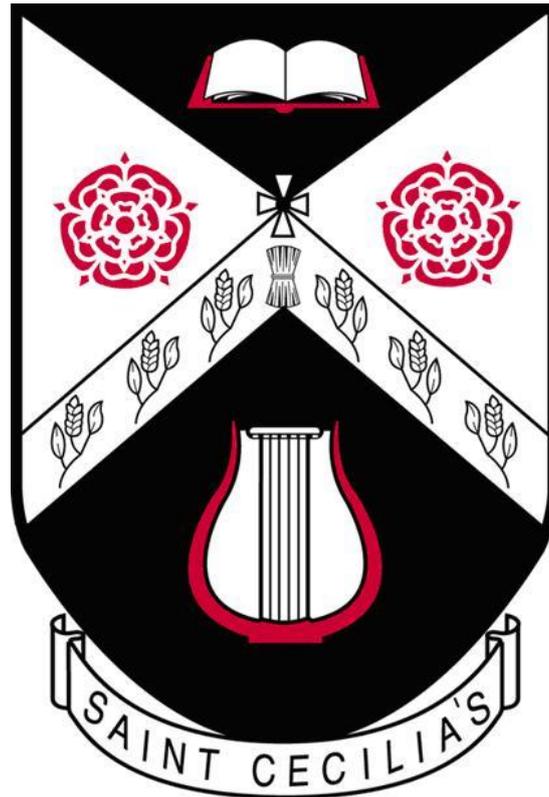# ST CECILIA'S ROMAN CATHOLIC HIGH SCHOOL

Marking, Feedback and Presentation policy

Rationale

Improving learning through assessment relies upon the provision of effective feedback to students. Effective marking and feedback improves learning, develops confidence, raises self-esteem and provides opportunities for self-assessment

Purposes

- To recognise, encourage and reward effort and achievement and celebrate success.

- To enable consistency of marking and feedback across all departments.

- To provide a dialogue between teacher and student to clarify appropriate feedback about strengths and areas for improvement.

- To improve our students' confidence in reviewing their own work and setting future targets by indicating the 'next steps' in learning.

- To encourage students to take responsibility for their learning by providing opportunities for them to describe their responses to learning targets, the strategies they use and the judgements they make in relation to their progress.

- To indicate how a piece of work could be corrected or improved against assessment criteria.

- To identify students who need additional support and make provision for this.

- To identify students who need more challenging work and respond to these needs.

Assessment for Learning
Day-to-day assessment

This allows for understanding to be checked regularly and provides a wide range of evidence of learning in specific contexts helping us to decide the next steps or stages of learning. It provides clear and explicit guidance for improvement, and is recognisable through the following features:

- Learning objectives are made explicit and shared with students:

- Differentiated learning outcomes are used when appropriate.

Peer and self-assessment in use

- Students engaged in their learning and given immediate feedback either verbal or written.

'Day to day' assessment

This requires using **AfL** on a daily basis to provide and support structured learning. The first step is to recognise that **every lesson** must contain a core set of key components to set out the learning process:

Learning objectives – *what students are going to learn a focus of the lesson.*

Written Feedback

The learning objectives and learning outcomes are the reference point for a teacher's written feedback. These are shared and made clear to students in advance of attempting the task, so they understand what the assessment will be based on.

As well as using grades, and numerical marks where appropriate when marking, use high quality formative comments to outline students' strengths and areas for improvement.

Formal marking does not have to be of every single piece of work but of written work that allows substantial feedback to be made, for example, students will receive feedback explaining what they have done well, with reasons, and where and how they can improve, with the steps required to do so, clearly stated. Students will understand how they can show success.

- **WWW**
- **EBI/Action**

This is expected twice a half term, more so for core subjects

Students will routinely act upon written feedback when prompted with a green pen, at the start of the next lesson. *In your lesson planning, either regularly include time for students to address the comments, on their own or in pairs, then respond to their amendments-***DIRT-dedicated improvement and reflective time**

A whole school template for formal marking and MRI must be used by all staff in all departments (see template A)

Through routine written feedback, students will:

- Develop a sense of pride in their work.

- Know where they are at, and the steps by which to improve. Take increased responsibility for their own learning.

- Enjoy their learning and feel they have the confidence to progress.

