

Marking and Feedback

The TGS Approach

The Research behind our approach to marking and feedback....

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

And kept this in mind: The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an **improvement of eight additional months' progress over the course of a year.**

Our 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.
- Feedback may be verbal.
- Frequency of marking varies according to the curriculum team and nature of work set; not every piece of work will be marked.

Our philosophy led to our Core Principles...



TGS Core principles of excellent written assessment & feedback

- Assessment points are explicitly planned in schemes of work (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, 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 expected to, and be given time to, 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.

Student Improvement Time

Student Improvement Time is central to our teaching.

Research clearly shows that students need to be provided with time to reflect on, and improve, their work.

Feedback can be given by the teacher, or another student or the student should identify areas where improvement can be made. This can be by asking questions, making suggestions for improvements (e.g. ebi), using mark schemes but however it is done the aim is to encourage students to engage with and act on their feedback, in order to move their learning forward and reflect on the next steps.

