

Hulme Hall Grammar School



Whole School Marking & Feedback Policy

Policy Control	
Report	Marking & Feedback
Approval Body	Education Committee
Date Reviewed	September 2018
Review Schedule	Annual
Next Review Date	September 2019

‘Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.’

Assessment Reform Group (2002)

We believe that assessment should lead to feedback which increases dialogue in order for students to make progress and as part of our commitment to personalised learning.

Principles in Action

We currently (September 2016) follow five standard areas of AfL which form the basis of our assessment in lessons.

1. Quality Learning Objectives and Effective Plenaries (WALT & WILF)

We use learning objectives and plenaries to provoke thinking and to provide information that informs future teaching and learning. Learning objectives are important because they help secure progress, support planning and focus the teaching on what pupils need to learn; they help pupils see the purpose of individual lessons. Learning objectives are shared with students so that they understand and share ownership of what they will be learning in the lesson.

Effective Plenaries:

- Elicit information that reveals what students know, have learned or can do. They are diagnostic in that they assess both individual and collective learning.
 - Expose misconceptions so that teacher planning can be adapted and teaching targeted.
 - Link carefully to the learning objectives, outcomes and success criteria of the lesson as a whole.
 - Recognise and value the achievements of individuals and the class.
 - Stimulate interest, curiosity and anticipation about the next phase of learning.
 - Allow students to articulate and communicate their learning whilst considering how learning can be “transferred” to other contexts.
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2. Use of Success Criteria and DIRT Time

We use Success Criteria to ensure that students are able to take responsibility for their own learning and are empowered to make progress 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.

3. 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 practice 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.

4. Effective Questioning and Discussions Which Evidence Learning

We aim to engineer effective classroom discussions, tasks and activities that elicit evidence of learning. We use questioning to provoke thinking and develop students' understanding whilst also gaining information to inform future teaching and learning.

Effective Questioning:

- Allows students to engage with the learning process.
- Uses strategies such as no hands rule, and thinking time to promote extended responses from students.
- Provides links to the learning objectives of the lesson
- Gives opportunities for students to ask their own questions and seek their own answers.
- Enables teachers to use students as learning resources for one another.
- Creates a classroom climate where students feel secure enough to take risks, be tentative and make mistakes.
- Teachers plan questions of different degrees of cognitive complexity in order to challenge pupils and help them to develop their thinking.

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.

Effective Peer and Self Assessment:

- Takes time, planning and commitment. At the beginning students will require the process to be modelled for them.
- Takes place when students clearly understand the Success Criteria for the piece of work – making standards explicit is key to unlocking understanding.
- Students need to be taught structures of language they can use. Prompt sheets are useful as a starting point.
- Ensure that sufficient time is planned into the lesson to allow for discussion and subsequent action.
- All peer assessment is in red pen.

5. Providing feedback which moves learners forward

The giving of marks and the grading function are overemphasized, while the giving of useful advice and the learning function are underemphasized. Approaches are used in which pupils are compared with one another, the prime purpose of which seems to them to be competition rather than personal improvement; in consequence, assessment only feedback teaches low-achieving pupils that they lack "ability," causing them to come to believe that they are not able to learn.

Dr Paul Black

We recognise the importance of constructive, informative and subject specific oral and written feedback and how much this is valued by students. Feedback should allow students to respond to targets through planned opportunities. It should allow them to engage in a dialogue about their work rather than allow them to make comparisons with other pupils.

Standard Assessments

Departments have in place half termly standard assessments focused on agreed activities with standardised criteria for assessment. Assessment of learning, or summative assessment, is carried out at this point which will allow the school to track performance over time. Targets set from this are shared or agreed with students and are used to enable students to make further progress. These form the basis of the Tracking information and should be discussed at Progress Reviews with parents and students.

In marking, feedback that moves students forward will:

- Use only comments for the majority of feedback.
- Be closely connected to learning objectives and success criteria.
- Will be based upon the learning rather than the effort.
- Confirms that pupils are on the right track and supports students' next steps.



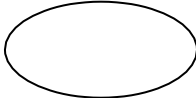

Marks may be used on longer, more substantial pieces of work at the end of a term or half term but all grades/levels/marks should be used formatively to identify present and future progress.

