Queen Elizabeth High School

Queen Elizabeth High School Policy

Progress

Rationale

The purpose of this policy is to provide a clear set of linked and consistent guidance in order to ensure that all students make substantial and sustained progress upon entry to Queen Elizabeth High School.

The staff at Queen Elizabeth High School recognise that regular, high quality marking and constructive feedback provides students with the information they need to make progress in relation to their starting points. Furthermore, a consistency to the approach adopted by all staff when marking and giving feedback enables the student to clearly focus on what is required to improve and move towards or beyond their target grades.

This guidance in this policy is designed to give teachers a clear framework to follow as they set targets, mark and assess students' work against these targets and provide support to students so they know what they have achieved and what they need to do in order to improve further. Key to this process is student and parental/carer engagement. Students need to be prepared to learn and adhere to a set of standards, these standards need to be upheld by teachers and supported by parents/carers.

Objectives

- To monitor, evaluate and review learners' current knowledge, skills and understanding, and identify their next steps in order to improve and make progress
- To give learners accurate feedback on their progress and achievement
- To promote a positive self-image and growth mind-set for learners, in accordance with school aims, and, through this, encourage them to value and take pride in their work
- To celebrate and reward learners' achievement and progress
- To agree and set challenging targets for improvement
- To standardise the marking procedures throughout the school
- To enable learners to self-evaluate their work and take responsibility for setting their own targets
- To provide evidence for assessment, recording and reporting

Principles of Marking and Feedback

- Marking will be against the learning objectives and personal targets
- Any learning points/misconceptions will be addressed (errors and mistakes)
- Learners will have the opportunity to reflect on their feedback and are expected to respond

Sections

- Standards and Expectations
- Target Setting
- Forms of Assessment and Marking
- Homework
- ISTs
- Reporting to Parent/Carers

Standards and Expectations

This section covers the following:

- Standards of presentation expected in student books
- Equipment students should bring with them
- Frequency of assessment, marking and feedback
- Recording and monitoring of assessment and marking

Students are expected to present work in exercise books as follows:

- All written work to be completed in black pen
- All written work in lessons to begin with title (centred) and date (on the right, one line above the title) (both underlined, with a ruler) (see Appendix 4)
- Learning objectives to be written under the title and date (see Appendix 4)
- All drawings/tables/diagrams to be completed in pencil (unless other medium is specifically required)
- When writing on loose leaf paper, the student name should be written on the top left of each page
- Scribbles/doodles and poor presentation will be challenged by the classroom teacher
- In order to maintain high standards of literacy in all writing, PUSH feedback (see page 7), as with other feedback, should be responded to in blue pen

Students are required to bring the following items of equipment to all lessons:

- Planner
- Pens (2 black, 2 blue)
- Pencil
- Ruler
- Eraser

To ensure students remember to bring all the necessary equipment to school, the following strategies should be employed in order to prevent the issue developing into a bigger conduct issue.

- Form tutors check that students have their equipment more than once a week
- Pupil Premium students will be the first students a form tutor takes action on when issues relating to equipment and other things that impact on teaching, learning and progress are raised
- In most cases of missing equipment should be recorded in conduct manager, form tutors are expected to address this issue and seek further support only if there is persistent failure to bring the right equipment in
- When a student continually fails to forget their equipment, their parents should be texted. Once a student has reached this level, every instance of forgotten equipment results in a text and emails to parents until the end of term

The vast majority of work completed by students will be marked. The frequency of marking is determined by the types of marking applied to each piece of work. Teachers are expected to use their professional judgement or follow the guidance in the Programmes for Learning as to when to apply each method of marking. The form the marking is expected to take is listed in the next section. The

expectation is that all forms of marking listed will be used at some point and the frequency of marking indicated below is used as a guide:

- Summative knowledge and/or skills marking of assessment, classwork or homework (frequent, in line with faculty handbooks)
- Formative knowledge and or skills marking of assessment, classwork or homework (regular, in line with faculty handbooks)
- Formal assessment (termly, to be used in Interim and Full Reports)
- Informal assessment (regular, as laid out in Programmes for Learning)

To ensure clarity, the following guide should be followed when producing work, marking work and responding to feedback:

Stationery used:	Task undertaken:
Black pen	Learners work
Green/Red pen	Teacher feedback
Blue pen	Response to teacher feedback / peer assessment/ self-assessment

When marking and assessing student work, it is essential that the certain marks are recorded in order to facilitate monitoring of student progress. Some formative and summative assessment may be used as formal or informal assessments. It is expected that the grades from the following are all recorded for teachers to use to monitor progress:

- Formal assessments
- Informal assessments

The recording of these marks will enable teachers to monitor student progress and identify potential issues in order to address them.