When correcting **literacy** errors, common conventions (see template C) should be used:

Oral Feedback

In order for students to work to the best of their ability and to achieve their full potential they will need frequent feedback on the progress that they have made so far. Oral feedback is an invaluable tool that can be used by all teachers to instantly gauge the progress or level of

understanding of students. Oral feedback is the most regular and interactive form of feedback between students and teacher and should be both constructive and informative in order to help students take the next step in their learning. Oral Feedback is at the heart of good assessment for learning as it will allow the students to develop their own thinking skills as well as allowing them to learn from each other.

- Oral feedback will be used to find out if students can make the links between previous and new learning.

- Use of Bloom's taxonomy in planning objectives and questioning to differentiate

- Teacher uses a variety of questioning techniques that will allow students to explore further their understanding of a given topic and to give them the opportunity to expand their knowledge, e.g. hot seats, no hands up, ask a friend etc.

Peer and Self-Assessment

Students will be trained over time to assess their own work and the work of others.

Use examples of work from anonymous students and ask their peers to suggest possible ways of improving the work and how they would meet the learning objectives

Peer assessment-purple pen

Students will be encouraged to frequently and consistently self-reflect on their learning.

Ask students to look at their own work and assess this against the success criteria. Green pen should be used for self-assessment/correction.

Routine peer and self-assessment opportunities will guide students in identifying their next steps.

Peer and self-assessment are to be used alongside of teacher assessment. Through routine peer and self-assessment students will:

- Become active participants in their own learning.

- Develop critical thinking skills and work together collaboratively.

- Enjoy their learning and feel they have the confidence and independence to progress.

Monitoring and evaluation
- Work scrutiny will take place **regularly** by SLT

- Works scrutiny will take place as part of CL link Meetings on a fortnightly basis

- Work scrutiny will take place as timetabled CLT Meetings

- Work scrutiny will take place in snapshot fortnights

- Work scrutiny will take place in formal and informal lesson observations

Types of Formative Assessment

As a school we use the following in our marking as do pupils' in their peer and self-assessment.

- **WWW-**What Went Well-This should include a curriculum and if possible a literacy comment

- **EBI-**Even Better If-This should include a curriculum and if possible a literacy comment

- **Action**-This will be an action from the teacher to the pupil on what to do to improve upon their work, e.g. redraft paragraph two using the descriptive words highlighted in the margin. It can be part of the EBI. This give the ownership of learning to the pupil and requires an immediate response from them and avoids MRI's such as 'thank you miss I will'.

- **MRI-**My Response is-This will be in green pen and be the pupils response as well as the action required. Staff will if appropriate also comment on the pupils' response as a form of communication to aid planning and further progression.

- This will be written in the set template to be used by all staff and all departments
Template A

Grade: 1   2   3   4   5   6   7   8   9   -   =   +   HP+2 HP0 HP-2

WWW:
    •
    •

EBI: (Action):
    •
    •

MRI
Key: Teacher   Pupil   Peer

Using Formative Assessment in the Classroom
There are a large range of formative assessment methods available. These include:

- Question and Answer in the Lesson

- Short Tests and Quizzes

- Homework Exercises

- Assignments

- Projects

- Written Questions / Exercises with Short, Extended or Multiple-choice Answers

- Simulations, Business Games

- Conferencing / Reviews / Audit /Hot seating

- Quick Checks

Informal Assessment

"Thumbs up/thumbs down".

St Cecilia's RC Presentation and Handwriting Policy

Basic Expectations of Pupils to be displayed in the front of all exercise books

Pupils must:
- Use only a BLACK pen unless otherwise directed
- Diagrams and drawings in pencil
- Write Homework appropriately
- All pieces of work must have a title and date
- Write the date, including year [January 26th, 2017]
- Underline all headings using a ruler in the pen being used for the main work (not in a different colour)
- When you make a mistake cross work out with a single line drawn with a ruler

- No tipex allowed

- Use a green pen for MRIs and self-assessment

- Use a purple pen for peer marking

- All books must be backed with clear plastic backing

- Do not graffiti your work book in any way

- Start ALL paragraphs with an indentation

- When starting new work, leave two lines and rule off previous work using a ruler

