



Tapton
SCHOOL
ACADEMY TRUST

Drama Department Chaucer School Marking and Feedback Policy The aim of marking is:

1. It is useful and relevant to students, teachers and parents
2. It provides dialogue between teachers and students to improve learning
3. It instils confidence in the learner
4. It enables students to make good progress
5. It encourages students to take responsibility for their learning

The teachers and teaching assistants will use 3 forms of marking and feedback:

Light touch marking:

This is acknowledgement marking relating to the learning intention and success criteria indicated either by a tick/cross or a highlight. In Drama this will often be the case for scripts and planning material or notes made for exam revision.

Deep marking:

This is personalised feedback ensuring students know exactly what to do to improve to reach the next level. **It will identify clear areas of strength and exact comments on how to improve in order to make progress.** Students will then be expected to respond to the DEEP marking in dedicated improvement and response time (DIRT). This will occur either in class or as an independent learning task. **All DIRT will be completed and dated by students in purple pen. Teaching staff will challenge students who fail to complete DIRT to a high standard.** In Drama this will be completed for the writing completed for AO4: Evaluation.

Verbal feedback:

This essential feedback offers learning conversations that encourage the student to reflect on the teacher's comments and encourages the students to discuss their areas of concern and aspirations. Teachers will use strategies in books to indicate when verbal feedback has occurred e.g. stickers/stamps or the symbol VF: Verbal feedback given **and either the student or member of staff will date it.** In Drama, both peer and teacher feedback is recorded on "Positive Peer" handouts which remain in folders until the next formally assessed performance. All students have the opportunity to increase their score on the departmental Dynamic Mark sheet on almost every lesson which then calculates their overall mark, in this way verbal feedback is a formative part of what will be a summative result (see below in Written Feedback)

The students will use 2 forms of marking and feedback:

Self-assessment:

This form of marking ensures that students take responsibility for their learning and can recognise their strengths, weaknesses and common mistakes. In Drama this is often an element of A01: Create and Develop.

Peer assessment:

By marking the work of other learners students get an understanding of marking and success criteria whilst being able to learn from their peers. It provides an opportunity for modelling and sharing work. In Drama, both peer and teacher feedback is recorded on "Positive Peer" handouts which remain in folders until the next formally assessed performance.

Written Feedback:

To ensure that marking and feedback is robust and consistent, teachers will select one or more of the following for each piece of completed work:

- Light touch / acknowledgment marking
- Clear levelled/graded work marked against objectives (WALTs) and success criteria (WILFs) that are shared with students.
- Comment only marking.
- Dedicated improvement and reflection time (DIRT). This provides students with targeted questions to which students produce a written response.
- Pieces of written work that are identified for peer and self-assessment by students.
- Dedicated improvement and response time (DIRT). This provides students with focused questions and extension tasks to which students respond enabling them to improve their work.

Verbal Feedback:

- Verbal feedback is a powerful form of feedback targeted at students' specific areas for development.
- Verbal feedback needs to start with successes and areas of development.
- All students either individually or as part of a group will receive verbal feedback from either a peer or the teacher every lesson.
- Students will be given the opportunity to discuss their feedback in dialogue with either the teacher or peers.

Marking Literacy: (please see literacy policy for full details).

- To support standards in literacy across the school written work will be corrected using the Marking Code with **no more than 4 per page**.
- **All students will have either high frequency words or subject specific terminology printed correctly in the margin and be expected to re-write the word underneath 3 times.** Opportunities for students to correct literacy errors will be built into lessons or DIRT; this will support literacy standards across the school and show a consistent approach from all teachers.
- There is a whole school focus on elements of literacy, i.e. high frequency words, capital letters or handwriting, each term.
- The spelling of subject specific words, academic language and technical accuracy will be part of marking and feedback for students giving an opportunity to practice and improve.

Chaucer literacy marking grid.

SP	Spelling Error: Try this spelling again (next steps according to ability)
P	Punctuation Error: Put in the missing full stops, commas or capital letters (next steps according to ability)
//	Paragraph: mark in where the paragraphs should be
I	Incomplete: needs finishing
D	Detail: more detail needed
H	Handwriting: handwriting needs more attention
☺	A well written piece of work
SA	Self-Assessed
PA	Peer Assessed
VF	Verbal feedback given
EXP	You need to make this section clearer for your reader
T	Check this section is in the same tense as the rest of your work
WOW	Striking and/or imaginative piece of writing

Pride and Presentation:

It is an expectation of every student that they complete their work to the highest of their ability. This includes ensuring that they present work at Chaucer standard.

10 steps to good presentation

Students should:

- Write in black or blue pen.
- Write the date on the first line of a page or a new piece of work.
- Write the long form of the date in the top right corner. eg: 25th January 2015.
- Write the title in the middle of the line.
- Underline all dates, titles and sub-headings with a ruler.
- Miss one line when you change paragraph, or start your work having written the title.
- Cross out mistakes with a single line through them.
- Draw pictures and diagrams in pencil and label them in pen.
- Do not graffiti, draw in the margin, or miss out pages.
- Complete all DIRT (dedicated improvement and response time) in green pen.

To embed best practice:

- All teacher's marking will be completed in green pen
- All students' DIRT will be completed in Purple pen and dated by the student
- Pride in presentation will be consistently challenged
- All teacher comments will be written legibly and follow the line of the book to ensure neat presentation
- Deep marking will be completed every 6 hours of learning. There will be clear evidence of where a learner has met the success criteria and advice for a student on areas for improvement and how to reach the next level.
- Students will be given an opportunity each half term to complete peer or self-assessment. Students will be taught how to use peer and self-assessment effectively in each department.
- The quality of student comments will be reviewed at teacher and department level and used to inform planning.
- It will be clearly displayed in books when verbal feedback has been given **and dated by either staff or student.**
- Teachers will share success criteria and mark schemes to allow students to understand how to progress.
- The quality assurance process ensures that a book scrutiny is completed each half term.
- The department marking and feedback policy is displayed in all books and in classrooms and shared with parents.
- The marking policy is distributed to parents annually and it is available on the website.

Chaucer School, Wordsworth Avenue, Sheffield, S5 8NH.
Tel: 0114 232 2338 Fax: 0114 232 1426
Website: www.chaucer.sheffield.sch.uk