Monitoring of marking and assessment is expected at all levels, the responsibilities and level of monitoring will differ depending on roles within the school. These are outlined below:

- Class teacher – monitor student progress and take action to improve progress
- Subject/faculty leader – monitor cohort, identify groups' progress, check that individual students are identified and take action to support student progress. Monitor standards of marking, assessment and presentation in subject/faculty area
- SLT – monitor subject areas' student progress as well as identify groups that are making less progress across the school. Monitor standards of marking and assessment across the school

Where the monitoring identifies students or groups of students who are not making sufficient progress, measures should be put in place to address this. These interventions will be implemented and monitored for effectiveness by class teachers in the first instance. Initial intervention strategies may include contacting parents, additional/differentiated homework, after-school/lunch-time catch-up sessions and resubmission of work. Class teachers may also want to utilise methods such as *Question Level Analysis* to identify areas on a test paper that may require a different approach to teaching for the class, a group of students or an individual. Where the class teacher feels that the intervention is not working, additional support should be sought from the subject lead, pastoral leader or line manager.

Interventions should be focussed, targeted to identified needs of students and should regularly monitored and evaluated in order to ensure there is a positive impact.

In order to support students from disadvantaged backgrounds (those students who the school is allocated Pupil Premium funding for), the following should be adhered to:

- Class teachers are required to mark the books of disadvantaged students first, when books and test papers are taken in for marking
- Class seating plans should consider the needs of these students as a priority and teachers are expected to use the individual 'Engagement Strategies' documents to ensure other learning needs of these students are met
- Where intervention is necessary, the Intervention Mentors and DHT need to be informed of the intended intervention

Assessment without levels

Levels no longer exist and the attainment of students at the end of KS2 is now reported in standardised scores. Secondary schools were required to devise their own systems to assess student progress in light of the removal of levels. At Queen Elizabeth High School, student progress will now be assessed in relation to the targets they are set for their GCSEs. These targets will be set using the new GCSE grading system for reformed GCSEs, which starts with English and mathematics in 2017 and will be phased in through most subjects in 2018 and completed by 2019.

The method used to set a student's challenging GCSE target is outlined later in this policy. In class and in the reports we send home, the progress of students will be reported using the following phrases:

- Above target
- Marginally above target
- On target
- Marginally below target
- Below target

These terms will refer to work the students produce in class, the results of tests and assessments given to students and the overall progress a teacher feels they are making, based on all the work they have done in class, at home and assessments, as reported full and interim reports. A more detailed explanation of what these phrases mean, is outlined in the table at the end of this section of the policy.

This new system has been developed and reviewed throughout the year, taking into account the views of students, parents and teachers.

Progress term	What does this mean
Above target	This is outstanding. It means your child is working at a standard well above that required to meet their target grade. Consistently working at this standard would mean your child has a good chance of achieving a grade higher than their target grade
Marginally above target	This is very good. It means your child is working very well and some of the work is above the standard expected at this stage to meet their target grade. Your child's progress is very good and there is potential to exceed their target grade.
On target	This is good. It means your child is working well and producing work in line with the standard expected at this stage to meet their target grade. Your child is making good progress and continuing to work at this standard should see them reach their target grade.
Marginally below target	Some improvement is required. It means your child can work at the standard expected to meet their target grade, but is not consistently doing so. Some improvement is required in order get back in line with the standard required to meet their target grade.
Below target	This is of concern. It means your child is working below the standard required for them to reach their target grade. If your child does not start improving their standard of work it is highly unlikely they will reach their GCSE target grade.

Target Setting

In order for Queen Elizabeth High School to be recognised for the good and outstanding education it provides and continue to ensure students are appropriately supported and motivated, our approach for target setting needs to ensure students are appropriately challenged and the expectations of the DfE are met or exceeded in Progress 8.

Education policy and Ofsted inspection frameworks will focus on the progress students make from their 'starting point', with the Progress 8 measure being the only performance measure with a 'floor standard'[1]. The 'starting point' that the DfE and Ofsted will use are KS2 SATs results in English (reading) and mathematics.

The progress that students are expected to make from their KS2 levels to the end of KS4, by the DfE will vary each year, depending on the performance of students nationally. Whilst attainment targets can be estimated from the previous year's national performance of KS4 students, this will not be the exact measure used in Progress 8, as this is calculated once the GCSE results are collated each year. This makes it impossible to determine exactly how much progress the DfE expect students to make. We will therefore use the estimates Fischer Family Trust (FFT) generate, based on their analysis of historical results.

