

Marking & Feedback



A consistent approach across the whole school



Evidence of Success

Summative Assessment

At the end of each assessed piece of work a summative assessment sticker should be used to highlight what score (0-90) the student has achieved, what they have done well and areas to improve their work to meet their target level. Also there is an area where students can self and peer assess work against the assessment success criteria the teacher provides.

Where you are & how to improve		
Date:		Well done for.... Next steps.... (You need to do this to improve)
Self Assessment		
Peer Assessment		
Teacher Assessment		
Mark/Point Score (0-90)		
		

Points Conversion table

Old NC Level	Point Boundary	Old GCSE
2	0	U
3c	5	G
3b	6	G
3a	8	G
4c	10	F
4b	13	F
4a	16	F
5c	20	E
5b	23	E
5a	26	E
6c	30	D
6b	33	D
6a	36	D
7c	40	C
7b	45	C
7a	50	C
8c	55	B
8b	60	B
8a	65	B
9c	70	A
9b	73	A
9a	76	A
10c	80	+
10b	85	+
10a	90	+

Target Stickers

The target sticker highlights to the students what their target score (0-90) is and allows them to plan and develop their work in order to meet relevant success criteria. A new target sticker and target is used when the student has met the target. These should be stuck into the students workbooks after assessed work.



Summative Assessment Examples

Asha. B		Where you are and how to improve
Date	3/11/15	Well done for...
Self Assessment		Bringing regular kit from the start of term
Peer Assessment		Not Copping the ball as much during the game.
Teacher Assessment	ATT 4	Next steps (you need to do this to improve)...
Mark / Point Score (0-90)	Netball score: 6	<ul style="list-style-type: none"> Increase focus and energy levels during all activities. Increase ATT to (2) Become more aware of space around you + if being marked go + find space so you can then receive the ball.

		Where you are and how to improve
Date	45 24/09/15	Well done for...
Self Assessment		fantastic ideas + loads of detail. Very technical language!
Peer Assessment		Very insightful relevant comments on others' menu!
Teacher Assessment	✓	Next steps (you need to do this to improve)...
Mark / Point Score (0-90)	40	<p>What safety info will you need to consider regarding food? Make sure that the menu is limited so that any food spills can be wiped off.</p> <p>State whether or not the food contains nuts or if it is suitable for</p>

Formative Task/Target Marking

Tasks/Formative Focused Formative Assessment

Instead of writing out the formative assessment comments over and over again we are going to adopt a target/task marking approach across the whole school. See example below:

T1 = Complete this task
T2 = Explain in detail how the situation might have been different if Haiti were a richer country
T3 = In your opinion, which of the 3 Ps is the most important? Give reasons for your answer
T4 = Can Earthquakes *truly* be predicted? Argue for AND against this idea
T5 = Complete the exam results analysis sheet
T6 = Make corrections

(Taken from a Alfreton Grange Geography Lesson)

The Benefits:

1. Written feedback remains individualised to each students' work.
2. Students have to read their comments as well as their grade. (There is a lot of research to suggest that students rarely read comments when coupled with a grade.)
3. Lesson time is not wasted deciphering teacher handwriting – Sir, does this say 'elephant'?
4. Praise is much more focussed on assessment criteria.
5. Teacher marking time is reduced leading to an improved work/life balance
6. It can be used again – modifications necessary of course – next time round. It is also a useful tool for guiding future peer- and self-assessment.
7. Doubles up as DIRT opportunities for students to amend/improve their work from the task/targets given to them.

Examples of Task/Target Marking

Beginning
of
Learning

Do Now What do the Ts mean?

T1	Try pairing adjectives to improve the depth of your writing. <i>This means putting two adjectives next to each other when describing something e.g. The <u>simple, elegant</u> flower displays its <u>golden, luxuriant</u> petals. Highlight them as you go.</i>
T2	Be more daring with adverbs – try to find more ways of describing how something is done. <i>Have a go at using adverbs such as 'exactly', 'genuinely', 'haphazardly', 'shockingly', 'dramatically'. Highlight them as you go.</i>
T3	Use a broader range of vocabulary. <i>Look up at least 5 words in the thesaurus. Highlight them as you go.</i>
T4	Use more adjectives to describe the noun. <i>e.g. The <u>simple, elegant</u> flower displays its <u>golden, luxuriant</u> petals. Highlight them as you go.</i>
T5	Make sure that you use apostrophes accurately. <i>Remember all abbreviations need apostrophes – don't, I'm, it's etc Remember to use apostrophes to show possession – 'Dylan's ball.' Highlight them as you go.</i>
T7	Have a go at using some complex sentences that begin with the words 'despite', 'although', even though'. <i>e.g. "Despite the cold, I... Highlight them as you go.</i>
T8	Make sure full stops and capital letters are accurate. <i>Be very careful. Check each sentence as you go. Remember that names of people and products must be capitalised. Highlight them as you go.</i>
T9	Use a range of sentence starts <u>all the time</u> to ensure that you sustain quality writing. <i>Use the sheet you were given at the start of the last writing task. Highlight them as you go.</i>
T10	Ensure that spelling is as accurate as possible. <i>Check every longer word in the dictionary. Highlight them as you go.</i>



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Beginning
of
Learning

Do Now

DIRT - GREEN PENS ONLY!

You must complete all tasks I have set. This includes:

- ✓ Correcting SPAG
- ✓ Completing 'T' tasks (see purple box)

DIRT TASKS:

- T1 = Complete this task
- T2 = Explain in detail how the situation might have been different if Haiti were a richer country
- T3 = In your opinion, which of the 3 Ps is the most important? Give reasons for your answer
- T4 = Can Earthquakes *truly* be predicted? Argue for AND against this idea
- T5 = Complete the exam results analysis sheet
- T6 = Make corrections



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Verbal Feedback

Verbal feedback is equally as important as written feedback and students value the immediacy for verbal feedback. Through lesson observations and learning walks verbal feedback will be evaluated and recognised. Please don't feel the need to highlight on students' work that you have given them verbal feedback, the important thing is the students act on your feedback and develop their work.



Feedback from Work Scrutinies

Throughout the year there will be a number of work scrutinies looking at the quality of students' work and teacher written feedback. If your written marking and feedback has been looked in a work scrutiny then you will get some feedback regarding strengths and areas of development. A marking and feedback work scrutiny feedback sheet will be put into your pigeon hole (see example feedback sheet below). The work scrutinies will be used to see if the whole school marking and feedback expectations are been met and a consistent approach is adopted .

Marking and Feedback Work Scrutiny Feedback			
Staff		No. Books	
Evidence of Success			
Even better if...			
Feedback give by		Date	