



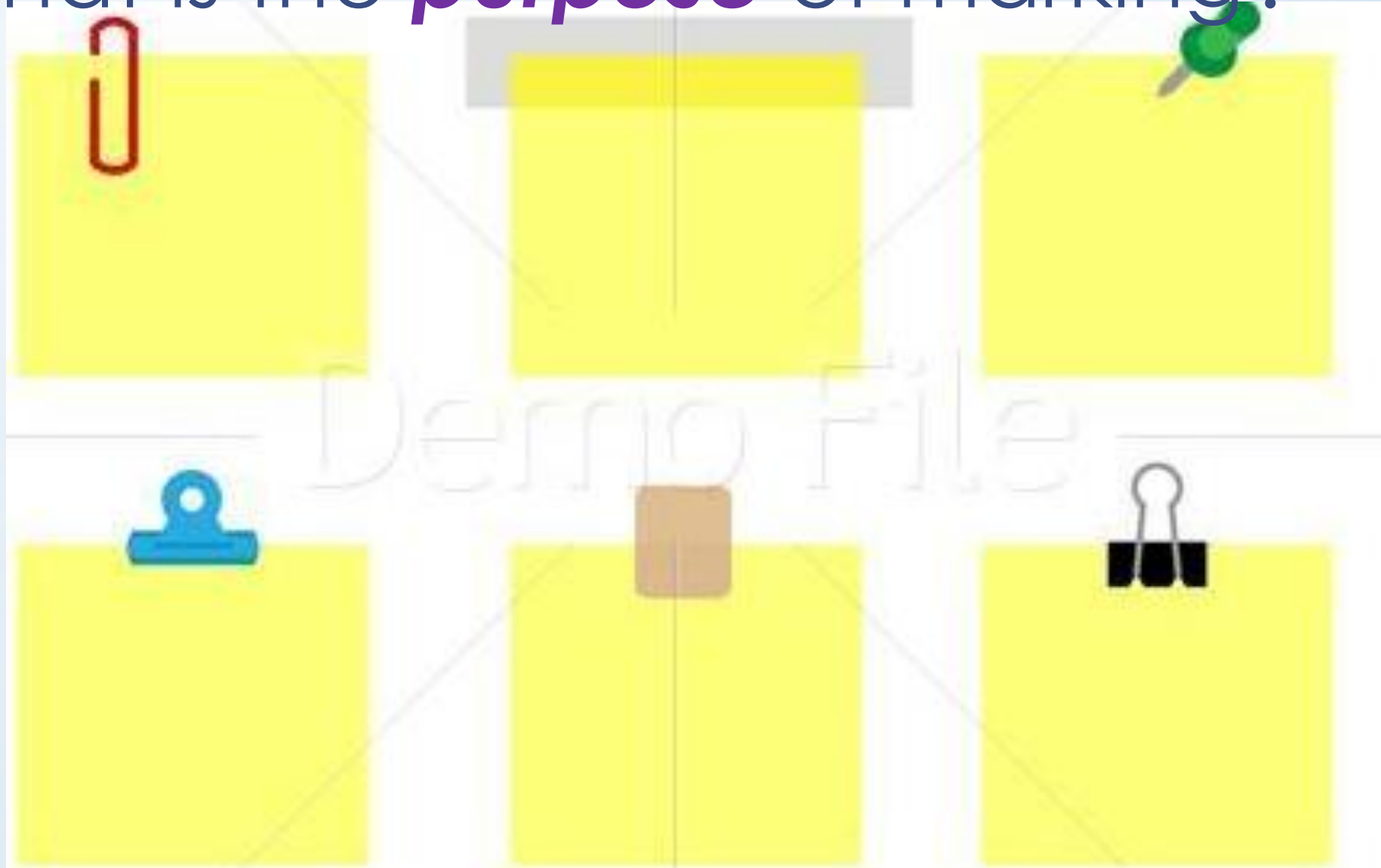
# Feedback and Marking

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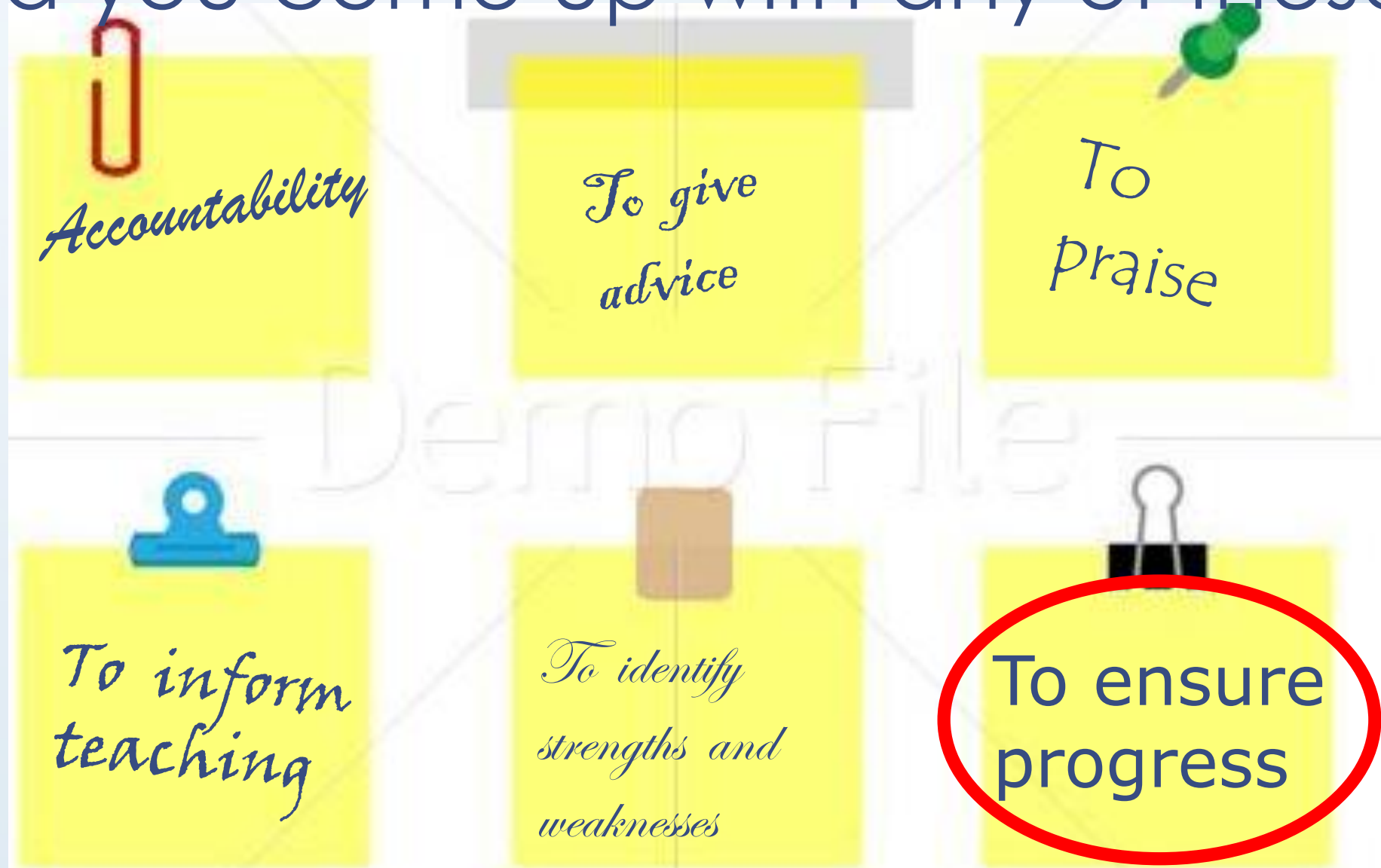
# Aims and Objectives

- How and why feedback is important
- The different types of feedback that we believe are the most effective for our students
- How we are developing our school wide and faculty approach to feedback and marking
- How parents/carers can support students with their learning and response to feedback

What is the **purpose** of marking?



Did you come up with any of these?



*Accountability*

*To give  
advice*

*To  
Praise*

*To inform  
teaching*

*To identify  
strengths and  
weaknesses*

**To ensure  
progress**

# The effect size of feedback

Type	Effect size (Typical) 0.40
Feedback	1.13
Prior cognitive ability	1.04
Instructional quality	1.00
Home factors	0.67
Students' disposition to learn	0.61
Peer tutoring	0.50
Homework	0.43
Computer-assisted instruction	0.31
Testing	0.30
Ability grouping	0.18
Individualization	0.14

An effect size of 1.0 indicates advance in children's achievement by one year.