In order to ensure appropriate levels of challenge when target setting, the academy will use FFT 20 estimates as the minimum level of target set. For those groups who have either historically under-performed or are a focus for the school, the academy will use FFT 5 targets[2]. This will ensure students and teachers are focused on reaching the highest standards deemed possible for those students most at risk of not fulfilling their potential.

Students will be set a single target, in each subject, to aim for by the time they take their GCSE exams at the end of year 11. Targets set will be reviewed on an annual basis as progress is monitored throughout the year to allow for in year variation in performance, so the average performance and progress towards targets are considered before adjusting targets. Raising targets will take place when a teacher and students feel their average performance over the year merits this. If a request to lower a target is made, it will only be considered following a review of the interventions put in place to improve progress and the academic progress the student is making in other subjects. The request to lower a target will only be considered if it is at the request of a parent and will only be enacted following the process outlined above, following a meeting with the student and their parents.

Targets should be shared and discussed with students by class teachers in order to ensure that they know what the expectations are for the end of each year. Where a student feels a target is too high, it is expected that teachers continue to motivate and support students to get as close to the target as they can. Teachers should also endeavour to find out why such students feel their targets are too high and what barriers to achieving the target the student perceives there are. It is important to remind students that their targets are based on what they have already achieved[3].

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[1] The floor standard for Progress 8 is set at -0.5.
[2] FFT 5 and FFT 20 represent the academic achievement students make in the top 5% and top 20% of schools nationally.
[3] Where a student has no KS2 test data, the class teachers will be briefed on target setting by the DHT

Forms of Assessment and Marking

Formative Marking (quality teacher marking with student response)

- It gives students the next step in improving their work. This should result in good quality written feedback and typically will use the "two stars and a wish" framework in Key Stage 3 and "two strengths and a target" framework in Key Stage 4*. These are complementary approaches which will provide familiarity to learners as they move from one phase to the next. At the core of this are comments that relate to what a student has done to reach a certain grade or demonstrate skills/understanding and a development comment that will advise the student on how to progress further
- The "Star"/"strength" comment should be linked to the learning objectives of the lesson, the purpose of the homework set, or to the knowledge/skills/understanding required to be working at a certain grade.
- The "Wish"/"target" comment should refer to progression linked to the next grade/level, to an aspect which needs development for a student to be secure at the grade, or to the intended outcome of the work. Examples of this type of comment can be found in Appendix 2
- Students should be able to respond to the "Wish"/"target" comment, in blue pen, as soon as it is received and teachers must insist on students doing this as part of a lessons (e.g. a TOE activity), as part of a piece of homework or as outlined in 'DIRT', Appendix 2
- Encouragement is a fundamental part of this marking
- Formative marking may have a grade
- As Programmes for Learning are developed, it is expected that Formative Assessment opportunities are specified

the number of strengths/stars or targets/wishes is not restricted - there can be more or less.

'P U S H' Feedback (literacy errors)

Push feedback is when one or more letters P, U, S and H are circled

     P – Presentation. The standard of presentation is not acceptable

     U – Underline. Work is missing underlining with a ruler

     S – SPaG. Spelling, Punctuation and Grammar correction is needed

     H – Handwriting. More care is required to make writing more legible

When a student has demonstrated produced work, free from literacy errors, 'P U S H' may be written with a tick next to it to acknowledge the care and attention the student has clearly put into the piece of work being marked.

Summative marking (acknowledgment and checking, most frequent form of marking)

- In this form of marking, teachers will tick or initial a piece of work confirming that is has been checked for completion and correctness. This must also contain a quality grade (A-D) and an effort grade (1-4). (as indicated below)

- Should contain comments, as appropriate, requiring action from the student, either in terms of effort and presentation or to add an element to improve the work, in relation to lesson objective or purpose of homework task
- May contain a mark or another number, e.g. a spelling test, a percentage or grade

Quality grade	Meaning		Effort grade	Meaning
A	Outstanding		1	Outstanding
B	Good		2	Good
C	Requires Improvement		3	Requires Improvement
D	Inadequate		4	Inadequate

Verbal feedback/self-marking/peer-marking (Use as appropriate to support other forms of feedback)

- Verbal feedback may be given as a form of marking and may be identified with the "Verbal feedback given" stamp. Students must write what feedback was given in order for this to be valid, so it should be clear, concise and in their own words, in blue pen
- Peer and self-marking must be supported by clear mark schemes and assessment criteria. Students must be reminded of the need for encouragement where written feedback is required as part of this

