"How am I doing?" - *assessment and feedback to learners*

"If I got a C, as long as I knew what it meant that would be OK"   (Year 8 pupil)

Raising standards involves focusing beyond <u>what</u> children learn to <u>how</u> they learn and <u>how</u> teachers intervene in this process (Carol McGuinness 2000). Intervention is often through marking and verbal feedback to learners. This booklet aims to share effective practice and provide examples which could help schools to develop the type of achievement and thinking culture that is needed for effective marking and feedback. Feedback is crucial in helping pupils to think about their learning and make progress in a self-evaluative constructive way. It will be helpful to use this booklet in conjunction with the Suffolk Advisory Service discussion paper "Learning and Teaching" (2001).

A detailed look at classroom assessment practice in 2000 identified that there were two areas that could be improved. The first of these was feedback to learners and the second was the use of questions in classrooms.

This booklet summarises a survey of feedback and marking in key stages 2 and 3 which was completed under the Education Development Plan (EDP) over several months in 2000 - 2001. A team of 19 advisers and advisory teachers were involved and they focused their observations on practice which was making a discernible difference to pupils' learning. Examples were gathered to show how this was being achieved in a range of schools although it was accepted that different strategies were effective in different situations and subjects. There is no one "right way" to provide feedback, but a set of general principles does seem to apply across the curriculum.

The principles set out on pages 2 and 3 were derived directly from the excellent work of many teachers in Suffolk schools. This work will be further exemplified over the coming year by publishing more strategies in the context of each subject on the SLAMnet Internet site (www.slamnet.org.uk) so we can build on what we are already doing. If you think you have developed effective ways of providing feedback to learners please let us know. This booklet includes a variety of examples and strategies but there are many more to add.

Thank you to the team of advisers who contributed to the survey and jointly developed the principles for effective feedback.

Thank you also to the many Suffolk schools involved in providing examples. There were too many to name individually.
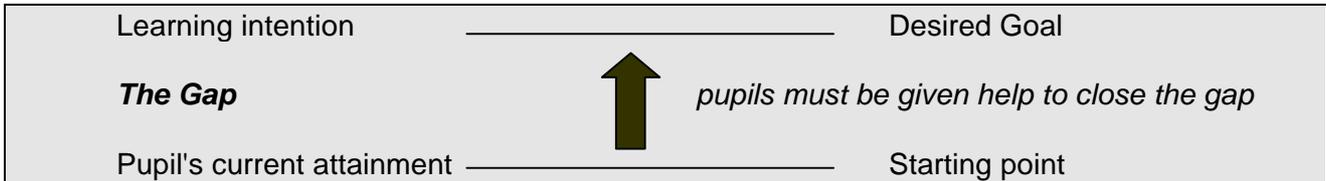
Martin Clark
County Assessment Officer
April 2001

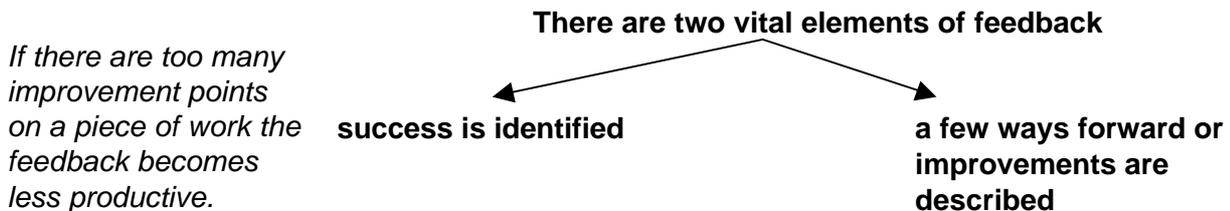# The principles behind giving effective feedback

1. The purposes of feedback, both verbal and written, must be clear to all those involved - teachers, pupils, and parents. These purposes should be reflected consistently in any school policies or guidance dealing with learning and teaching. (page 5)

2. The provision of feedback is a shared, two-way activity. It should aim to encourage dialogue and develop the self-assessment skills of learners. (page 6)

3. Feedback must be focused. Expectations should be shared with learners as learning intentions, objectives or standards to be aspired to. Often these will be linked to National Curriculum criteria, and may require 'translation'. These expectations should be reflected in the feedback teachers give. (page 8)

4. To be effective, feedback should comprise 3 elements: *exactly* what the learner has done well, what they have been less successful in doing and a brief indication of how improvement can be made. (page 10)

