



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.

MARKING AND FEEDBACK POLICY

Intent

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. This fundamental aim is achieved by demonstrating the values of our school and taking into account staff workload. The purpose of marking at Shirley High School is to ensure learner’s progress is recognised and that they continuously demonstrate they are acting on the feedback they are given. All feedback should; ensure greater understanding; provide opportunities to demonstrate understanding; and challenge learners to achieve better outcomes in their future work.

Implementation

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

Our focused marking categories are:

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

Teachers are expected to acknowledge the progress made before they move onto new content, and the next marking focus of the cycle. Learners should also be given suitable time to address misconceptions. Marking routines should avoid giving too much feedback at once, as this could potentially demotivate learners and increase workload of staff. 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 in books, folders and online where appropriate.

These categories will be identifiable in books through the following methods:

Feedback Focus	Methods of Marking
Retrieval of knowledge	Quiz, recall task(s), mini tests, self and peer assessment and verbal feedback (sheet)
Address group / class Misconceptions	Whole Class Feedback or Yellow Box marking
Deep Marking	Deep Marking followed by DIRT

Quiz, recall tasks, mini tests: These can be marked by the teacher, learners or peers. This factual feedback is to check learners know more and are able to retrieve this information. Departments can select other marking strategies for this as long as they achieve the overall objective of this marking focus.

Whole Class Feedback: All students’ work is marked by the teacher onto one sheet that addresses strengths, areas of development, and highlights particular class misconceptions. This information should then be placed in the books of learners and will be assessed again through suitable future marking strategies.



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Yellow Box: Specific work is identified by the class teacher and deep marking is carried out with the expectation that the work is redone taking the feedback on board and future work shows that learners have understood the developmental feedback given.

Deep Marking: After a substantial piece of work has been completed such as an essay, mock examination, etc. This will be deep marked and returned to the learner and the subsequent lesson given over to DIRT (**Directed, Improvement and Reflective Time**). Learners will have a significant period of time during the following lesson(s) to show understanding of the feedback given, interpretation skills and the progress they have made from the feedback.

The marking of literacy; SPaG (Spelling Punctuation and Grammar)

All marking/feedback should contain the marking of SPaG where appropriate. This must be carried out in line with the whole school expectations within the school's Literacy policy. This should include significant focus on spelling and providing opportunities for students to read out loud.

Impact

- Marking 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) evident through student voice and school observation cycles.

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