Formal assessments

- Mock exams (KS4) – grade boundaries to be consistent with those applied to the test in the year it was sat with a small increase to allow for raising of standards
- End of unit/topic/theme tests (KS4) – should use past paper questions from section of exam paper, where appropriate and possible
- Controlled assessment (components and whole piece) – use of previous year's grade boundaries is recommended, with a small increase to allow for raising of standards
- End of unit/topic/theme tests (KS3) – should be designed to ensure students are prepared for the rigours of KS4

Informal assessments (this list is not exhaustive and others may be subject specific)

- Spelling tests
- Times tables
- Short knowledge based tests
- Past exam style question

Homework

All homework set should be worthwhile and either extend or reinforce the learning that takes place in the classroom. Unless otherwise specified below, there is no set amount of time the homework should take. However, it should take sufficient time that qualifies it as worthwhile. It should be marked using one of the methods referred to in this policy, this includes research homework.

The nature of homework set varies with the demands of each area of the curriculum and the stage reached in a particular subject at any one time. Homework should be relevant and appropriate and tasks will be matched to the age, needs and ability of the students and to the schemes of work being covered in lessons. Tasks will be varied in style and not necessarily be a written piece of work. Tasks could include:

- Reading	- Memory Work	- Interviewing
- Listening	- Investigating	- Essay Writing
- Watching	- Drafting	- Preparation of Materials
- Researching	- Revising	- Report Writing
- Drawing	- Designing	- Model Making

The above list is not exhaustive.

Not all homework is done at home. In fact, for some pupils who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

KS4 – Homework should be set weekly for each subject undertaken and will take the form of coursework support, examination style questions or extension/consolidation tasks. Where appropriate, these will be assessed against set criteria which clearly help develop the ability of students to structure and answer examination style responses.

KS3 – English, mathematics and French to be set each week as a single homework.

KS3 – For all other subjects to be delivered through an Independent Study Task (IST). An IST is a set of tasks relating to a particular topic and over the course of 3 weeks form the basis of a student lead project. They should last for approximately 6-8 hours each and have 2 monitoring windows (7 and 14 days after setting). They are delivered on a rota across the year.

Independent Study Tasks

Independent Study Tasks (ISTs) are to be set in place of subject homework in KS3, with the exception of English and Maths where homework is set on a weekly basis.

ISTs are set on a monthly/3 week basis and will be marked using reference to Blooms taxonomy, which is designed to assess how students well have been able to apply metacognitive skills and understanding.

An IST will last for 3 weeks, and should contain the equivalent of between 6-8 hours' worth of work and should have 2 monitoring points (7, and 14 days after setting) that allow the teachers to ensure students are working towards completion of the IST.