5. It is essential to be specific about what is good or not so good when providing feedback. Statements such as 'Well done', 'See to your punctuation' are vague and unhelpful. (page 11)

6. There is no single 'right' way of providing feedback – the strategy used should be appropriate for the purpose and context of the work. Teachers need to develop a 'tool kit' of approaches to giving feedback which they can draw upon within a subject context. (page 12)

7. 'It might look like this' - the use of demonstrations and modelling of outcomes is an important part of providing feedback. Sharing exemplar material before and after work is done is very helpful. (page 16)

8. Marking must convey that a pupil's effort is valued – 'defacing' it by writing all over the work is unacceptable. Alternatives include the use of post-its, wrap-arounds, comments in the margin, codes, underlining and / or encircling a minimum of items. (page 17)

9. Feedback is less effective if it always includes marks or grades. Periodic use of levels can be helpful if a summative judgement is required – for example on a specific piece of work or once or twice a term to indicate progress. If marks, grades or levels are used their meaning should be clear to all involved. (page 20)

10. It is essential to give learners time to absorb and act upon or consolidate feedback comments. A response to feedback should be expected as long as comments are brief, clearly written and easy for the learner to understand. (page 22)

11. Acting upon feedback comments needs to have an incentive – pupils need to know how they benefit by responding - what's in it for me? (page 24)

12. The difference between action points identified in feedback on a current piece of work and longer-term target setting needs clarification for some teachers, pupils and parents. (page 25)

13. Good quality feedback contributes positively to behaviour management. Evidence strongly suggests that it leads to increased motivation and engagement and is worth the time and effort involved. (page 27)

14. The outcomes of written and verbal feedback must be used by teachers to plan the next steps of learning and pitch work appropriately for each pupil. (page 28)

15. For feedback to have a significant and sustained effect there needs to be an achievement culture in the school or department. This should provide clear direction and appropriate challenge for individuals. This culture should actively develop good relationships and promote self-esteem amongst pupils and teachers alike. (page 29)

If improvement in work is to take place, the learner must first know the purpose of the task, then how far this has been achieved, and finally be given help in knowing how to move closer towards the desired goal or in 'closing the gap' (Sadler 1989). It is essential that learners know what the desired goal is.

Learning intention	———————————	Desired Goal
The Gap	⬆	*pupils must be given help to close the gap*
Pupil's current attainment ———————————		Starting point

"For assessment to be formative the feedback information has to be used"
(Black and Wiliam 1998)

There are two vital elements of feedback

If there are too many improvement points on a piece of work the feedback becomes less productive.

success is identified   **a few ways forward or improvements are described**

Black and Wiliam (1998) reviewed international research on assessment and the subsequent feedback to learners. The findings suggest that schools should seriously consider whether the feedback given to pupils about their work is making best use of time. The danger is that it can be unproductive. A long paragraph at the end of a piece of work is not always effective. A grade or mark is not always understood and may not move learning forward. Teachers cannot afford to spend large amounts of time on activities that do not improve learning.

Features of effective feedback

Essential	Desirable
• provide clear learning intentions and success criteria	• encompass pupil self-evaluation and feedback from peers
• highlight success and indicate one or two instances where improvement could take place	• provide strategies for improving work
• make feedback accessible to the learner - written comments must be readable	• model strategies for improvement through teaching
• allocate time for feedback to take place or for learner to read written comments	• link to longer term target setting
• expect some focused improvement to take place, based on the feedback	• do not use grades and marks on every piece of work
• make effective use of time spent in providing verbal and written feedback	

What does effective feedback look like?

A more detailed look at the principles.

KEY QUESTIONS –

Will the feedback given to pupils help to improve their learning?

Does everyone understand how feedback works in this school?

Is teacher time being used effectively to support and extend learning?

This section provides examples from classroom practice. The principles were developed from observing teachers giving feedback effectively. Quotes collected from pupils and teachers who were visited during the survey are included.

How clear are the purposes of feedback?

1. The purposes of feedback, both verbal and written, must be clear to all those involved - teachers, pupils, and parents. These purposes should be reflected consistently in any school policies or guidance dealing with learning and teaching.

It is vital that schools have clear policies and guidelines and that these are understood by all involved, teachers, pupils and parents.

If marking and feedback are to be effective, policies need to address the principles outlined in this booklet and clearly describe the purposes of marking. There is no one "right way" to provide feedback so the most helpful policies will outline a schools approach in the context of its learning and teaching policy. The policy should be brief and reflect the ethos of the school. Any whole school issues such as the provision of feedback on literacy skills should be clearly described.

As there are subject specific differences, schools will want to interpret the policy in terms of subject guidelines. These guidelines will reflect the needs of the subject in the context of the whole school policy.

Both policies and guidelines should be brief. A concise way of presenting them is to include examples of the sort of practice that is expected. This might include a short commentary with examples of marked work.
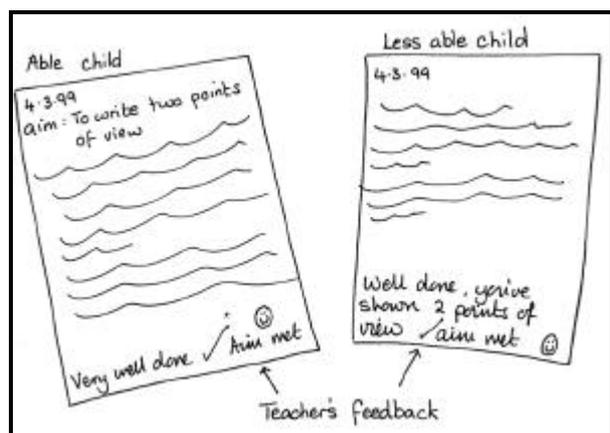
Extract and illustration from a junior school policy

Feedback and effective marking needs.....

- *To be based on clear learning objectives*
- *To encourage and take account of pupil self-evaluation*
- *To highlight where success occurred and where improvement could take place*
- *To be given promptly and regularly to learners in a form that is accessible to them*
- *To give strategies for improvement*
- *To have time allocated in which comments can be read*
- *To expect some focussed improvement based on the feedback*

The way in which feedback is provided in a school should be clearly explained to pupils and parents through any available opportunity. Some parents have expectations of marking that are impossible to achieve in the time available, so schools need to explain exactly what will and will not be marked.

Opportunities for describing assessment and feedback strategies:

Pupils	Parents and pupils
Log Books / Planners	Handbooks
Wall displays	Parents evenings
Discussions about assessment criteria	Brochure
Target sheets and cards	Letters
Checklists	Newsletters
	Reports
	School Web Sites

An important feature of written feedback is that it provides information, which helps parents to monitor and support their child's progress.

Good feedback is an on-going dialogue

2. The provision of feedback is a shared, two-way activity. It should aim to encourage dialogue and develop the self-assessment skills of learners.

Where verbal and written feedback is effective, pupils understand it as part of an ongoing dialogue which helps them to improve their work. They often respond to their teacher and ask for help.

> *"The marking of folders is like a yo-yo – with the folder going constantly backwards and forwards between the pupil and teacher"* (high school design and technology teacher)

> *"I'm trying really hard but my writing is not getting neat, have you got a solution?* (KS2 pupil - note to teacher in book)

> *"I had a problem with drawing this face, so I went to her and she showed me how to draw it on another piece of paper"* (KS3 art pupil)

> *"When we are working towards a big piece of work the teacher marks our work along the way so that we can improve it before the final piece."* (middle school humanities pupil)

Teachers encourage this ongoing dialogue and help to shape improvements to pupils' work by their interaction. Many teachers think of assessment as being formal tests and written marking. Much of the best feedback is verbal and develops from informal observations **whilst** pupils are working. We often under-rate this intervention.
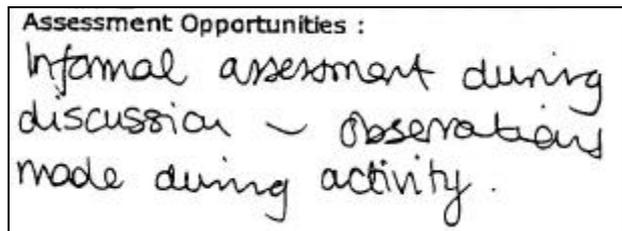
Assessment Opportunities :
Informal assessment during discussion ~ observation made during activity.

Throughout the following discussion in a religious education class, the teacher is assessing the pupils' responses and framing supplementary questions to guide or move their thinking along. There is consistent use of praise and the teacher explains why the response is worthy of it. The teacher also went back to Jane so that she could reflect further on her first answer, because he recognised that her reasoning was a bit vague. As a result she extended her own thinking, and that of the class, very significantly. The teacher reiterated the learning intention about understanding legal and moral rules at the end of the dialogue.