Therefore, based on the data shown, successful use of feedback can be seen to have a substantial impact on the rate of progress.

# Principles of Feedback at THS

In order to establish a dialogue of learning between staff and pupils, we recognise that...

- Feedback should provoke thought
- Written & verbal feedback should be precise, constructive and clear
- Time must be given for comments to be acted upon
- Peer & self-assessment is valuable and requires (pupil) training & time to be effective
- Feedback should recognise pupils' individual needs
- Feedback will inform planning

# Principles of Feedback at THS

- Department policies
- Marking where it counts
- Peer and self assessments
- Verbal feedback
- Whole school and faculty CPD

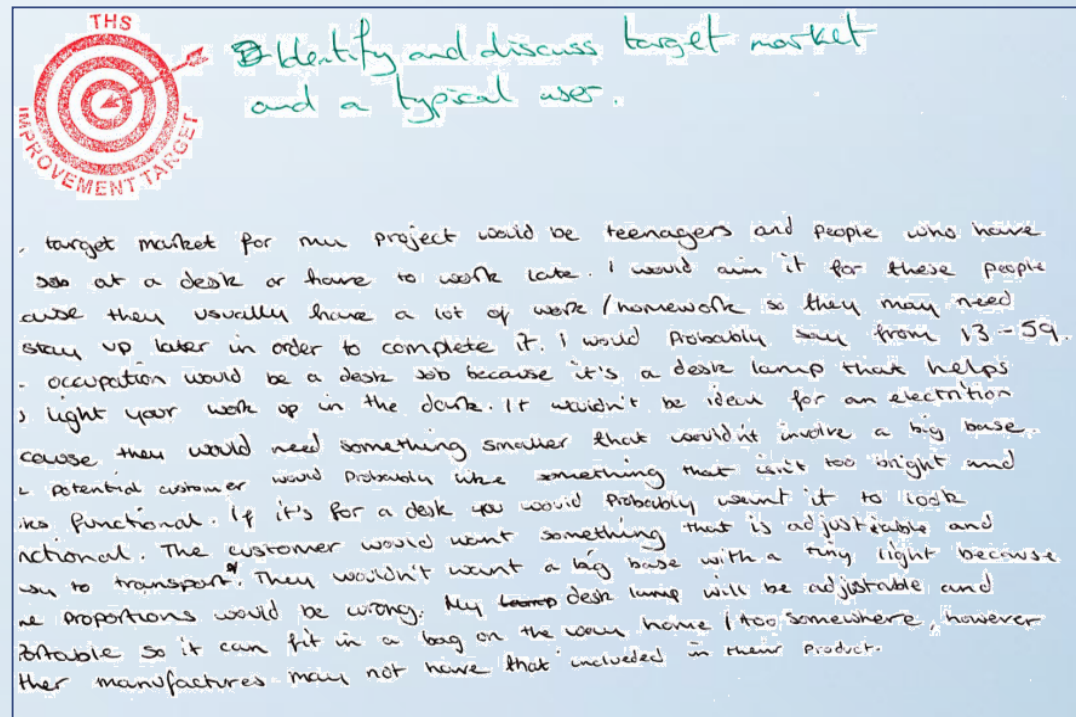
# Examples – KS3 Design & Technology

## How was feedback used?

Directed to focus on a particular area for consideration and to develop the discussion, including more detailed information about the potential influence on design.

*DIRT = 10 to 15 minutes*

This focuses purely on discussing the influence on design of the target market being considered for the product being produced