The whole year group will take the IST at the same time; the IST will be differentiated by outcome (in so far it should be marked and progress towards target identified). It is wholly appropriate for assistance to be given for some students to access the work. It is also advisable that in the case of dyslexic students the IST is copied on to blue paper to aid them. Where there is a clear need for the IST to be further differentiated so that all students can access then this is the responsibility of the IST author or faculty leader.
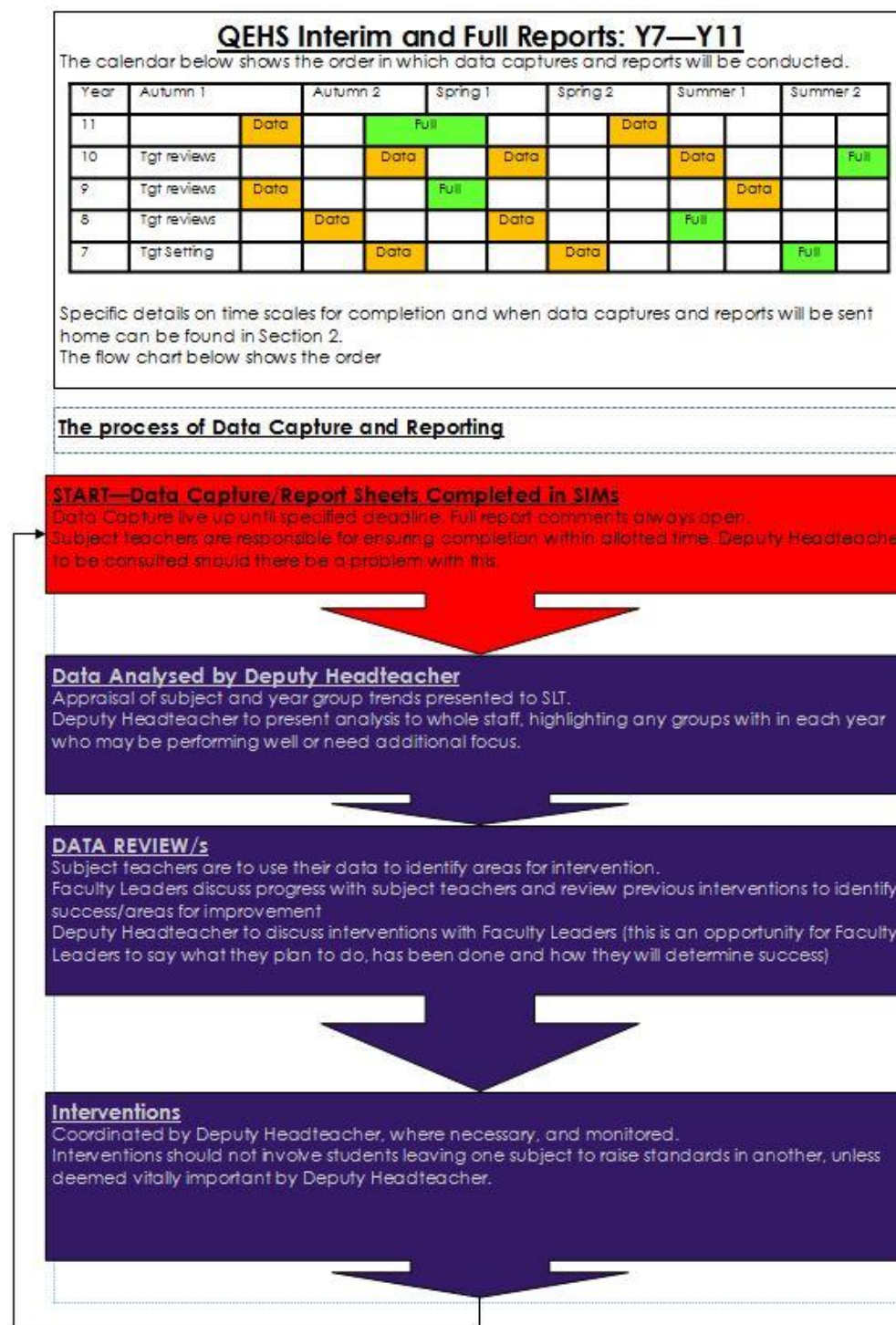
The IST should be on A3, folded at the A4 fold so that there are 4 sides. The front cover should bear an IST title, the handing out and submission dates (week beginning and week ending) and the context around the IST. Where possible it should link in with current study in which case this should be highlighted. The 2nd and 3rd pages (the inside pages) should contain a range of activities and tasks that help to generate the IST evidence. For example, a task might be to read a passage from a text, another may be to argue the case for or against something, another may be to design something, the possibilities are endless but should look to develop key skills and in particular those identified within Blooms taxonomy (remember, understand, apply, analyse, evaluate and create). The last page should contain approximately 10-20 appropriate key words linked to the IST that show the correct spelling and their definitions. It should contain a progress pyramid, so that students are able to see what they can achieve and how to complete it. This progress pyramid must span the range of blooms taxonomy so that sufficient challenge is built in to the IST for the high attaining students whilst meeting the needs of all. A good IST will consider carefully how it might link with other subjects and areas of citizenship, PSHE and SMSC that may contribute to the IST. Strong literacy and numeracy should be encouraged wherever possible.

The whole IST should be presented in an attractive way. Key points are monitoring at the 2 monitoring points and marking and levelling the outcome.

An IST should be printed and given to students and is supplied initially to nominated staff in school for checking and printing; additionally it should be uploaded to "Show My Homework" for students to access from home. The IST timetable will also be issued at the start of the year and shared with parents and carers.

Reporting to Parents/Carers

The processes of Data Capture (DC) and Full Reporting (FR) will take place over a period of 3 weeks and 4 weeks respectively, from start to finish. The data in the Data Capture and Full Report will inform the intervention process and be used to demonstrate progress. In this section, the schedule and details of the process, with responsibilities and timescale will be covered.

QEHS Interim and Full Reports: Y7—Y11

The calendar below shows the order in which data captures and reports will be conducted.