Teacher	Is it wrong to steal?
Jane	Depends.
Teacher	Depends on what, Jane?
Jane	It depends on your point of view.
Teacher	Does this mean that right and wrong is only decided by a person's point of view? I mean if everyone thought stealing was morally right, would that make it right?
Jane	Er… I'm not sure. . . . . . . I suppose so.
Teacher	Sam? You've got your hand up.
Sam	I disagree! I mean if everyone stole things life would be crazy. You wouldn't be able to trust anyone. You wouldn't dare leave home, because all your neighbours

	would nick your things before you got home. That couldn't ever be right.
Teacher	Good thinking Sam. Can you think of a way of describing your ideas?
Sam	Er . . . Common sense I suppose.
Teacher	Okay, but common sense for what purpose? Would people still be able to call themselves a society if they all stole from each other?
Sam	No.
Teacher	Why not?
Sam	Well, society is a bit like being in a team. A team only works if the members work together.
Teacher	Good. I like your metaphor. Society is like a gigantic team of people working together. Experts call Sam's reason, a <u>social</u> <u>reason</u> *(put on board)*. The social reason says if we are to all live as a society there are certain moral or legal reasons or rules we all have to obey. Otherwise there could be no society. Jane, what do you think of Sam's answer?
Jane	Sounds okay, I suppose.
Teacher	I'm not sure what you are saying. Do you still think that right and wrong are always a matter of opinion or are you saying he is right and there *are* certain fundamental moral reasons for saying some things are right and some are wrong, whatever a person may say?
Jane	Well I think Sam's answer is right most of the time, but if I lived in a country where there were lots of really, really rich people and my baby was starving to death because I was really poor, I would steal from the rich people to keep my baby alive and I don't think that would be wrong.
Teacher	Wow! I think we have some budding philosophers in this class. Good thinking Jane. Philosophers would call your idea situation ethics. An American professor gave us a theory of right and wrong called situation ethics *(put on the board).* He said, "There's no right and wrong for every situation. He said you have to work out what's right and wrong on the basis of love." . . . Jane does his (situation ethics) idea about love match your idea?
Jane	Yes. Course it does. If you love your baby, keeping that baby alive is more important than taking a bit of food from a really rich bloke.
Teacher	Good. Can anyone else think of any situations where it might be the most loving thing to break the normal rules. . . . . Yes Emily?
Emily	When we watched that video about Martin Luther King, that woman called Rosa broke the rules about not sitting in a white person's seat. I think she was right to do that.
Teacher	Well remembered. That's another good example. . . . . Okay, now let's try to work out why its usually right to obey legal and moral rules and why it might be morally right sometimes to break rules. James, any ideas? . . . .

Feedback should be focussed on the purpose or intention of the work, provide praise with a reason and offer one or two points for improvement. Effective feedback acts as scaffold for pupils in order that they can think through the situation for themselves and improve their understanding.

Use of learning intentions or objectives

3. Feedback must be focused. Expectations should be shared with learners as learning intentions, objectives or standards to be aspired to. Often these will be linked to National Curriculum criteria, and may require 'translation'. These expectations should be reflected in the feedback teachers give.

There is one crucial assumption which underpins effective feedback to all learners – that the learning intentions or objectives are clearly set out. All learners need to understand what they are being asked to learn and, more importantly, why. Good feedback depends on this and self-assessment is impossible if pupils don't know what is expected of them.

> *"The teacher tells us what the lesson is about and what the activities are for. At the end of the lesson he gives us a summary. I like that because it tells me what we have learned"*
> (middle school geography pupil)

> *"I feel more in control if the learning objectives are written on the board"*
> (KS3 music teacher)

> *"The criteria for assessment should be made clear to pupils, either verbally or in writing, before they begin the task"* (extract from middle school marking policy)

It is the **right** of learners to know the learning intentions or objectives expected. Clarity of understanding will lead to:

- work on task more quickly
- perseverance
- quality
- dialogue focussed on task
- pupils in a self-evaluative position

Equally, teachers must be clear about what learners can do before they plan the next step. Careful planning using clear learning intentions or objectives is crucial in developing useful assessment and feedback.

> *"If you don't know where they are how can you plan? If you don't know where you are going how will you know when you get there?"* (KS3 teacher)

> *"The focus on the learning objective is constant and therefore so is the feedback"* (adviser)

Feedback should reflect the purpose of the work set

> *"Good, you've identified 4 things that happen in a Gurdwara"* (KS2 RE teacher)

> *"I can see you understand lots of ways to make £1"* (KS2 Maths teacher)

> *"Well done Robert. We know the author, title and why you liked and disliked the book."*
> (KS2 literacy teacher)

> *"Excellent. You have worked really hard to keep a steady pulse"* (KS3 music teacher)

Research on thinking skills suggests that it is also important to tell pupils **why** they are working towards a particular objective. They need to understand the big picture - the longer term goals.

