



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

INTERIM MARKING AND FEEDBACK POLICY - NATIONAL LOCKDOWN JANUARY 2021 (ADDENDUM)

At Shirley High School all our policies and processes focus on ensuring all our learners are given the skills, opportunities and feedback required to fulfil their potential. Shirley High School takes the health and safety of all staff and students very seriously, and so we have outlined an **interim** marking and feedback policy that takes into account government guidelines on stopping the spread of the COVID-19 virus. The purpose of marking at Shirley High School **will continue to** ensure learners' progress is recognised and that they continuously demonstrate they are acting on the feedback they are given, albeit in a slightly different way. All feedback will still aim to ensure greater understanding, provide opportunities to demonstrate understanding and challenge learners to achieve better outcomes in their future work.

Marking should identify knowledge and progress, address misconceptions and provide deep forensic marking that challenges students to act on the information given. At Shirley High School we will still maintain this focus on these specific areas within our marking cycle of three marked pieces of work per half term.

During a national lockdown or significant period of remote learning the expectations of marking frequency will be adjusted to reflect the different methods of delivering lessons and receiving work. All staff are expected to carry out **Deep Marking** as part of the marking cycle. Two other occasions of feedback must take place but the method used is at the discretion of the subject teacher in line with the HOD. This marking can be any combination of the different strategies used within the school and strategies can be used more than once.

Our focused marking categories will remain as:

Feedback Focus
Retrieval of knowledge
Address group / class misconceptions
Deep Marking followed by DIRT (Directed Improvement Reflection Time)

Retrieval of knowledge

This will take the form of low stakes quizzes and mini-tests (GoogleForm and Kahoot are examples that can be used). Students should be able to **self-assess** their own work. This factual feedback is to check learners know more and are able to retrieve this information. This strategy will ensure that all learners are receiving weekly feedback while learning remotely.

Addressing misconceptions

During the COVID-19 crisis, we have tried to identify the best possible ways to provide feedback that addresses misconceptions. These include the following:

Remote in class "roaming" marking (staff can select the software they prefer):

- GoogleSlides live document;
- Jamboard;



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- Give verbal feedback from Mote. This is to be used in conjunction with any written feedback / comments;
- Screenshot of work sent to teacher.

Yellow box marking and whole class feedback sheets / whole class feedback sheets may still be used to address common misconceptions. This can still be implemented remotely and shared on the specific announcement page of the class or within a “Class Drive”.

Deep marking followed by DIRT

Students’ work will continue to be ‘marked’ at least **three times per cycle** focusing on the key areas identified. **“Deep marking” must make up at least one at of these occasions.** Opportunities for students to respond to this feedback must be provided. During the National Lockdown, teachers should:

- Use suitable software to enable this to happen. For example GoogleClassroom.
- Teachers will comment in purple text (or where teacher comment is clearly visible), students will respond in red (or where student comment is clearly visible). Should any peer marking take place this will be done in green.

As with all marking at Shirley High School, teachers are expected to acknowledge the progress made before they move on to new content, and the interim policy due to COVID-19 will ensure that this continues. Learners should still be given suitable time to address the feedback they have been given; departments will be expected to discuss and plan ahead their marking cycle in light of the amended guidance on deep marking. Marking routines should still avoid giving too much feedback at once, as this could potentially demotivate learners and increase the workload of staff. It will be up to the department to direct their team as to when year groups will be marked and what strategies will be used, while adhering to this very clear guidance.

Controlled Assessment, Vocational Assignments and Coursework

Where possible, ongoing support with extended written responses should be completed remotely, using a GoogleShare document, agreed platform or email if appropriate. During periods of controlled assessment or vocational assignment work the expected frequency of marking will reduce to ensure processes are in line with course criteria and regulations. Research work that is taught during this period will be marked in line with this policy, and progress will be demonstrated physically or shared online where appropriate. If regularly marking coursework online for students, teachers are encouraged to ‘save’ each draft that is marked and return to students as evidence of the students’ progress.

Marking for Literacy and SPaG

Teachers should carry this out in line with the whole school expectations and the school’s Literacy policy. Students should still be encouraged to read out loud during remote learning.

Whilst the school appreciates that these amendments may take some time to plan for and get used to, Shirley High School still aims to ensure that the marking and feedback students receive still has the following impact:



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- Marking is used as a regular tool for planning;
- Consistent and supportive dialogue between students and teachers;
- Greater opportunities to address misconceptions;
- Positive accountability for students and the work they have produced;
- Quality and consistency of marking throughout the school;
- Greater evidence of student progress of within books;
- Learners are able to retrieve information in all forms, in class and during summative assessments;
- Improved academic performance in internal and external examinations;
- Greater confidence and engagement in the subject(s).

We want all at SHS to believe in and maintain the values of our school:

