

February 2016

SIR Marking and Feedback Policy



Policy Review Date: February 2017

PURPOSE

The **purpose** of Lynch Hill Enterprise Academy's **SIR Marking and Feedback Policy** is to:

- Establish a **consistent approach** to the way learners' work is marked, so that students feel valued and have a clear understanding of how well they are doing;
- Ensure all students have their **work marked regularly** to help them reach or exceed their **full academic potential**;
- **Improve standards** by encouraging students to improve their work;
- Help **inform** teachers' **planning** and **monitoring**;
- Create a **dialogue** which will support / aid **progression**.

RATIONALE

'Feedback is one of the most powerful influences on learning and achievement.' (Hattie, 2012)

Lynch Hill Enterprise Academy is committed to providing relevant, timely and regular feedback to pupils, both orally and in writing. SIR Feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. SIR Feedback should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

'Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.' (Rowe, 2007) Marking is therefore most effective when the student knows: the **purpose** of the task; **how far** they have **achieved** this; **how** to **move closer** towards their goal of learning.

'Marking must provide detailed and personalised evaluation points for future developments' (Ofsted: Good Assessment in Secondary Schools), therefore providing students with detailed feedback regarding their **strengths** and areas for **improvement** is essential to **aid students' progression**.

'Feedback is only worthwhile if it is acted upon.' (Lebowitz, 2015) For students to **progress** in their learning, they should consequently **act on feedback** to 'close the gap' between the work they have completed originally and a higher level of work suggested by the feedback they receive.

EXPECTATIONS

1. **SIR Feedback:** See page 3.
 - When marking students' work, teachers must identify **Strengths (S)** and **Improvements (I)**, focusing on **students' achievement** of learning objectives, outcomes and success criteria, which should include advice and a requested action by the teacher that leads to a student **Response (R)**.
 - A subsequent teacher response to the student response might be necessary and a written dialogue might even begin.
 - Comments should be written in **student friendly language** with a **clear and legible hand**.
 - **Students** must use **written feedback** to **reflect** on the **strengths** and **weaknesses** of their work, **identifying ways** in which they can **improve**.
 - **Students** should provide a **comment** underneath the teacher comment to show their **reflection** ('**Response**') on the feedback.
 - Students should **understand how feedback relates** to their **longer-term goals** and **setting their own targets** for improvement.

- Teachers must **maintain** an **accurate record** of **student progress** and **attainment** in either their planner or electronically which will support regular recording and reporting of progress.
- The School's reward system should be employed to **reward** both **effort** and **achievement**.

2. **SIR Feedback Frequency:**

- For subjects with **three or more lessons per week**, SIR Feedback should take place at least **three times each half term**;
- For subjects with **two lessons per week**, SIR Feedback should take place at least **twice each half term**;
- For subjects with **one lesson per week**, SIR Feedback should take place at least **once each half term**.

3. **Literacy Feedback:** *See page 4.*

- **All Departments** must **support Literacy, identifying errors** in **spelling, punctuation** and **grammar** (SPaG) using the School's **Literacy Marking Codes**.
- Teachers should **circle SPaG errors** and **write** the **relevant codes** above the errors.
- Students should **correct** these SpaG errors in **green** pen on their work.

4. **Responsibility:**

- It is the responsibility of the **classroom teacher** to provide students with **SIR Feedback** and **Literacy Feedback** regularly.
- It is the responsibility of the **subject leader** (Head of Department) to ensure that marking takes place regularly according to the principles and guidelines expressed in this policy.

5. **Self- and Peer Assessment:** When students are self- or peer-assessing work, teachers should:

- Help students learn to provide effective feedback by **modeling appropriate, constructive** and **descriptive feedback**.
- Encourage students to be as **supportive** as possible in **critiquing** the work of other students.
- **Train students** how to **interpret feedback** so that they can make appropriate connections between the feedback received and the quality of their work.
- Stress **benefits** of being a peer assessor to students, such as it helps them **evaluate** their own work and become more **self-directed** learners.

6. **Marking Colours:**

- **Teachers** should use **purple** pen when providing students with feedback;
- **Students** should use **green** pen when self- and peer-assessing work.

7. **Recording Progress Over Time:** *See page 5.*

- All students should be **aware** of their **target grades**, which should be **recorded** on **Student Target Sheets** in the front of their books.
- Students should **reflect** on their **summative assessment grades**. They should **summarise** the **SIR Feedback** given by teachers on their Student Target Sheets, **dating** when their **response** was completed. This will show progress over time.