Marking at Hulme Hall Grammar School

In order to ensure whole school consistency teachers employ a range of strategies:

1. There is regular marking using the PEN marking policy following appropriate work in class and at home.
 2. Errors will be marked in the body of the work including references to spelling, grammar and punctuation (SPAG). Errors in understanding will also be questioned or corrected.
 3. At the end of the piece of work teachers will use P = Praise to encourage and explain what was good about the work, identifying strengths and possibly commenting on presentation and effort.
 4. Praise will be followed by N = Next Steps. This will be a clear target set for pupils to make progress. This target should be read and initialled by the pupil as part of DIRT Time.
 5. Feedback should be prompt and positive – work should be returned to students within a two week window.
 6. Teachers should make suggestions as to how the improvements can be achieved during DIRT time.
 7. Teachers should use structured peer assessment regularly against success criteria.
 8. Feedback should be specific and prompt dialogue and reflective self assessment. Pupils are encouraged to comment on the feedback.
 9. Consistent marking codes are used by all teachers.
 10. Exercise books and folders should have clear target grades and comments displayed to ensure pupils know where they are and how to improve in each subject.
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Marking Codes

//	New paragraph required. This should be placed at the beginning of the sentence that should be a new paragraph.
SP 	Spelling mistakes should be identified by circling the part of the word that is incorrect and placing sp 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.
 READ	Draw a squiggly line under anything that does not read well or where word order is incorrect. A good idea is to write READ next to this to draw the student's attention to their mistake. This can also be used where there has been a grammatical error.
	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.
^	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.
√√	Double tick where an aspect of the Success Criteria has been achieved.
	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.
?	When working out or planning is missing.
	Arrows are used to indicate if the student is working above target, below target or on target.

During Lessons

There will be:

Use of positive regular, personalised oral feedback that helps students to understand what to do next.

One to one marking where the teacher has sat down with the student and worked on a piece of work together.

Students are expected to:

Follow the highest standards of presentation through adherence to the 'Hulme Hall Style'.

Out of Hours Learning

We recognise the importance of Homework in consolidating and extending learning. It provides 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 whole school Homework Timetables.

Staff are expected to:

- Set time aside during lessons for homework to be properly copied into planners.
- **Where possible, to initial students' planners to indicate that they have seen the homework copied down. This can be carried out by a teacher, teaching assistant or different students.**
- The name of the subject should be at the beginning of each piece of homework set. This will aid tracking as part of our Quality Assurance process.
- Clear deadlines are provided for students.
- Where appropriate, indicate to parents how long the student should spend on this task.
- Teachers set a variety of activities which will be assessed in a range of ways.
- Where appropriate, teachers should mark homework

Teachers write down what kind of task is being set:

1. Research task
 2. Discussion task
 3. Proof reading task
 4. Prior Reading
 5. Revision task
 6. Improving draft work
 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
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They then provide details of the task. For example:

English

Research and reading task – find a really good opening to a novel. Bring the opening to next lesson.

If students do not complete homework or meet deadlines appropriate interventions will be put in place. A formal detention may be given for repeat offenders. If pupils are placed in to a formal detention parents' will receive an email on the day this is sat.

Students are expected to:

- Listen to homework instructions in class.
- Write all homework in full in their planner including the subject it's for and the date it's 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:

- 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.
- Signing the School Planner every week
- Providing the school with any problems or issues that may prevent the completion of homework.

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.

Tracking and Intervention

Pupils are tracked throughout the academic year through departmental assessments and formal whole school assessments. Pupils receive two Pupil Progress Records per year and one Full School Report. Intervention strategies will be put in place if pupils are identified as underachieving. Target grades are set on a baseline CEMs Test that all pupils will take on entry to the school. These also take place at the beginning of Year 7 and Year 10.

Parents' Evenings also take place once a year (two for Year 7) to give opportunity for teacher/parent dialogue, essential in involving parents as partners in the assessment process.



Year 7 Pupil Progress Record

Name:

Form:

Date:

Subject	Attainment		On Target?	Effort:	Class work	Effort:	Homework	Homework irregularities	Behaviour	Subject Teacher
	Level	Target Level								
English										
Maths										
Science										
French										
Spanish										
History										
Geography										
Religious Education										
Home Economics										
ICT/ Computing										
Art										
Music										
Drama										
Physical Education										

Action Plan: Green Support Amber Report Red Report Card

Merits Total Detentions



Year 10 Pupil Progress Record

Name:

Form:

Date:

Subject	HHGS Target Grade	CEM Predicted	On Target?	Effort Class work	Effort Homework	Homework irregularities	Behaviour	Subject Teacher
English								
Maths								
Core Science								
Biology								
Chemistry								
Physics								
Option Line W Psychology								
Option Line X Photography								
Option Line Y Geography								
Option Line Z								
PE/ Games								

Action Plan: Green Support Amber Report Red Report Card

Merits Total Detentions



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