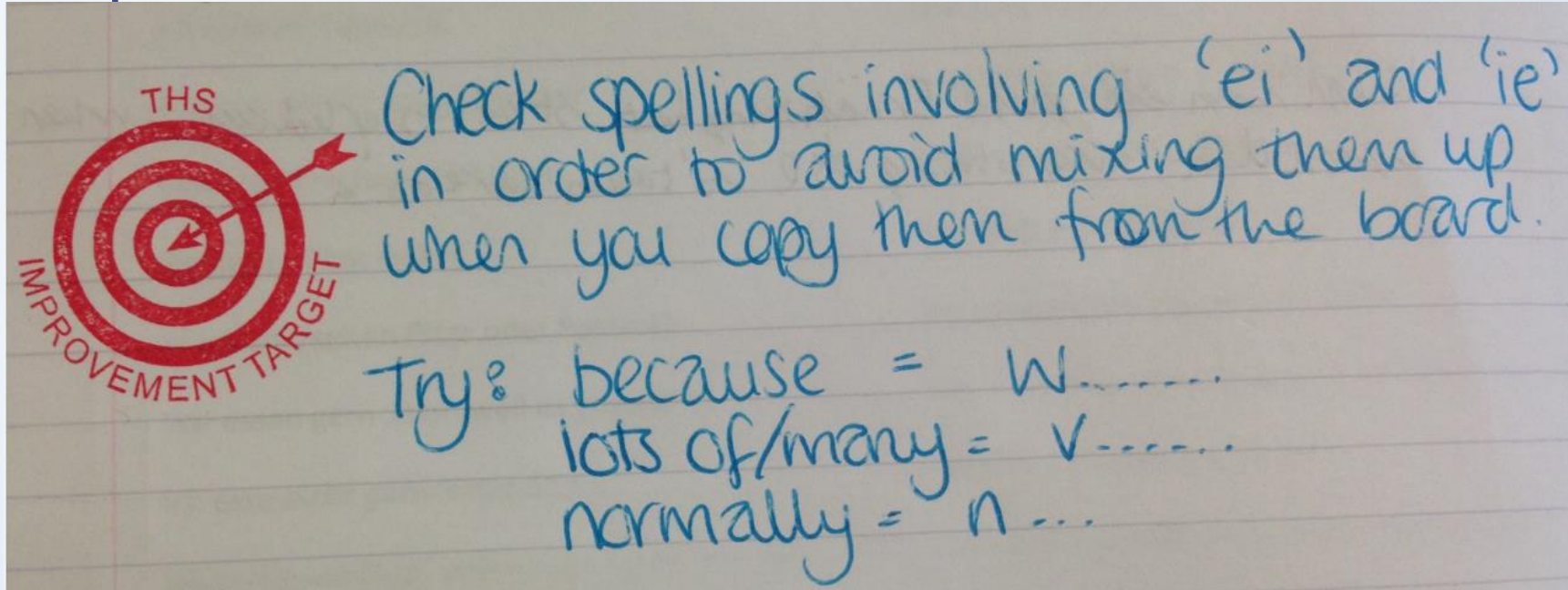
Identify and discuss target market and a typical user.

target market for my project would be teenagers and people who have to sit at a desk or have to work late. I would aim it for these people as they usually have a lot of work / homework so they may need to stay up later in order to complete it. I would probably aim from 13-59.

- occupation would be a desk job because it's a desk lamp that helps light your work up in the dark. It wouldn't be ideal for an electrician cause they would need something smaller that wouldn't involve a big base.
- potential customer would probably like something that isn't too bright and is functional. If it's for a desk you would probably want it to look nice. The customer would want something that is adjustable and easy to transport. They wouldn't want a big base with a tiny light because the proportions would be wrong. My lamp desk lamp will be adjustable and portable so it can fit in a bag on the way home / to somewhere, however their manufacturers may not have that included in their product.



## Examples – KS3 German



The image shows a handwritten note on lined paper. On the left, there is a red target icon with three concentric circles and a red arrow pointing to the center. The text 'THS' is written above the target, and 'IMPROVEMENT TARGET' is written around the bottom edge of the target. To the right of the target, the following text is written in blue ink:

Check spellings involving 'ei' and 'ie'  
in order to avoid mixing them up  
when you copy them from the board.

Try: because = W.....  
lots of/many = V.....  
normally = n...

Tasks are differentiated to suit the needs of the pupils.  
In this example, the first letter of the word is given.

# What do we expect from our students?

## A response

- Re-draft
- Make improvements
- To be resilient and use resources around them to meet their targets
- To correct spelling and grammatical errors

# What support can parents/carers offer?

- Encouraging your child to act upon their feedback
- SPAG – spelling support
- Encourage them to embrace their mistakes
- Praise