

Marking and Written Feedback at High Storrs School Whole School Principles

Introduction

In 16/17 the High Storrs T&L Group reviewed our approach to marking and written feedback in the light of the ‘A Marked Improvement’ - research from the Education Endowment Foundation. The research posed many questions but also emphasised the following,

Some findings do, however, emerge from the evidence that could aid school leaders and teachers aiming to create an effective, sustainable and time-efficient marking policy. These include that:

- *Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer*
- *Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers’ formative comments*
- *The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress*
- *Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking*
- *Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.*

With this in mind the group undertook action research. At the end of the year we shared tentative conclusions and created the new marking and written feedback principles. It is important to note that written feedback is one key aspect of feedback. A deal of feedback is, for example, whole class or individual verbal feedback that enables students to take their next steps in learning. This diagram (also from the EEF) summarises the different types of feedback that enable students to make progress.



Figure 1. Examples of different forms of feedback.

Marking and Written Feedback

Whole School Principles at High Storrs School

MARKING & WRITTEN FEEDBACK AT HIGH STORRS SCHOOL SHOULD:

- Monitor pupil progress in line with subject assessment methods
- Be related to the learning objective and success criteria of the lesson/project/topic
- Involve students
- Give clear targets for improvement
- Praise students' effort and achievements
- Inform future planning
- Be manageable for teachers

ALL STAFF WILL ALLOW STUDENTS THE TIME AND OPPORTUNITY TO RESPOND TO KEY FEEDBACK AND TAKE THE NEXT STEPS IN THEIR LEARNING

Marking and Feedback at High Storrs...

...will be regular

- Marking will take place regularly and provide timely feedback
- Marking will give next steps and opportunities to students for further practice and improvement

...will use a variety of techniques

- Students' work will be marked using a variety of methods (*e.g. teacher corrections, detailed written feedback, Dot marking, peer and self-assessment, WWW /EBI*)
- Over time marking will include a mixture of levels/grades/marks as well as written feedback

...will provide next steps

- Students will be clearly aware of their abilities within a subject and will know how to improve further through the use of clear target setting.
- Subjects will share criteria and arrangements for marking with students and parents

...will be consistently applied

- Marking will be recorded by the teacher and monitored across the department as appropriate
- SLT links will use QA activities to ensure that subject leaders are accountable for upholding the marking and written feedback principles

...will reward effort

- Students will be awarded commendations for producing work that shows a high level of effort

OUR ATTITUDE TO LEARNING GRADES EMPHASISE THE IMPORTANCE OF STUDENT ENGAGEMENT WITH MARKING AND ALL FORMS OF FEEDBACK