> *"Good attempt Paul, have another go and this time try to follow through with your fingers like this so you can release the ball on a high arc" (KS3 PE teacher)*

Understanding how a particular task fits into long term aims is important in connecting learning. The feedback provided to pupils helps them make connections and construct the next steps they take. (Learning and Teaching: Suffolk County Council 2001)

Some teachers make sure that the learning intention is written on the page - either by the teacher or the pupils. It acts as a reference point and together with the feedback, provides a useful record of progress. More commonly, the objective is written on the board and is revisited during the lesson and in a plenary or summary at the end.

> *"Pupils have key objectives glued into their books and are made aware of them regularly" (middle school teacher)*
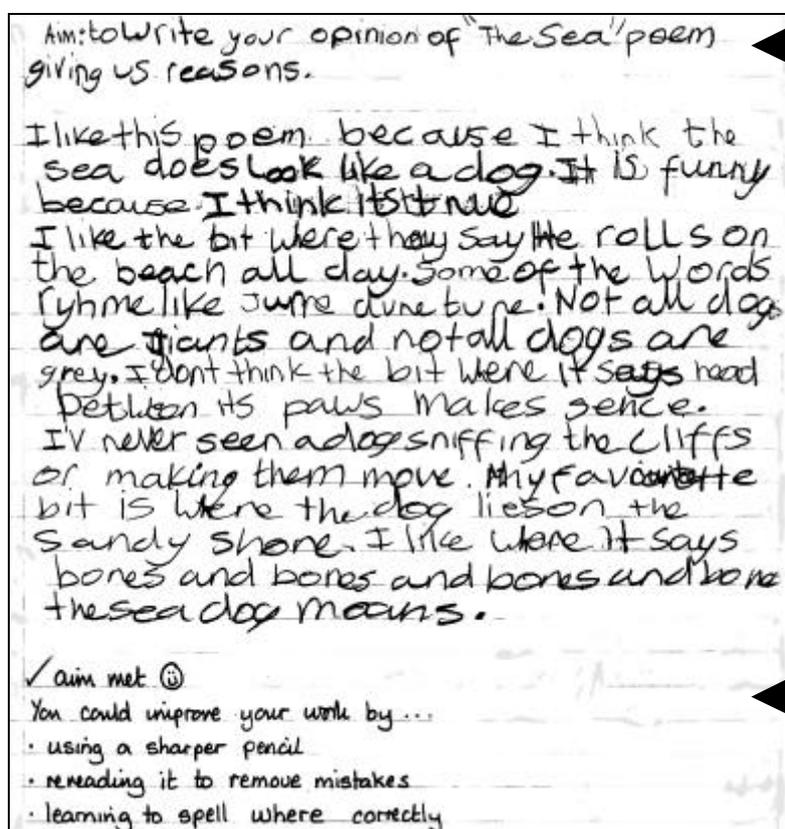
Learning intention is written by pupil

Marking can be more economical by indicating that the aim has been met

In many situations it is also important to recap and show links with previous lessons. In promoting pupils' thinking skills, learning intentions need to be framed in the context of longer-term targets so that the "big picture" is understood.

Using learning intentions to praise, focus feedback and improve learning

4. To be effective, feedback should comprise 3 elements: *exactly* what the learner has done well, what they have been less successful in doing and a brief indication of how improvement can be made.

Feedback should be in the context of and indicate progress towards the learning intentions or objectives. Effective teachers are skilled at providing this type of feedback verbally and in writing.

> *"Most pupils write the learning intention as the title which aids marking"* (KS3 head of maths)

Pupils are clear about what does not help, marking needs to tell pupils clearly how they can improve and move their work on.

> *"Comments like 'Use paragraphs!' are useless – if I knew how to use them I would have done"* (middle school pupil)

> *"I could do better if I was told what could be better"* (KS2 pupil)

Marking is not copy editing. It is unproductive and impossible to provide help on everything that could be improved.

> *"We believe that correcting has its place in marking but only when it contributes to an improvement in pupils' work"* (primary school marking guidelines)

There is a good deal of evidence to suggest that most pupils can only cope with a maximum of two or three points for improvement at a time.