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
11		Data			Full			Data				
10	Tgt reviews			Data		Data			Data			Full
9	Tgt reviews	Data			Full					Data		
8	Tgt reviews		Data			Data			Full			
7	Tgt Setting			Data			Data				Full	

Specific details on time scales for completion and when data captures and reports will be sent home can be found in Section 2.
The flow chart below shows the order

The process of Data Capture and Reporting

START—Data Capture/Report Sheets Completed in SIMs
Data Capture live up until specified deadline. Full report comments always open.
Subject teachers are responsible for ensuring completion within allotted time. Deputy Headteacher to be consulted should there be a problem with this.

Data Analysed by Deputy Headteacher
Appraisal of subject and year group trends presented to SLT.
Deputy Headteacher to present analysis to whole staff, highlighting any groups with in each year who may be performing well or need additional focus.

DATA REVIEW/s
Subject teachers are to use their data to identify areas for intervention.
Faculty Leaders discuss progress with subject teachers and review previous interventions to identify success/areas for improvement
Deputy Headteacher to discuss interventions with Faculty Leaders (this is an opportunity for Faculty Leaders to say what they plan to do, has been done and how they will determine success)

Interventions
Coordinated by Deputy Headteacher, where necessary, and monitored.
Interventions should not involve students leaving one subject to raise standards in another, unless deemed vitally important by Deputy Headteacher.

		Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday
D C	1	2									3, 4			8			9					
F R	1	2									3, 4	5		6		7			8			9

1) **Data Administrator** will assign marksheets to registers prior to Data Capture (DC) and Full Report (FR) weeks

2) **Class Teachers** to alert **Data Administrator** if any marksheets are missing at the start of the data capture/report fortnight

3) **Class Teachers** will get marksheets completed by 2pm on the Friday. There will be a list in the staff room to sign to confirm teachers have completed their sheets

4) **Data Administrator** will email **Class Teachers** if there are any problems such as missing fields in the marksheet. **Deputy Headteacher** will be informed which classes have incomplete marksheets

5) **FULL REPORTS ONLY.** It is recommended that class teachers carry out a 'quality control' of reports. A suggested method for this is swapping a set of class reports with a colleague reports to read through, with staff feeding back to each other with corrections where necessary[4]. **Subject Leads and SLT** will sample a cross-section of subject reports. **Data Administrator** will print off copies of the class reports for each class and give them to **Class Teachers.**
Form Tutor and SLT will be given copy of unchecked report to help with the writing of Form tutor comment. **Data Administrator** will print off copies of the full report to issue to Form tutor.
Class Teachers are responsible for making necessary corrections to their reports

6) **Class Teachers** should have made any corrections that were necessary to their reports

7) **Form Tutor** will have completed Form tutor comment. **SLT** will perform 'quality control' of comments from Form tutors

8) **Data Administrator** will print final version of Interim or Full Report

9) **Data Administrator** will issue **Form Tutor** with reports at start of the day for distribution to students via form tutors and will text parents, upon **Deputy Headteacher** instruction, that data/capture report has been issued.
Deputy Headteacher will start process of data analysis

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[4] This is a suggestion that is likely to be more effective than individuals checking their own reports. The quality of the report is ultimately down to the colleague who has written it to the professional standard that is required. Any checking that takes place is intended to help avoid errors being present in the final report.

APPENDIX 1

DIRT (Dedicated Improvement and Reflection Time) Marking

As well as providing students with the feedback on the work they have completed and targets for improvements it is also vital that teachers build into their lesson, opportunities for students to act upon this information and advice.

DIRT marking (Dedicated Improvement and Reflection Time) is the process of allowing students to reflect/act upon the comments that have been written as feedback. Therefore ensuring the feedback is being put to use and is supporting the progress of our students, not for their next piece of work but NOW – in their lesson.

'DIRT lessons' can take as long as you feel necessary, they can form the starter or for longer pieces of work (e.g. controlled assessment) take the whole lesson.

Essentiality DIRT marking is that time honoured good practice of getting students working really hard to ensure that the standard of their work is the best it can be.

Examples of DIRT marking:

- Reflection and responding to precise feedback. Students using teacher feedback to analyse their own work, question by question improving methodology and accuracy of answer

- Feedback in the form of questions to extend students understanding. This scaffolds student understanding, step by step, with the expectation that students act upon their feedback using **DIRT** – writing an appropriate detailed response to teacher feedback

Teacher Guidance for effective DIRT marking:

1. **Keep it focused.**

If you simply hand back work to students and tell them to improve it all then the response will invariably be less than successful! They need specific support and to avoid overloading students we need to focus in upon specific improvements to their work.

2. **Model and scaffold.**

Models of work, with specific strengths or weaknesses, are crucially effective toward increasing student understanding. Seeing an outstanding exemplar helps lessen the load and gives students a high standard to reach for with their work. Reviewing a poor example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work. **DIRT** time may seem to be about independent work, but in actuality there is still a need for guidance from teacher expertise.

