

# Southend High School for Girls



## A Guide to Feedback and Marking

### Rationale

Southend High School for Girls has drawn on research conducted by the Education Endowment Foundation, the work of Professor Dylan Wiliam and the principles outlined by the Department for Education Marking Policy Review Group, 'Eliminating unnecessary workload around marking' report (2016) to establish a set of guiding principles for approaches to feedback and marking in our school.

'Wider research shows that feedback can be one of the most powerful levers teachers have to improve learning.' (Education Endowment Foundation, 2021).

For feedback to be effective it should:

- 'be more work for the recipient than the donor' – it should cause thinking.
- it should be focussed.
- it should relate to the learning goals shared with students.

(Wiliam, 2011)

Teachers should, therefore:

- 'lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment.
- deliver appropriately timed feedback, which focuses on moving learning forward.
- plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.' (Education Endowment Foundation, 2021)

### Purpose

The main purpose of feedback and formative assessment is ultimately to improve student learning. For this to happen it should be efficient, frequent, timely and require students to engage with the feedback in a proactive and meaningful way.

Feedback also informs teacher planning and provides valuable information about student progress as well as acting as a motivational tool allowing for praise and encouragement to be provided which demonstrates that teachers value students' work.

### Types of feedback

Feedback can take many forms and does not always have to involve direct feedback or be in written form.

At Southend High School for Girls we encourage **reflective, formative feedback**; we expect all students to engage with and respond to **all** feedback, be it **individual verbal feedback, whole class feedback** (written or verbal) or more **formal written feedback**.

Formative feedback may be :

- **In-lesson feedback** – during **deliberate practice** (purposeful practice that knows where it is going and provides clear strategies for getting there) in-lesson feedback is prioritised. This gives students the opportunity to improve their work as they are completing it and ask questions where needed. It requires action and interaction on the part of the student, which enables them to progress.

This could take the form of:

- verbal feedback to individual students which provides students with the opportunity to discuss their work and seek clarification where necessary.
  - live marking of a student's work so they can act on feedback immediately e.g. using 'dot' marking.
  - pausing the class to reteach/remodel; allowing the teacher to reshape the lesson to address misconceptions and understanding.
  - sharing an example of student work; an exemplar for students to critique and from which they can improve their own work (WAGOLLS – 'what a good one looks like' and WABOLLS – 'what a bad one looks like').
  - sharing answers with students and asking them to make corrections and/or improvements.
  - encouraging students to re-visit models/exemplar work and use checklists to self-assess and improve their own work before feedback from a teacher.
- **Written feedback away from the lesson** - key pieces of work may have individual feedback given when work is taken in. When these pieces will take place and in what format will be decided by individual departments and indicated within the relevant scheme of work and department assessment policy. In line with the whole school policy on feedback, time will be dedicated in lessons so that students can respond to this feedback in a timely manner.

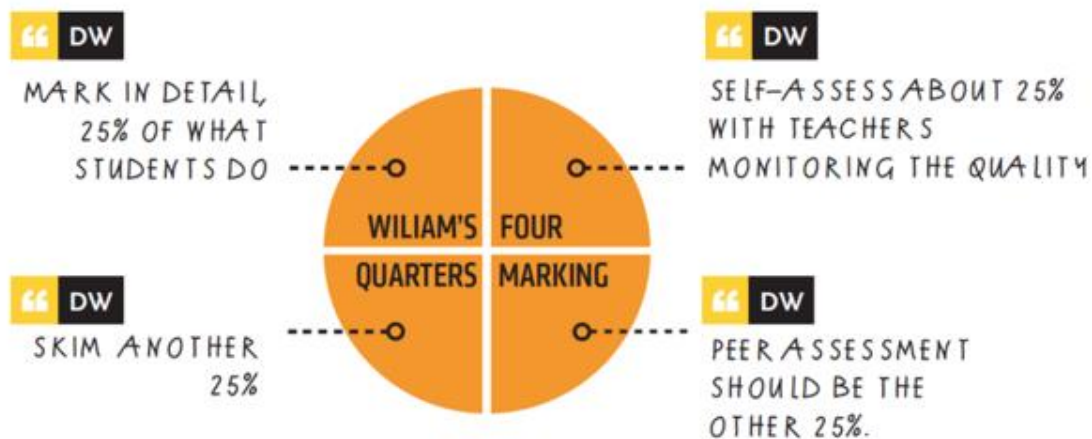
Written feedback can take various forms including, but not limited to:

- individual assessment sheets.
- written comments highlighting strengths (WWW, 'what went well') and areas for development (EBI, 'even better if').
- whole class feedback -- this involves the teacher reading the work of every student and providing little to no personalised feedback. This results in whole class feedback which focuses on reteaching, addressing common misconceptions, misunderstandings, SPaG errors, examination techniques and highlighting and celebrating examples of good practice. The teacher may use WAGOLLS and WABOLLS under a visualiser to provide models for students.

Students would then be expected to use the feedback and models to correct their work, redraft it or extend it.

