

Stocksbridge High School

Maths & Computing College
Shay House Lane
Stocksbridge
Sheffield
S36 1FD

Headteacher: Jan Featherstone
Tel: 0114 288 3153 / 288 3410
Fax: 0114 288 8475
E-Mail: enquiries@stocksbridgehigh.sheffield.sch.uk
Web: www.stocksbridgehigh.co.uk



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Dear Parent/Carer,

The information below explains how your child gets feedback on their work in a variety of different ways. Focused feedback is crucial to ensure your child understands how to progress in their work.

Obviously, different subjects are taught in very different ways and marking and feedback does vary in different curriculum areas. In each subject your child will be told how their work will be marked and how they will receive feedback. This may be via information posters or sheets in books and folders.

Marking and feedback at Stocksbridge High School

Students at Stocksbridge High School receive lots of different kinds of feedback to help them understand what they have done well, correct any mistakes they have made and to give them advice on the next steps they need to take in their learning. A lot of this feedback comes from marking work in books and folders and marking assessments. However, student's work is marked in a variety of ways and it is important that parents and students understand the different ways we mark work, assess progress and give feedback here at Stocksbridge High School. Teachers will not always mark every piece of work that students do. Sometimes students will mark their own work or be involved in marking other students' work. This self assessment and peer assessment does really help students improve their work. Students will be shown in class how to carry out these activities properly.

How is students work marked and what feedback do they get?

Quality teacher marking

In most subjects students complete a milestone assessment on a termly (or more frequent) basis. Students will receive a level at KS3 and a grade at KS4 that they will enter in their planner. Students receive written feedback in the form of focused targets to help them improve. These too are recorded in the planner. These assessments help departments track progress.

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Departments may also have one or two other major pieces of work each term where



students will receive written feedback on strengths and any areas to improve. This feedback will be linked to the learning objectives for that piece of work. This may be a piece of homework or classwork.

Acknowledgement marking and marking of knowledge based exercises

Acknowledgement marking means that students work is checked (& ticked) but not marked in detail. For example classwork notes may be checked in this way. Some activities and homeworks will be marked with ticks and crosses to let students know which answers are correct. Also, some departments mark some homework or classwork with a mark out of 10 or a grade that indicates the accuracy of the work. Effort grades and marks are also used to show how hard students are trying.

Self-assessment and peer –assessment

From time to time students will mark their own work. and use the learning objectives or markschemes to see how well they have done and what they need to do to improve. Sometimes students will mark each other's work and provide constructive feedback to help each other improve.

Spoken Feedback

As well as written feedback in books and folders and on assessments, teachers will frequently explain to students how well they have done and what they need to do to improve. This is the most common form of feedback in lessons.

Different subjects will use some forms of marking and feedback more than others. For example, in practical subjects like PE, Music, Art and Technology, students will receive more spoken feedback about their work.

Each subject area has displays or information in books and folders to explain to students how their work is assessed and marked in that subject area.

We hope this information is helpful,

Yours sincerely,

Miss C Tasker
Assistant Headteacher

Mrs A M Hoyland
Assistant Headteacher