'SIR' Feedback on Learning

Helping YOU to progress



S trengths

- What you did well
- What you showed that you know
- What you showed that you understand
- What you showed that you can do

I mprovements

- What you didn't do so well
- What you don't yet know as well as you need to
- What you haven't yet understood as well as you need to
- What you can't yet do as well as you need to

R esponse

- How you can improve, suggested by:
 - your teacher
 - another adult
 - another student
 - yourself

Literacy Marking Codes

Code	Meaning	Explanations to help you complete your <u>Response</u> to improve your work	
C	Capital letters	Put a capital letter : <ul style="list-style-type: none"> at the start of a sentence. at the start of the name of a person/country/place. <i>E.g. John was born in London, England.</i> for abbreviations or acronyms (shortenings) <i>E.g. The BBC is short for the British Broadcasting Corporation.</i> for the personal pronoun 'I'. Ensure you have not misused a capital letter by placing one where it is not needed.	
H	Homophone	Make sure you have used the right homophone , which is a word that is pronounced the same as another word but differs in meaning , and may differ in spelling . <i>E.g. 'there' (in or at that place), 'their' (belonging to certain people, animals, or things) and 'they're' (contraction (shortening) of 'they are').</i>	
^	Missing word	Add in the missing word(s) to ensure your sentence makes sense.	
//	New paragraph	Use a new paragraph to introduce a new idea, section or topic .	
/	New sentence	Use a new sentence for each new thing you want to say.	
P	Punctuation	.	A full stop should always be used to end a sentence . The full stop indicates that a point has been made and that you are about to move on to further explanations or a related point.
		,	Use commas to separate items in a list. <i>E.g. The shopping trolley was loaded high with bottles of beer, fruit, vegetables, toilet rolls, cereals and cartons of milk.</i> Commas can be used to act like brackets in a sentence, or to show a pause . <i>E.g. The boy, who knew that his mother was about to arrive, ran quickly towards the opening door.</i>
		?	The question mark indicates that a sentence is asking a question . It always comes at the end of a sentence . <i>E.g. Are we at the end?</i>
		!	An exclamation mark indicates strong feeling within a sentence , such as fear, anger or love. It is also used to accentuate feeling within the written spoken word . <i>E.g. Help! I love you!</i>
		'	Use an apostrophe to show any missing letter(s) . <i>E.g. they're = they are.</i> Use an apostrophe to show the owners of something. The apostrophe goes with the owner: before the 's' in the owner is single . <i>E.g. the girl's hat;</i> after the 's' if the owner is plural . <i>E.g. both girls' hats.</i>
		()	Brackets always come in pairs () and are used to make a point which is not part of the main flow of a sentence . If you remove the words between the brackets, the sentence should still make sense. <i>E.g. The strategy (or strategies) chosen to meet the objectives may need to change as the intervention continues.</i>
		:	The colon within a sentence makes a long pause between two phrases . Use the colon when listing . <i>E.g. She placed the following items into the trolley: beer, fruit, vegetables, toilet rolls, cereals and cartons of milk.</i> The colon can be used within a heading , or descriptive title . <i>E.g. Human Resource Management: Guidelines for Telephone Advisers.</i>
		;	The semi-colon is used when joining two connected sentences . <i>E.g. We set out at dawn; the weather looked promising.</i> The semi-colon can also be used to assemble detailed lists . <i>E.g. The conference was attended by delegates from Paris, France; London, UK; Stockholm, Sweden; and Mumbai, India.</i>
" "	Use speech marks to surround the words someone has actually spoken . <i>E.g. My grandpa said, "Share your chocolates with your friends."</i> Each new speaker goes on a new line and is indented (moved in a bit from the margin).		
SE	Standard English	Avoid using colloquial language (slang) by ensuring you only use words and phrases that that are formal (Standard English) . <i>E.g. Do not write 'wanna' instead of 'want to' or 'coz' instead of 'because'.</i>	
Sp	Spelling	Spell the word correctly .	
SS	Sentence structure	To express your ideas clearly , reconsider how you have arranged the words in your sentence . <i>(Correct your grammar by constructing your sentences with the right clauses, phrases and words.)</i>	
T	Tense	Use the correct tense . <i>E.g. Present tense: I play football every week. Past tense: I played football yesterday. Future tense: I'm going to play football this afternoon.</i>	
WW	Wrong word used	Ensure you have used the correct word so your sentence makes sense.	

Student Target Sheet

Full Name	
Tutor Group	
Key Stage 2 Level	
End of Year Target Minimum Grade	
Level I think I can achieve by the end of the year	

Summative Assessments

Assessment	Level	Strengths	Improvements	Date Response Completed
Term 1 Assessment				
SPaG Improvements <i>(Please circle)</i>		C Sp P / // ^	WW SE H T SS	
Term 2 Assessment				
SPaG Improvements <i>(Please circle)</i>		C Sp P / // ^	WW SE H T SS	
Term 3 Assessment				
SPaG Improvements <i>(Please circle)</i>		C Sp P / // ^	WW SE H T SS	