

# **Moreton School Marking and Feedback Policy**

**2016-17**

## **New aims for 2016-17**

One of our key aims at Moreton School in the 2016/17 academic year is to further develop our whole-school marking policy. We want to ensure that every student continues to receive high quality teacher feedback, but also now begins to develop their level of self-reflection to be able to respond effectively to teacher feedback and targets set.

The new changes to our marking policy will ensure that:

- **Marking and feedback is about quality, not quantity**
- **Progress over time is demonstrated clearly to all parties**
- **Students take more pride in presentation and quality of their work**
- **Students develop their self-reflection skills**
- **Students develop their levels of independence**
- **Teachers are able to use information from students' books gained through marking to address common misconceptions in their subsequent teaching**

The two central ways that we will achieve this is with increased use of D.I.R.T. (Dedicated Improvement and Reflection Time) activities for more detailed assessment, and use of the Michaela marking model, which is a system for the efficient and effective marking of everyday class work.

## **Administration and Management**

This year, students will have two books that they use in lessons. Information on how they will be used is as follows:

### **Class Book (Book 1)**

This will be the book where students will complete their normal day-to-day classwork and make any notes taken from lessons.

#### **Students will:**

- Put a date and title at the top of every piece of work
- Use this book to complete class work set
- Use this book to make any notes
- Use this book to do all peer marking or marking of their own work
- Use this book to complete directed homework tasks or independent study

#### **Teachers will:**

- Read every student's work in books on a two-week cycle
- Use the Michaela marking log model (see Appendix A for example) to:
  - record examples of whole class misconceptions
  - plan how these will be addressed through their teaching in the following lesson
  - highlight any positives that are coming from student's work
- Ensure that the Michaela marking log is completed for each class after each two-week cycle and is available to be checked by HOS/SLG when or if necessary

## **D.I.R.T Book (Book 2)**

This will be the book that students use at specified times in each half-term (see ARR calendar and Appendix C) to complete an extended task. They are then to complete D.I.R.T. activities, with at least 30 minutes given over to responding to detailed feedback, and improving where necessary.

### **Students will:**

- Complete a piece of work, directed by the teacher in a set amount of time
- Take responsibility for their presentation, spelling, punctuation and grammar, which will be commented on if not of an appropriate standard
- Read their work back, checking for any mistakes and amending where necessary
- In the assigned DIRT lesson, once their work has been marked, students will read the teacher's feedback and targets set
- Respond to their feedback and act on the advice given by their teacher through a specific D.I.R.T task (this may often include re-drafting whole pieces of work)

### **Teachers will:**

- Set a piece of work that either consolidates or develops learning, based on the topic that students have recently studied in a set scheme of work
- Make sure every D.I.R.T. book is easily identified and has the student's Autumn, Spring and Summer target on the front of the books
- Make sure that the piece of work set is challenging for the child's ability level and that it is completed in a time frame during a lesson that is manageable in terms of teacher's marking work load (recommended no more than (maximum one lesson's length)
- Ensure that the student's work is marked within one week of it being completed
- Provide students with a 'WWW' and 'EBI' comment, with reference to any assessment criteria, as is current practice
- Mark for SPAG errors (see Appendix B) and comment on the quality of presentation
- Where appropriate, use SMSC/praise stickers to highlight success areas
- Set a 'D.I.R.T.' task in a subsequent lesson when feedback is complete and it is appropriate to review (see examples below). At least 30 minutes needs to be devoted to this task.
- Acknowledge this D.I.R.T. task with a short comment on improvements made

## **Examples of appropriate D.I.R.T. tasks**

D.I.R.T. tasks should take at least 30 minutes, and be conducted in a quiet, focused atmosphere to allow effective self-reflection from students. The types of tasks set – depending on the subject area – could include:

- A fully re-drafted essay or assessment (if the standard has not been high enough overall)
- A portion of the work (section or extended paragraph) to be re-drafted with specific areas for improvement given
- Planning a different question or assessment of a similar style, with specific improvements
- Cutting out a selection of shorter questions from exam papers to address topic areas of weakness, and having students respond to these
- Devise or complete a new scene, performance, piece or activity in a practical subject, incorporating new elements or skills that are specifically suggested as improvements

## **Areas of responsibility**

The people responsible for administering and monitoring this policy and their areas of responsibility are outlined below:

### **Teachers:**

Classroom teachers are primarily responsible for the administration of the Marking and Feedback policy. Books should be marked to the timeframes specified in Appendix C, with each aspect of the D.I.R.T cycle completed to a high standard. The new marking and D.I.R.T. cycle should be completed once or twice per half term (depending on its duration and as agreed with BY), and under no circumstance should the end of a half term be reached without this cycle taking place. Class books should be read every two weeks, and the Michaela record should be kept up to date, available to be scrutinised by Heads of Subject and the Senior Leadership Group.