> *" Well done Alessandro you have included a lot of information in your letter. Next time try to keep your sentences shorter so the meaning is clear."* (KS2 literacy teacher)

> *"Careful and accurate work Kyle. We'll look again at colour matching"* (KS2 art teacher)

Points for improvement

One school has adopted a "bubble" and "box" approach to providing written feedback. The bubble indicates where work has successfully met the learning intention and boxes indicate points for improvement

> *Success in meeting learning intention*

If too much is expected of pupils, marking comments can become overwhelming and go unheeded. Feedback needs to be appropriate for the level of each pupil.

> *"It has to be easy to read so that I can read it, because otherwise I don't read it"* (middle school pupil)

Getting the balance right is crucial and the types of comments used need regular review and monitoring.

5. It is essential to be specific about what is good or not so good when providing feedback. Statements such as 'Well done', 'See to your punctuation' are vague and unhelpful.

Praise with a reason is important – if learners are to feel that they are making progress and succeeding they need to know what they have done well.

Praise needs to be offered quickly and linked to the action which has been observed or the work undertaken. Pupils are critical of comments that just say *"keep up the good work" or "good" or "more of the same"* (middle school pupils in response to a survey) as this gives no indication of what has been successful or how to improve.

Good comments are clear, succinct and related to the learning intention.

> *"Rose, this is brilliant, you give your opinion and back it up with a reason."*
> (KS2 history teacher)

> *"I like being told what I have done well, not just what I need to do to improve"*
> (middle school pupil)

> *"Fantastic sequence – well done, it was so good let's see it again and remember to hold it still"*
> (KS3 PE teacher)

> *"I don't mind 'good' on my work if he explains to everyone what 'good' means when giving back the books. It would save him having to write lengthy comments."* (Year 8 history pupil)

However, there is some evidence from research which suggests that too much praise can have a negative effect, particularly for boys and more able pupils.

> *"If I'm praised all the time I might stop working to my potential. I like a comment that says this is what I did right and this is how to get better. I like it to say my name so that it feels personal."* (Year 7 geography pupil)
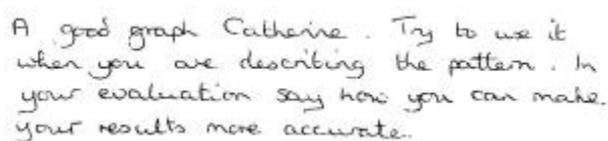
A good graph Catherine. Try to use it when you are describing the pattern. In your evaluation say how you can make your results more accurate.

Some science teachers have been developing a *"praise sandwich"* technique. They make a positive comment to start, then give a developmental point and follow that with another positive comment on how pupils should proceed with their learning.

Plenary sessions or summaries at the end of lessons provide an important feedback opportunity. Many teachers are skilled at pointing out progress towards objectives during a lesson too. Pupils should be reminded of the learning intentions and encouraged to reflect on their progress towards them.

> *"Remember those two things we are trying to achieve this lesson? If you are not sure, go back to the white board and take another look.* (KS3 PE teacher)

Making feedback appropriate to the context and subject

6. There is no single 'right' way of providing feedback – the strategy used should be appropriate for the purpose and context of the work. Teachers need to develop a 'tool kit' of approaches to giving feedback which they can draw upon within a subject context.

Teachers cannot provide feedback in the same way in all subjects and in all aspects of any particular subject. The type of feedback used must fit the situation. For example in design and technology, art, music and physical education the most effective feedback is often verbal. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention. In addition, art teachers often use sketchbooks to express targets and provide feedback.

In PE, music and modern language teaching, praise is vitally important for confidence building. In these subjects much of the pupils work is ephemeral – involving talk, movement or music. Feedback often reflects work recorded on tape or video. There can also be a problem in foreign language work if the pupils don't understand feedback in the target language. In these subjects the teacher can set expectations by modelling work themselves or asking pupils to demonstrate. In languages feedback often takes the form of the teacher modelling responses in a question and answer session.

In helping learners to develop ICT skills, teachers need focus on the process – not just outcomes. There is potential for peer group strategies to work particularly well here and teachers can often provide the best feedback during discussion or when setting tasks to highlight an understanding of particular concepts which a piece of software uses.

Maths teachers use questions all the time to test understanding and develop thinking. It is not essential for every sum or calculation to be marked, but it is important that pupils know how they are progressing towards the stated intention for the lesson. Effective feedback is provided when teachers intervene and through dialogue move the learning on - often building very effectively on a "wrong answer". Maths journals are helpful in encouraging pupils to reflect on what they have learned. Endlessly ticking rows of sums might be a waste of teacher time. Pupils should be encouraged to mark each others' or their own work with periodic checks by the teacher and written or verbal comments reflecting progress against learning objectives.

