Hulme Hall Grammar School

Whole School Marking & Feedback Policy

Policy Control	
Report	Marking & Feedback
Approval Body	Education Committee
Date Reviewed	November 2022
Review Schedule	Annually
Next Review Date	November 2023

'*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 follow five standard areas of Assessment for Learning (AfL) which form the basis of our assessment in lessons.

1. Quality Learning Objectives and Effective Plenaries

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.

2. 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 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:

- Are co-constructed with students so that they have a clear sense of ownership and understanding
- Are closely linked to the learning objectives and to the progress grades within each subject's assessment grids
- Are referred back to when peer assessing
- Are differentiated to meet the needs of all learners
- Are attached to final drafts or clearly written in students' books

- Enable students to be 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 are.

3. Dedicated Improvement and Reflection Time ("DIRT 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.

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
- Allow teachers plan questions of different degrees of cognitive complexity in order to challenge pupils and help them to develop their thinking.

5. 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
- Requires students to be taught structures of language they can use - prompt sheets are useful as a starting point
- Ensures that sufficient time is planned into the lesson to allow for discussion and subsequent action
- All peer assessment is in purple pen.

6. 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 regular 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 and be reflected in Pupil Progress Records (PPRs).

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
- Be based upon the learning rather than the effort
- Confirm that pupils are on the right track and support 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 **(P = Praise, E = Errors, N = Next steps). All marking is to be completed in green pen.**

2. At the end of the piece of work teachers will use Praise (P) to encourage and explain what was good about the work, identifying strengths and possibly commenting on presentation and effort.

3. **Errors (E) will be marked in the body of the work including references to spelling, punctuation and grammar (SPaG). Errors in understanding will also be questioned or corrected. Spelling errors should be circled, with the correct spelling noted next to it. A maximum of two spellings should be corrected per page. Students should write the correct spelling three times in purple pen.**

4. **Praise will be followed by N = Next Steps. This will be a clear target set for pupils to make progress. Pupils should respond to next steps during DIRT time. Responses should be completed in purple pen.**

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 must be used by each department and displayed at the front of all exercise books/ folders.

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.

During Lessons

There will be:

Use of positive regular, personalised verbal feedback that helps students to understand what to do next. Verbal feedback should be noted on the piece of work with a 'v'. Written pupil responses to verbal feedback will be done in **purple pen**.

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'. This is explained to students as follows:-

"Good presentation is important, it says a lot about your attitude to your work."

- All written work must be done in only blue or black ink
- <u>Underline all headings</u>, <u>main headings</u> and <u>sub-headings</u> using a ruler
- The date, underlined, should appear on all classwork and homework
- Each piece of written work should follow on logically from the last
- Always take great care with handwriting and presentation. No cartoons or witty comments to be written in exercise books or files
- Scientific, mathematical and other technical drawings should be done in pencil, using a ruler to draw straight lines. Accuracy in such drawings is important, so always use a sharp pencil
- Felt tip pens are not to be used in exercise books. Use coloured pencils
- Always ensure that your pencil case contains the following equipment: pens, ruler, pencils, rubber, sharpener, compass, protractor, coloured pencils, calculator.

We expect all books to be neat and for you and your teachers to be proud of the work you produce.

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 engages 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:

- Create and publish their homework online using the Show My Homework app (Satchel One)
- Ensure clear deadlines are provided for student
- Indicate to parent's how long the student should spend on this task
- Teachers set a variety of activities which will be assessed in a range of ways
- Mark homework according to this policy.

Teachers indicate 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

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 into a formal detention, parents will receive an email the day before.

Students are expected to:

- Manage homework through the Show My Homework (SMHW) app (from January 2020)
- Listen carefully to homework instructions in class
- Complete homework to the best of their ability 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
- Informing the school of any problems or issues that may prevent the completion of homework
- Using the Satchel One (Show my homework) app to stay informed regarding their son/daughter's 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 up to four Pupil Progress Records (PPRs) per year and one Full School Report. Intervention strategies will be put in place if pupils are identified as underachieving. Target grades are based on a baseline Cognitive Ability Test (CAT4) that all pupils will take on entry to the school and again in Year 10.

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

Remote Learning

Pupils Isolating

Pupils who have to isolate due to COVID-19 reasons are still required to continue their education through either live lessons via Microsoft Teams or work set on Satchel One if well enough to do so.

As far as possible, pupils will follow their school timetable, however, guidance is published to pupils and parents regarding any necessary amendments to the timetable due to staff movement and the setting up of IT equipment.

A letter is sent home to pupils and parents about the etiquette for online lessons.

Where only some of the year group are isolating, pupils are encouraged to attend live lessons in core subjects, languages and humanities. All other subjects set work on Satchel One.

Staff Isolating

Where staff have to isolate, work is organised by the teacher who is absent.
All staff have a laptop and therefore have the ability to teach live lessons when possible.
Classwork and Homework will continue to be set on Satchel One if any pupils are at home isolating.

The Assistant Headteacher (Curriculum) will ensure suitable staff cover is in place to ensure pupils are supervised at all times.

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