3. **Targeted feedback.**

If students are receiving regular high quality feedback that is targeted and precise in each of their subject areas then cumulatively they should learn clear patterns regarding how they need to improve in specific subject areas as well as recognising common patterns. Marking is therefore crucial – it determines teacher planning and it can be a defining factor for successful **DIRT**.

4. Utilise verbal feedback to support DIRT marking.

If we establish a really clear focus for **DIRT**, with good quality models, scaffolds and targets for improvement, then students should be sufficiently focused to allow the teacher to undertake good quality 'one to one feedback' whilst **DIRT** is taking place.

Appendix 2

QEHC Progress Policy Quick Reference guide to...:

The Four Main Types of Formative Marking and Feedback at QEHC.

1. *In-Depth Teacher Marking*

2. *Light Touch/Acknowledgement Marking*

3. *Peer/Self-Assessment*

4. *Verbal Feedback*

1. In-Depth Teacher Marking – (Mistakes)

Key Stage 3   Key Stage 4

★ -*"Star" - positive comment which relates to the learning objectives;* ★ – *"Star" - second positive comment which relates to the learning objectives;* ***W**– "Wish" - One area where the success criteria was not met / or a suggestion /question to allow opportunity for further progress.*

***S** -"Strength" - positive comment which relates to the learning objectives;* ***S** – "Strength" - second positive comment which relates to the learning objectives;* ***T**– "Target" - One area where the success criteria was not met / or a suggestion /question to allow opportunity for further progress.*

Examples of effective Star and wish/strengths and target:

- To get to the grade level you could/should

- In order to improve I would like you to

- Can you write a closing paragraph starting with the sentence: 'In conclusion, we believe...'

- It will be easier if you......

2. PUSH (Errors) /Acknowledgement Marking

Teachers will acknowledge **all** work variously through the use of ticks, teacher initials, simple literacy corrections and/or brief attainment based comments.

Quality grade	Meaning		Effort grade	Meaning
A	Outstanding		1	Outstanding
B	Good		2	Good
C	Requires Improvement		3	Requires Improvement
D	Inadequate		4	Inadequate

3. Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some faculties may use this type of feedback more frequently because of the nature of their subject. For example in design and technology, art, music and physical education the most effective feedback is often verbal.

In written subjects such as English, Humanities, Maths etc. verbal feedback may be identified as having taken place using the **Verbal Feedback given** stamp. The importance of individual and whole class oral feedback is recognised but learners themselves should record what feedback they have been given. This can be achieved by training learners to write next to the stamp in their books/folders. **Again, this should be recorded with blue pen.**

4. Peer and Self-Assessment

This can be a useful activity if done sparingly and in an environment where learners have been taught to do it effectively. **This should be done in blue pen** to highlight it as learner marking and not teacher marking. All peer and self-assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken.

Appendix 3

QEHC Progress Policy Quick Reference guide to...:

Questions that might be asked when monitoring marking and feedback

What Constitutes Effective Marking and Feedback?

Focus 1: Marking for Literacy

• Do learners receive feedback on use of grammar, spelling, punctuation and appropriateness of language (and subject specific language)? Are errors regularly reviewed?

Focus 2: Frequency of marking/Feedback

• Are there examples of in-depth teacher marking as well as other forms of marking within an appropriate period of time?

Focus 3: Monitoring of progress

• Are learners are able to track their progress towards their targets (yearly, termly etc)?

• Are staff and learners using the tracking sheets effectively? Are these kept up to date?

Focus 4; Quality of written feedback

• Do learners receive good quality, constructive written feedback?

• Are learners praised for positive aspects of their work?

• Do learners have an opportunity to respond to the feedback/targets?

Focus 5: Verbal feedback

• Is there evidence of verbal feedback?

• Is there evidence that learners record/respond to verbal feedback?

Focus 6: Peer and self-assessment

• Are learners trained in how to accurately assess each other's work and their own work and provide fair and helpful feedback?

Focus 7: Presentation

• Do learners take pride in what they are learning and recording?

• Is poor presentation and organisation tackled appropriately?

Appendix 4

Weight Related Conditions 7/11/16

LO: Understand the different weight related conditions and how these can effect a persons sports performance.

Target: C grade must know all 5 weight related conditions by the end of the lesson.