Design and technology work is often over a longer period of time and based on projects – an ongoing dialogue with small steps suggested in the feedback is very effective. Teachers who are doing this well are often unconscious of the fact but great care is required to ensure that all pupils are helped to move their work on.

For science teachers, keeping the balance between feedback about content or knowledge and process is important. Feedback often is in the form of correcting misunderstandings - *"When a switch is open the electricity cannot flow round the circuit, but when it is closed the circuit is complete"* (KS2 science) - but must also help pupils to focus on the application of science.

In English, the focus is often on marking of written work and it is easy to overlook the importance of encouraging pupils to respond to and improve each others' work. In teaching reading, verbal response is crucial. Body language, tone of voice and the use of questions clearly contribute to moving pupils on.

> *"It's OK to provide different types of feedback in different subjects as long as all involved understand what is happening and it fits the school's teaching and learning policy"* (adviser)

Written feedback

Marking and written feedback needs to be focused and reflect the learning intentions or objectives for that particular piece of work

> *"When I'm marking I always look for specific things. For example in a poster I'll tell them I will be looking for quality in their presentation."* (middle school head of geography)

Sometimes the focus will be on presentation, on other occasions it will be on very specific aspects of the subject. Keeping the marking focused is a very important factor in making it manageable and useful to pupils.

Written comments can be used to reinforce teaching points as well providing information on progress against the learning intention and indicating areas for improvement.

> *"Remember: Light doesn't come from your eyes. Light from a source enters your eyes."* (KS2 science)

Written comments often invite discussion.

Pupil:	*"I still think the Romans were selfish because we didn't fight them they had no reason to fight us."*
Teacher:	*"But you know the reason why they did fight – come and tell me"* (extract from KS2 history book)

Teacher comment in book:	*"Good understanding, which method did you find easiest?"*
Pupils response:	*"I understood this work today, I found it quite easy and I would like to try 2 digit by 3 digit or 3 digit by 3 digit (multiplication) I think it would be easier".* (KS2 Numeracy)

Where tests are marked and given back to pupils, they need time to reflect on their work.

> *"Going over the test ....the teacher tells you where you've gone wrong"* (KS3 pupil)

> *"I actually like to see the test so I can see for myself how I have done"* (middle school pupil)

Pupils can mark their own and each others' work - some teachers worked out mark schemes with the class. Carried out properly this is an effective learning strategy as pupils can be skilled at helping each other and it saves the teacher time for other activities which might be more effective in promoting learning. Teachers need to sample and monitor this type of peer marking.

> *"Some pieces of your work you will mark yourself, some will have an effort and attainment grade, your teacher may suggest the level that you are working at in certain chapters, and some will just contribute to the final overall level for your booklet".*
> (extract from a high school's humanities pupil guide)

Some teachers, particularly with younger or less able pupils, are skilled at annotating written work as they discuss it with pupils. This annotation is very useful later when the teacher wants to reflect on progress that has been made.

> *"Well done - you did all this on your own without a dictionary"* (year 7 teacher)

Verbal feedback and discussion

Effective feedback can be provided by repeating responses which pupils make, to acknowledge that an answer is correct. This approach is particularly useful in numeracy work and the response can be built on in discussion. When pupils provide an inaccurate answer, the tone of feedback is crucial and teachers often use wrong answers constructively.

"I think you may have to prove that one to me" (KS2 maths teacher)

Where this approach is well developed, pupils are confident to ask questions and request feedback from the teacher.

Comments and questions that encourage higher order thinking are important aspects of verbal feedback. For example in a Key Stage 2 literacy class discussing the meanings of words and phrases from a Shakespeare play, the teacher encouraged the process:

"Excellent. Now that is a real, good logical working out. You started with a premise, with an idea, then worked to another idea and then another one, which is great."

Discussion about writing often helps to improve work by providing feedback before the task is even started.

Teachers often use "response partners" to identify a couple of things that could be improved.

Teacher:	*I asked her to look at "got up".. and what did you change it to?*
Child:	*I pulled my self up*
Teacher:	*(to class) Do you think that is more interesting than "got up"?*
	(General agreement)
Teacher:	*(to the whole class) - the last bit was 'Help. Help. He is coming. Anything better than coming?*
Child	*He's moving closer*
Teacher	*Any others?*
Child	*Hurrying*
Teacher:	*Hurrying ....towards me. Any others?*
Child	*He's gaining on me.*
Teacher	*These are all good ideas*

In modern language teaching an individual pupil tape or 'dossier sonoré' is often compiled to assess progress in speaking skills. These are time consuming to assess but provide valuable opportunities to discuss improvement points with pupils. In some schools older students listen to the tapes with pupils and help them to improve their fluency. Similar techniques are used in music lessons and PE teachers often video activities so that discussions about how a move or tactic was executed can be illustrated more clearly.