- code feedback – where a teacher will indicate, by way of a code, what needs to be improved; for example a number relating to an improvement target.
- **Formative peer and self-assessment** – teachers should also make good use of peer and self-assessment. When effectively conducted, peer-assessment contributes not only to the learner’s understanding but also to those who are providing the feedback. Modelling and the use of task specific criteria are essential to ensure the effectiveness of both peer and self-assessment.

A useful illustration of the ratio of teacher written feedback is outlined by Dylan Wiliam as below:



<https://carlhendrick.com/2017/09/02/four-quarters-marking-a-workload-solution/>

(illustration by Oliver Caviglioli)

## Marking

It is important to note that feedback and marking are not the same thing. Marking is the activity of checking, correcting and providing a mark to students’ written work. Feedback is information given back to the student which highlights what has been done well and what can be improved. There is a place for marking as a means of feedback, particularly with summative assessment tasks such as end-of-year examinations and PPEs (pre public examinations) as it provides an opportunity to provide students with clear and specific information that the wider evidence base on feedback suggests is most likely to lead to student progress.

The following table provides a useful explanation for the difference between marking and feedback:

<b>Marking</b>	<b>Feedback</b>
Summative	Formative
Assessment of Learning	Assessment for Learning
Measures learning	Moves learning forward
Directs thinking	Provokes thinking
Solves	Suggests
'You should ...'	'How could you ...?'

### **Marking and Feedback Codes**

When providing written feedback in exercise books to ensure consistency across the school and particularly consistency related to literacy errors, the following codes should be used above the relevant word /section :

- ✓ good point
- X incorrect or wrong point
- SP spelling error which needs correction
- P punctuation error which needs correction
- GR grammatical error which needs correction
- / start a new sentence
- // start a new paragraph
- ?? the point is not clear
- WW wrong word
- ^ missing word
- [ ] this part needs rewording
- +1 academic achievement point

Where relevant, a more formally assessed piece of work may include a raw score and/or a grade as per department policies; at GCSE and A Level this should be in line with marking criteria from the relevant examination board specification. Or work may simply have development comments using such devices as WWW (what went well) and EBI (even better if).

### **Presentation**

It is essential that we help students to take pride in their work and understand the importance of accuracy and high quality presentation in the world of work. Exercise books and folders are the primary source of revision for students and therefore they are expected to be clearly set out. The following are whole school expectations regarding presentation:

- All work should have a date on the right hand side, written in full and underlined with a ruler (e.g. 12<sup>th</sup> September 2023). MFL require students to write the date in the relevant target language.
- All work will have a title / heading which is underlined with a ruler.
- All work should have CW/HW written in the top left-hand margin (MFL require students to write these in the target language).
- Only black or blue ink should be used for writing with the exception of student responses to feedback (as indicated by individual department policies).
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

### **Monitoring and Review**

Monitoring and evaluation of the quality of feedback and response from students should be undertaken regularly. This should be undertaken using the following methods:

- lesson drop ins where verbal feedback should be seen as a part of deliberate practice – by heads of subject / faculty /SLT.
- book reviews completed with students present so they can explain how they have responded to feedback.
- student voice feedback sessions to get an overview of how feedback from teachers is being received and acted upon.
- moderation of work undertaken within departments.
- effective practice should be shared within and across departments.
- review of common assessed tasks through online mark books / department trackers

### **Features of ineffective feedback**

The following are examples of ineffective feedback.

Southend High School for Girls expects teachers NOT to employ strategies that:

- are unduly labour intensive, for example, extensive written comments or writing VF on students' work to indicate verbal feedback
- are disjointed from the learning process; for example, written feedback given to a false, mechanistic timetable, rather than as part of a clear strategic plan.
- are dispiriting for students and teachers by failing to motivate and encourage resilience.
- are in any way unmanageable for teachers due to the amount and type of feedback
- disrupts teachers' work-life balance and well-being.
- requires teachers to read extensive prose which has no bearing on the requirements of public examinations for that subject.
- requires teachers to assess tasks that lack focus on specific assessment objectives or success criteria which are age-appropriate.

- provide vague, written acknowledgement; there is no strong evidence to suggest that simple acknowledgement (sometimes known as 'tick and flick') contributes to progress.

### **In summary**

Factoring in research on what constitutes effective and ineffective marking and feedback as well as what the research says about the impact on teacher workload, our policies and practices at Southend High School for Girls are rooted in the following core principles:

- feedback should only be used to promote learning (Feed up, Feedback and Feed forward (Hattie & Timperley 2007).
- written feedback is useful but there are many other forms of feedback which can be more effective.
- "Feedback should be more work for the recipient than the donor" (D William, 2011)
- It is acceptable that some work will be left unmarked as students regularly receive a wide range of other types of feedback in addition to traditional marked work. (However, this does not mean that teachers will not look at students' books. Immediate, fast and effectively planned feedback activities should result in teachers being able to review more work, more often, in a timelier way).
- Teachers are empowered to decide on the most appropriate method of feedback within their subjects to promote and deepen learning.