Weight-related Condition	Condition discription	Sporting example- Potential
Anorexic	When a person loses their appetite. Scared of putting on weight	Ballet dancer -to be thin. Pressure
Obese	Abnormally fat. Restricts movement	Sumo Wrestler
Overfat	Excessive body fat. Restricts movement.	Shot Putter Might gain an advantage.
Overweight	A person who weighs more than they should.	Boxer
Underweight	A person who has a low amount of body weight	Long distance runner.

Underweight / Normal / Overweight / Obese

Height

Weight
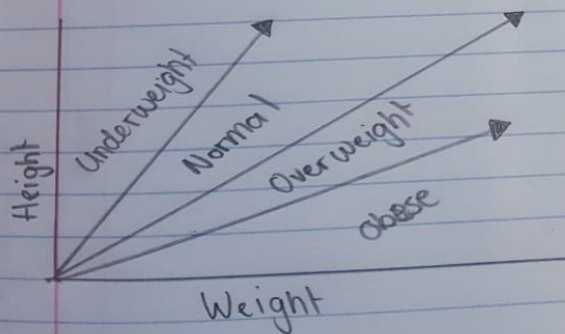
Appendix 5

Some subjects/faculties have adopted 'codes' to increase the efficiency of feedback from teachers and response by students. The examples below are from the English and Communication Faculty:

Target code	Target	Target Task
T1	Spelling mistakes - make sure to check back through your work for careless mistakes.	Write out spelling three times.
T2	Missing accents/cedillas – remember to include accents and cedillas as this will change the meaning of your word.	Write out word three times and add the accents or cedillas.
T3	Punctuation – Do not forget to include punctuation marks.	Rewrite the sentence in full adding the missing punctuation
T4	Sentence structure – Check the order of your words to produce accurate sentences.	Rewrite the sentence with the corrected structure.
T5	Connectives – Try to use a variety of connectives in your work rather than just use 'and' all the time.	Rewrite the sentence including a connective.
T6	Time phrases – Try to include time phrases to your work to enhance your sentences e.g. Samedi prochain – next Saturday, plus tard-later, hier – yesterday, demain-tomorrow.	Create a sentence on the same topic including a time phrase.
T7	Opinions – Try to include more opinions to obtain a higher step in your work.	Try to include an opinion to the work that you have written.
T8	Reasons – Enhance your opinion with a reason, this will better your sentence.	Rewrite the sentence and include a reason to the opinion written.
T9	Adverbs – Use adverbs in your work to enhance your sentences e.g. souvent-often, rarement-rarely.	Create a sentence on the same topic including an adverb to your sentence.
T10	Tenses – Try to use a variety of tenses in your work. You will need to use the past, present and future tenses to obtain the higher grades at GCSE.	Write a sentence in each tense that could be included in your work.
T11	Conjugations – Remember, your pronoun (person) must agree with your verb!	Rewrite the sentence with the verb and the pronoun agreeing.
T12	Challenge! – Why not challenge yourself further with the challenge questions/sheets provided in class!	Try a reading challenge or a challenge worksheet from the front of class.
T13	Adjective agreements – Make sure that you agree your adjectives please.	Rewrite the sentence correcting the adjective agreement.
T14	Underlining – Please underline dates, titles and subheadings.	Underline titles, dates and subheadings in blue pen.
T15	Extenders – Try to extend your sentences by using an extender e.g. aussi- also, puis- then.	Improve your sentence by adding extenders. Rewrite the sentence improving it.

French

Target code	Target	Target Task
T1	Spelling mistakes - make sure to check back through your work for careless mistakes.	Write out spelling three times.
T2	Missing accents/cedillas – remember to include accents and cedillas as this will change the meaning of your word.	Write out word three times and add the accents or cedillas.
T3	Punctuation – Do not forget to include punctuation marks.	Rewrite the sentence in full adding the missing punctuation
T4	Sentence structure – Check the order of your words to produce accurate sentences.	Rewrite the sentence with the corrected structure.
T5	Connectives – Try to use a variety of connectives in your work rather than just use 'and' all the time.	Rewrite the sentence including a connective.
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T15	Extenders – Try to extend your sentences by using an extender e.g. aussi- also, puis- then.	Improve your sentence by adding extenders. Rewrite the sentence improving it.

French Literacy correction codes

SPAG code	Meaning
U	Underline
C	Capital letter
SP	Spelling mistake
ACC	Accent
GR	Grammar
WO	Word order

This policy will be reviewed annually to take account of legal and/or other developments or sooner if it contravenes in any way legal compliance.

Policy Amendment Record

Number:	Date:	Amended by:	Details and Location:
1	05.09.17	M Farmer	Style change to incorporate change to school name. References to old name changed to reflect new name.