### **Heads of Subject:**

Heads of Subject are responsible for the administration of this policy at a departmental level, and ensuring that departmental standards are consistent and effective. It is the Head of Department's responsibility to ensure that it is clearly signposted where D.I.R.T tasks should take place within each scheme of work. Regular trawls of books and Michaela logs should be conducted to ensure the quality of practice is supporting students' progress, and intervention should be made swiftly where this is not the case. Heads of Subject are responsible for speaking to students about whether this is working effectively as part of ongoing voice of the learner activities. They should also be knowledgeable about the quality of practice in each classroom in their department, and be ready to speak to Senior Leaders about it when requested. This monitoring will be discussed at each Headteacher scrutiny panel.

### **Senior Leadership Group:**

Senior Leaders are responsible for the overall administration of this policy, with the ultimate responsibility lying with BY. Senior Leaders will play their part in commenting on the use of Marking and Assessment during observations and learning walks, as well as during agreed Senior Leadership work scrutiny activities. They will share any concerns with BY in a prompt fashion to allow for timely and effective intervention where expected standards are not being met.

### **BY:**

Ultimately responsible for the quality of Teaching and Learning at Moreton, the final responsibility will fall with BY and the Headteacher, who will direct and administer this policy.

## Appendix A: Michaela marking model example

The Michaela marking model is a way of tracking whole-class marking of everyday classwork without having to correct every activity. Teachers should read each book in the class, and after doing so fill out a simple log like the one below to track the needs of the class. This will then inform planning.

<u>Date/Class</u>	<u>Good Practice Evident</u>	<u>Common Misconceptions</u>	<u>My Response in Planning/Teaching</u>
12/10/17 Year 9	<i>Understood main ideas well. Ideas about context were clear.</i>	<i>Misuse of some technical vocab such as...</i>	<i>Starter task in lessons next week to reinforce key vocab and how it should be used effectively. I will check for this in lesson as students work.</i>

## Appendix B: SPaG – Spelling, Punctuation and Grammar

Spellings, punctuation and grammar errors should be highlighted within a piece of work to allow students to correct for themselves any outstanding errors.

Every faculty should devise a plan for consistency in presentation, for example:

- Students should write in blue or black ink only
- no untidy crossing out of work
- write the date and title in full
- underline work
- use pencils and rulers for graphs and drawings etc.

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### Marking Symbols

What do they mean?

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MARKING SYMBOLS			
Meaning	Symbols in Margin		Symbols in Text
Spelling Mistake	Sp	and	<u>Underline spelling</u>
New Paragraph	//	or	//
Missing Word or Letter			^ where missing word or letter goes
Capital Letter Required	C	and	— Underline letter
Missing or Incorrect Punctuation	Comment or amend error		○ Circle error
Rewording Necessary	?	and	~~~~~ Underline appropriate area of text

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### **Appendix C – Calendar Dates and Deadlines for M&F Cycle**

Unless otherwise agreed with BY/WM, the dates below indicate how many pieces of work should be completed, marked and responded to by students during each half term in the academic year.

These deadlines are **non-negotiable** and it is the responsibility of the class teacher to ensure that before the end of each half term, the correct amount of D.I.R.T tasks have been set and responded to. Monitoring of this policy will take place after each half term.

#### **Autumn 1 (September 5<sup>th</sup> to October 21<sup>st</sup>)**

*Two* marking and feedback cycles to be completed

#### **Autumn 2 (31<sup>st</sup> October to 16<sup>th</sup> December)**

*Two* marking and feedback cycles to be completed

#### **Spring 1 (3<sup>rd</sup> January to 17<sup>th</sup> February)**

*Two* marking and feedback cycles to be completed

#### **Spring 2 (27<sup>th</sup> February – 7<sup>th</sup> April)**

*Two* marking and feedback cycle to be completed

#### **Summer 1 (24<sup>th</sup> April to 26<sup>th</sup> May)**

*One* marking and feedback cycle to be completed

#### **Summer 2 (5<sup>th</sup> June to 22<sup>nd</sup> July)**

*One* marking and feedback cycle to be completed