Marking and Feedback Philosophy

Feedback on performance and advice on how to improve is key to student progress. At Tadcaster Grammar School we aim for all of our marking and feedback to be meaningful and motivating to ensure student engagement and progress; we also aim to ensure that feedback and marking is manageable for our staff to ensure it is effective. Tadcaster Grammar School's Whole School and Faculty Marking and Feedback Principles ensure that the emphasis placed on marking and feedback is supportive yet rigorous for all engaged in the process.

Core Principles of Excellent Assessment and Feedback

- Assessment points are explicitly planned in schemes of learning (or similar).

- Success criteria for each piece of assessed work are explicitly shared with students.

- Assessment will be based on high expectations of students (including Presentation, Spelling, Punctuation and Grammar (SPaG) and use of appropriately sophisticated subject specific language).

- Feedback is provided to help the students move forward/improve their work – whether a redraft of the current piece, on-going as part of the current piece or in future work.

- The feedback should be timely.

- Students will be <u>expected to</u>, and <u>be given time to</u>, appropriately act upon the feedback provided.

- Where peer and self-assessment takes place the teacher will ensure that the students have the necessary skills to do so accurately.

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and student: a way of acknowledging students' work, checking the outcomes and making decisions about what teachers and students need to do next, with the primary aim of driving student progress. There has been much discussion about marking and feedback leading, in particular, to research and the publication of a key document by the Education Endowment Foundation which supports Tadcaster Grammar School's marking and feedback philosophy.

https://educationendowmentfoundation.org.uk/news/eef-marking-review-responding-tofeedback/

At Tadcaster Grammar School, we believe that excellent assessment and marking should not look completely the same across every subject in a school: the format depends both on the nature of the work, the students involved, and the demands of each subject. Every department has its own unique ways of marking work, but we also have some common features that we all use.

This summary explains some of the key features that you will encounter in students' books ...

What is Summative and Formative Assessment?

Summative assessment takes place at the end of a topic ... an end-of-topic test in Science, or a Maths test that tests the unit you have just been taught on algebra, or a Geography essay summarising the work on coastal erosion. Summative assessment tests if you have understood the work and can demonstrate your understanding.

In isolation, summative assessment doesn't help students to improve because the learning has already taken place by the time the feedback is received. Excellent teaching needs a mix of both summative and formative assessment, but it is actually formative assessment that helps pupils improve their work and overall achievement. As a result, teachers focus on formative marking in books/folders.

Formative assessment is all about a (written and verbal) conversation or dialogue between teachers and students. This dialogue happens during the learning on a regular basis, rather than simply at the end of a topic. Teachers comment on the quality of the work, and how students can improve their work moving forward in the topic. Drafting work is important, and we stress this to our students.

What are some of the features of formative assessment that you can find in books/folders?

Dialogue in books is shown in three clear ways: teacher assessment, peer assessment and self-assessment. All three are valuable in their own way, and work in combination. Obviously, teacher assessment will provide specific feedback from teachers to students, peer assessment is where students review, assess and compare each other's work to help improve their own understanding and self-assessment is where students look at success criteria for a piece of work, and evaluate how successful they have been.

Some of the terminology that we use in our formative marking ….

WWW and EBI

A simple format that many teachers use in their work to structure feedback. Students respond better to teacher comments if there are specific areas on which they can work. So "www" stands for "what went well" – the teacher praising aspects of their work, and "ebi" stands for "even better if" – specific areas that the student can address to improve their work. Praising alone is not helpful, so we try to focus on the next steps in their learning. This may be hand written, via mark schemes or whole class feedback or through verbal feedback.

SIT: Student Improvement Time

SIT is central to our teaching methodology in this school. Research clearly shows that students need to be provided with time to reflect on, and improve, their work. Teachers, or indeed other students or the students themselves, have identified areas where improvement can be made, and are encouraged to ask students questions in their feedback, in order to move their learning forward and reflect on the next steps. After a teacher, or student, has returned work, students are given time in a lesson (or as homework) to respond to their teacher's questions or improve their work.

Frequency of Marking

Frequency of marking varies according to the department and nature of work set; not every piece of work will be marked. This adheres to Ofsted guidelines which recognise that in order for marking and feedback to be effective and efficient in promoting learning it needs to cater for different subjects and different age groups of students in different ways. A variety of different marking and feedback strategies will be used including teacher written comments, whole class feedback sheets, coded marking (where codes are used instead of the teacher writing out the same target), highlighting of mark schemes and success criteria, digital marking and verbal feedback. Each department will have specific deadlines for key assessments which usually feed into the reporting system. The teaching staff are constantly 'assessing' students through classroom questioning and discussion and providing guidance and 'feeding forward' with model answers and exemplar materials.