

Guidelines for providing students with effective feedback (including marking work)

Education research is clear, effective feedback is crucial to making learning progress. Have a look at <http://www.youtube.com/watch?v=cvXS2x3UhQU> (Ctrl and Click to follow link).

All Meadowbrook staff are expected to provide students with **effective** verbal and non-verbal feedback.

Oral Feedback

- Much feedback will be oral. Effective oral feedback will always relate to:
 - What you are want the student to learn (learning objective)
 - Where they have got to (learning outcome)
 - How best to move on (learning progress)Note: this applies as much to social and emotional aspects of learning (SEAL) as it does to academic or practical learning).
- Oral feedback can and should include formative and summative elements.
- Significant oral feedback should always be recorded (often in staff planner or mark book). Such comments are critical and, as important as written feedback for assessing learning progress and planning next steps.

Summative assessment summarise student attainment at a particular time.

Formative assessment promotes further improvement of student attainment.

Assessment **OF** learning versus assessment **FOR** learning

Written Feedback

The guiding principles for written feedback are that:

- Feedback to any pupil should be about the particular qualities of his or her own work, with advice on what he or she can do to improve (comparisons with other pupils should be avoided)
- Learning objectives and learning outcomes will be used as the benchmark for written feedback
- Feedback will enable students to understand how to make their next learning steps (formative feedback).
- To be able to identify the next steps in pupils' learning, teachers will have an understanding of subject progression and be able to recognise pupils' misconceptions and difficulties.

How do we mark pupils' work?

Subject specific marking schemes

- Meadowbrook Subject Coordinators and Subject Network Groups have produced subject specific marking schemes and guidance for their use. Staff marking students work are expected to follow these as appropriate. Copies of current making schemes are appended to this document.

The guiding principles and general expectations for written feedback at Meadowbrook are:

- Learning outcomes and objectives will always be shared and made clear to pupils in advance of attempting tasks.
 - These should be included pupil's work where appropriate.

- Ticks/highlights/underline should be used in the text at the relevant words and phrases that meet the learning objective.
- Responses will, wherever possible be constructive, acknowledging what has been achieved as well as highlighting areas for improvement.
- Correcting every mistake can be disheartening, so staff will often focus on particular aspects of the work at different times. These areas of focus will be made clear to the pupil
- Teachers may sometimes wish to indicate and correct an error and encourage pupils to look for further errors of the same type
- Teachers may wish to indicate:
 - Spelling, punctuation or grammatical errors
 - Answers that do not make sense
 - Answers that are inaccurate
 - Responses that do not answer the question
 - Answers that are incomplete
- A specific comment on learning is made at the end of a piece of work. The aim is to summarise achievement and set a further target
- Communication will be in a form which is comprehensible and clearly understood by the individual pupil. Consideration will be given to the pupil's literacy skills and level of understanding
- If pupils are provided with a mark and a comment on their work, there can be a tendency for them to focus on the mark and take little regard of the comment. Staff will often record only a comment on pupils' work and record the mark in their mark book or planner
- It is important students are encouraged to take pride in their written work. Effort and presentation relative to the each students current level should be positively acknowledged and rewarded if appropriate.
- All written work should have a title and be dated.
- Pupils are taught to use grammatically correct sentences, and to spell and punctuate in order to communicate effectively in written English
- Pupils are encouraged to communicate clearly and accurately according to the conventions of specific curriculum subjects, e.g. to develop the appropriate use algebraic expressions
- Where pupils need to correct or develop their work teachers will provide the time for follow-up discussions and pupil action
- Year 10 and 11 controlled assessments and examinations will be marked in accordance with GCSE mark schemes in order to communicate current levels of achievement and set appropriate targets in relation to the final examinations

The responsibilities of staff leading learning

It is the responsibility of lead staff to:

- Ensure all work and any homework is collected in, or reviewed, regularly and returned as quickly as is practicable.
- To keep a record of marks and levels achieved in accordance with the agreed procedures and maintain an up-to-date planner.
- To explain the marking and assessment grading system they are using to students
- To ensure that assessment information informs further curriculum planning
- To provide parents/carers with clear and accurate feedback with respect to the progress of their son/daughter, through the termly report
- To ensure that Learners know what level/grade at which they are working and what they must do to improve.
- To ensure the termly assessment produced by subject coordinators is completed

Meadowbrook Marking
 Template for monitoring staff marking

	Rarely/Never	Usually	Always
All student work reviewed regularly (written feedback)			
Titles/headings & date on students work			
LO's are clearly evident in students work			
Range of agreed marking codes used (subject marking schemes)			
Positive and negative codes used in appropriate balance (constructive and encouraging)			
Marks, codes and comments contribute to formative feedback, clearly related to learning objectives and learning outcomes ('how to' move forward)			
Marks, codes and comments contribute to written summative feedback, clearly related to learning objectives and learning outcomes (what have you learned, to what level?)			
Grade/Level with summative comment and formative feedback for Termly Assessment Activity (currently one activity/task/exercise per term. This is the 'grade' and comment that will be found in student's Termly Report for each subject).			

Staff marking monitoring grading outcomes:

Outstanding: 8 Always

Good: 6 Always, 2 Usually

Satisfactory: 4 Always 3 Usually, 1 Rarely/Never

Unacceptable: Less than for Satisfactory or, more than 3 Rarely/Never