, teachers should write SP next to the misspelt word and write the correct spelling in the margin (or where appropriate). Learners should respond by writing the correct spelling three times in the margin (in purple pen if available).

When marking for Literacy, all staff should use the school literacy marking symbols. The marking symbols are displayed on the final page of this policy.

2. DIRT (Dedicated Improvement and Reflection Time) Marking

As well as providing learners with the feedback on the work they have completed and targets for improvements, it is also vital that teachers build into their lesson, opportunities for learners to act upon this information and advice.

DIRT marking is the process of allowing learners to reflect/act upon written and verbal feedback, therefore ensuring the feedback is being put to use and is supporting the progress of our learners. It is important for learners to improve a piece of work before 'moving on' to the next. At FHS learners carry out 'DIRT' work using purple pen.

'DIRT lessons' can take as long as the teacher feels necessary, they can form the starter, or for longer pieces of work, take the whole lesson.

Essentially DIRT marking is the good practice of getting learners working really hard to ensure that the standard of their work is the best it can be. DIRT promotes independence and learning from previous pieces of work; learners value their work more as a result. For DIRT to be effective it needs to take place as soon as possible after the initial piece of work.

Examples of DIRT marking:

- Reflection and responding to precise feedback. Learners using teacher feedback to analyse their own work, step by step, improving methodology and accuracy of answer.
- Feedback in the form of questions to extend learners' understanding. This scaffolds learner understanding, step by step, with the expectation that learners act upon their feedback using DIRT – writing an appropriate detailed response to teacher feedback.
- Encouraging learners to draft and proof read their work with a clear signal that improving their writing and literacy is a basic, but crucial expectation of their learning. In this case DIRT marking is about improving extended writing and ensuring learners proof read their work automatically.

3. Highlighting

Highlighting positive sections of work in green and sections to be improved in pink clearly signposts to learners where they have done well and which parts of their work need improvement. Learners can be asked to annotate or summarise their strengths and targets based on the highlighting.

4. Verbal Feedback

Verbal feedback is an essential form of formative feedback which is highly valued by learners. Some departments may use this type of feedback more frequently because of the nature of their subject. For example in art, design and technology, performing arts, music, physical education etc. the most effective feedback is often verbal. Verbal feedback is most valued by learners when it is clear and relates to a specific aspect of their work. Teachers may wish to record when verbal feedback has been given in pupils' exercise books with a stamp etc. however this is not a requirement.

5. Marking / Corrections during the Lesson

Marking and making corrections during the lesson can be a very efficient use of a teacher's time. Carrying this out while the learner is present has high impact and allows learners to question for understanding and to respond immediately where suitable.

6. Target Setting

Target setting should take place periodically throughout the year, the timings of which will be defined by each department in relation to their subject. The Director of Study is responsible for checking that regular target setting is taking place and will be visible in learners work as a yellow or green target sticker or the pro-forma devised by the department. Learners will usually be required (in the manner devised by each department) to respond to the target set by the teacher, by setting their own personalised targets or defining what they need to do to improve. It should be noted that a learner simply writing “I agree” or similar is not a suitable response and does not illustrate the learner’s understanding of the target.

Learners will be able to identify their progress towards their targets after formal assessments. All learners will track their progress in their pupil planner. The teacher may also share their class tracker with the teaching group and it is good practice for learners to plot their own progress in their books or folders via a flight path or chart. Learners should be involved in tracking and monitoring their progress.

7. Two Stars and a Wish

Two stars and a wish is a feedback and target setting method which many learners are familiar with from primary school and one which they understand and are comfortable with. The teacher writes two ‘stars’ (positive comments about two things which have gone well) and one ‘wish’ (a suggestion / question which when responded to provides opportunity for further progress).

8. Peer and Self Assessment

This can be a useful activity if done in an environment where learners have been given guidance on how to carry it out effectively. It may take various forms for example two stars and a wish, highlighter marking, use of the school literacy marking symbols etc. Teacher professionalism should be used whilst planning the lesson to ascertain which method will be most effective.

Proof Reading

Learners should be encouraged to proof read their work and make corrections at all times. This encourages learners to develop independent study skills and contributes to minimising teacher workload. Proof reading may be employed as a defined strategy when, for example, an extended piece of work is being submitted. The teacher may request that the work is proof read by the learner before submission for marking.

Work Scrutiny

Work scrutiny at Fazakerley High School is carried out in two ways to ensure consistency and quality, both within departments and across the whole school.

Departmental Procedures for Work Scrutiny

Work scrutiny will be carried out at least half termly throughout the year by the Director of Study for each department; however some departments will find it useful to scrutinise work more frequently. It is the responsibility of the Director of Study to inform their department of the dates for planned scrutiny for the year.

Directors of Study will ensure that:

- departmental procedures are being carried out effectively by all staff
- feedback is regular, personalised and constructive
- work is suitably targeted for learners
- there is evidence that learners review their own work and respond to feedback
- teachers have high expectations of learners both in terms of challenge and standard of work completed by learners
- opportunities are given for learners to work collaboratively and independently using both peer and self-assessment
- mistakes in spelling and grammar are addressed using the school's SPAG symbols
- there is evidence that learners are making sustained progress over time and that this progress is visible in books / folders in the form of a department tracker / flight path.

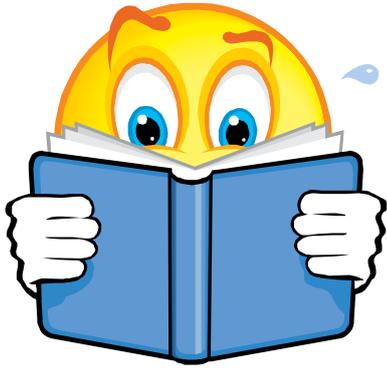
Whole School Work Scrutiny

Whole school work scrutiny will be carried out at specific points during the academic year by a designated group of senior leaders. At the start of each academic year the timetable for whole school work scrutiny will be issued. There will be one work scrutiny procedure for each attainment group (high achieving pupils, middle achieving pupils, SEN pupils, Pupil Premium, Sixth Form) over the academic year. As well as submitting the required work, teachers should also submit a copy of their class tracker for each relevant learner so that summative assessment over time can also be evaluated.

Senior Leaders, Leading Practitioners and the SENCO will ensure that:

- the school's marking and feedback policy is being followed
- learners are given the opportunity to discuss their work through a pupil voice session which will be fed back to all staff
- a written feedback summary of the work scrutiny is issued to all staff
- written constructive feedback is issued to Directors of Study which should then be shared with the department and discussed in the following department meeting
- the Directors of Study are offered a face to face meeting with the member of the team carrying out the scrutiny to discuss the feedback and agree any necessary actions
- any issues arising as a result of the scrutiny are discussed with the relevant Director of Study and relevant action taken by a member of SLT.

Marking Symbols



Look



Correct



Learn

Sp	Spelling mistake
Ww	Wrong Word used
NP//	New paragraph
P	Punctuation
C	Capital Letter
^^	A word or letter is missing
Exp	Expression