Taverham High School
An 11-18 Academy

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?

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

Feedback and marking: Robert Powell

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

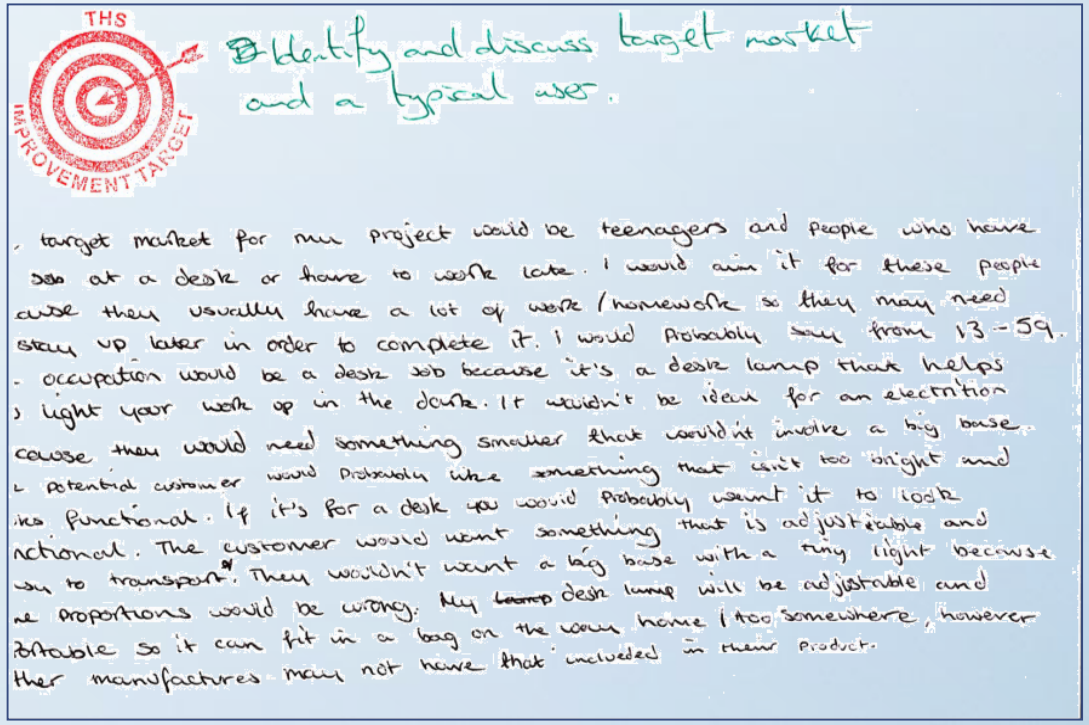
Examples – KS3 Design & Technology

How was feedback used?

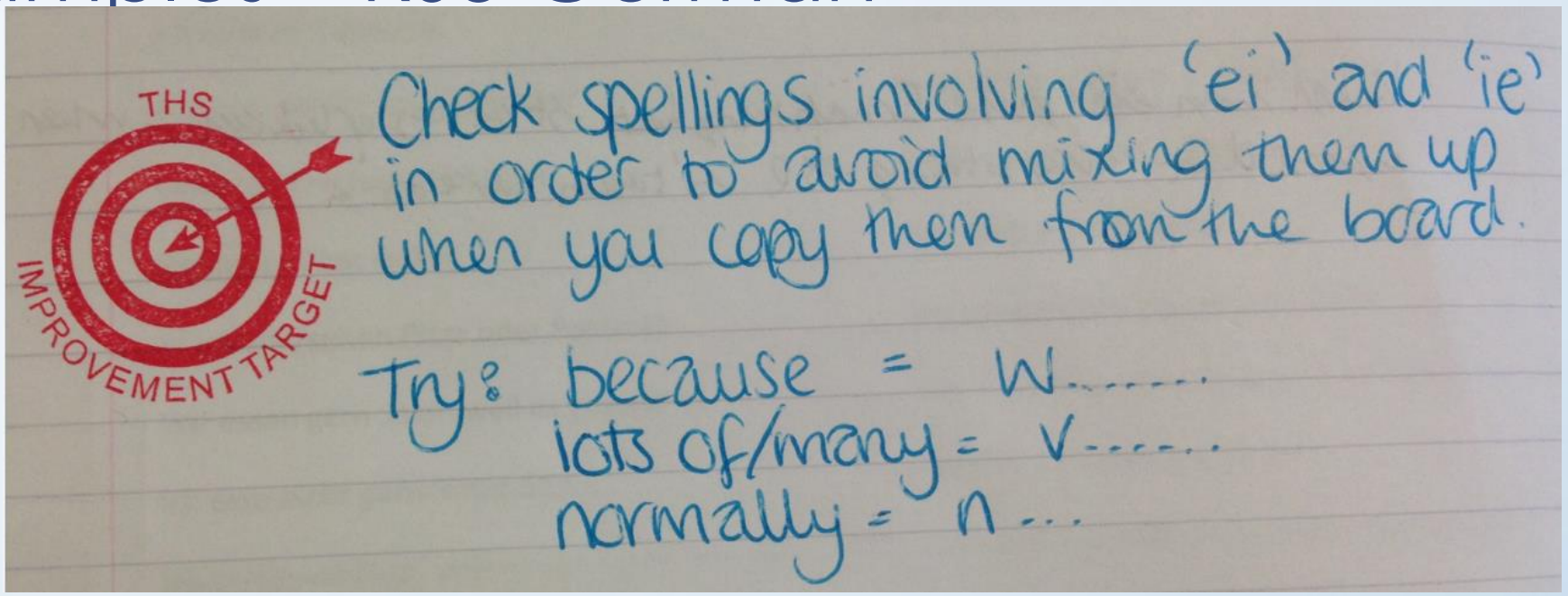
Directed to focus on a particular area for consideration and to develop the discussion, including more detailed information about the potential influence on design.

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



Examples – KS3 German



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