The new handwriting and presentation grades will be used for ALL marked pieces of work. HP+2 HP0 HP-2 in line with the behaviour for learning policy grades. See HP descriptors-Template B

St Cecilia's handwriting and presentation descriptors-Template B

HP+2	HP0	HP-2
• Presentation follows **all** of the basic expec- tations. • **All** words and numbers are written neatly in a black pen. • **All** diagrams, tables and graphs are drawn with precision in sharp pencil, using a ruler. • Handwriting is **consistently** neat and tidy throughout the work. Pupil has visibly out- standing presentation. • All mistakes are erased with a **single, straight line**, using a ruler. • No tipex allowed	• A title is not underlined • No title is written • No date written/ date not in full • No classwork/ homework • Table drawn without a ruler/ not drawn at all • Subheading not underlined • No label on axis	• Words and numbers are **not** written in black or blue pen. • Diagrams may be drawn in pencil-but a ruler has not been used. • Handwriting is **noticeably untidy** and it is clear that the pupil has not taken time or care over presenting their work. • Mistakes are **scribbled** out.
Consistently exceptional presentation and hand- writing.	**Very good effort with handwriting. Well-presented work, but some corrections need making by the pupil.**	**Poor presentation and unacceptable handwriting.**
Action from pupil: no action required	**Action from pupil: find error independently and correct in green pen as appropriate.**	**Action from teacher: cross out work or section which is unacceptable.** **Action from pupil: rewrite or repeat crossed out work in green.**

The Handwriting and Presentation Quality Descriptors may also be utilised by pupils during self and peer assessment tasks. Teaching Assistants and support staff should also be given opportunity to score pupil's work.

Template C
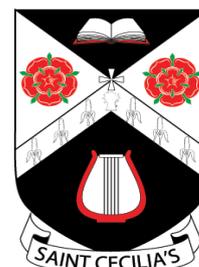
School Wide Marking Code Marking for Literacy

Symbol	Meaning	Mark in the writing
NP	New paragraph needed	[around the first word where paragraph should start
^	Something is missing	^ where missing word(s)/apostrophes should go ^^ - can be used to show missing quotation marks
C/P	Look at punctuation – capital letter is either missing or used inappropriately	C in the margin and circle letters that need to be changed. P to indicate punctuation is missing or incorrectly used.
Sp	Spelling mistake	Underline or circle word. *Unless English*, maximum of 4 corrections on each occasion
?	Doesn't make sense	? in margin and wavy line underneath the text ~~~~~~~
X	Wrong!	
✓	Good point	
✓✓	Very good point	

St Cecilia's RC High School Work Scrutiny

Name: _____   Curriculum leader:

Department: _____Date:

Work scrutinised:

Name	Year	Set	Group: (e.g. agt, send, fsm, ethnicity)

Scrutiny	R	A	G	Comments/Action
Are books marked smartly in line with the school policy?				
Is marking formative?				
Marking is subject specific, offering specific advice to improve, WWW, EBI and **action**?				
Is there evidence that marking adheres to the literacy code?				
Have pupils acted upon the teacher's action in detail and showing progress over time, including corrections and spellings in green pen using the **new template?**				
Attention is given to improving subject related literacy and this can be seen to improve over time.				
Is the quality of handwriting and presentation work good adhering to the new HP policy and marked using the HP descriptors?				
Is the book backed?				
Is there evidence of peer and self-assessment?				

Does work include a range of written activities, including, if appropriate opportunities for extended writing?				
Is there evidence of follow up from pupils improved work in future pieces of work?				
Has homework been set appropriately in line with the new homework policy?				
Are target sheets in student's books displaying current and target grades?				
Are targets specific, challenging and up to date?				
Do pupils know what they need to do to make further progress?				
Have pupils reviewed and reflected on their work and set targets?				

Curriculum Leader/SLT Judgement	X	Summary Comment
Progress is excellent and supported by smart marking, accurate feedback and pupils improve their work in detail showing clear progress over time. Presentation and handwriting is excellent		
Progress is good, although work is marked smartly it could further support learning and pupils could respond with more detail demonstrating good progress over time. Presentation and handwriting is good.		
Progress is insuffiently evidenced. Work is not marked in line with the marking policy and pupils responses are poor. Presentation and handwriting is poor.		