Using body language and tone of voice

"Sometimes she looks angry and then she gives you a big smile and you know it's OK" (KS2 pupil)

Use of a positive tone of voice with regular indications that the teacher is listening - *"wow – good idea!"* - helps to make pupils feel at ease and willing to join in the dialogue

"If you have got a different answer don't be afraid to say" (KS2 numeracy teacher)

"He allows us to ask for our work to be checked. He moves around and offers help. He makes us feel comfortable." (Y8 history pupil)

It is important to make pupils feel important by offering feedback to the whole class and then developing it further with smaller groups or individuals.

"You are all doing exactly as I asked, keep practising and I'll come round and see each group" (KS3 PE teacher)

Pupils respect teachers who can discuss major difficulties with them in a fair and positive way.

Using Questions

A crucial part of verbal feedback involves the use of questions to judge pupil understanding and to steer the learning process. It is useful for teachers to reflect on the types of question that are used as there is a tendency in many classrooms for discussions to revolve round closed questions which focus on recall. Where questions are used effectively in providing feedback, open questions are often employed to guide and extend thinking, alongside closed questions which determine knowledge and understanding of content.

Developing the use of questions has been identified as an important aspect of promoting "assessment for learning". (Classroom Assessment: Suffolk County Council 2000)

Modelling expectations

7. 'It might look like this' - the use of demonstrations and modelling of outcomes is an important part of providing feedback. Sharing exemplar material before and after work is done is very helpful.

Modelling and displaying work helps to set expectations and standards.

"Sometimes we'll hear other people's work read out so it helps you with ideas" (KS2 pupil)

Working through examples with pupils is a useful way of providing support to learning and giving feedback. For example, in one art class a "follow my leader" approach was adopted which allowed a group of pupils to make progress by imitating a step-by-step demonstration provided by the teacher. In English, a commonly used method is to copy a pupil's work onto an OHP (with their permission) and then develop and improve it with contributions from the whole class.

In music, demonstration or modelling the expectation is an important part of effective feedback.

Adviser: *How do you think you did in today's lesson?*   *Pupil:*   *Good.*   *Adviser:*   *How do you know this?*   *Pupil:*   *The teacher told us it was good.*   *Adviser:*   *Did he say anything else to you?*   *Pupil:*   *He told us how to do it better.*   *Adviser:*   *Did this help you?*   *Pupil:*   *Yes he listened to us and showed us how to put our rhythms together.*
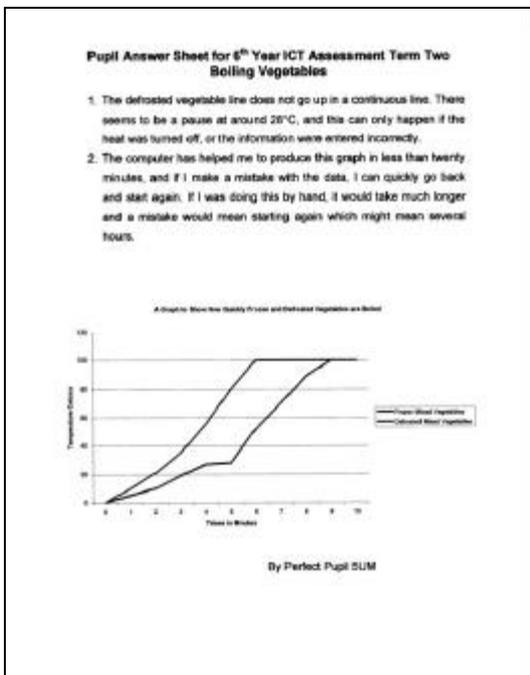
ICT work is often developed through other subjects. Sometimes feedback about how to improve use of software gets confused with subject knowledge.

Some schools provide examples of the outcome that can be produced - a sort of model. This example comes from a middle school science lesson where pupils were asked to use Excel to make a graph and then copy the graph into Word and add some explanatory text to explain the experiment.

The teacher provided a model of a printout that he had prepared and the feedback given to pupils matched the learning intention. It was primarily about their ICT skills - not their scientific understanding.

Displays in corridors and classrooms are very effective in illustrating expectations. Examples of work can be annotated and the criteria that will make a difference highlighted.

"This work is at level 3 because ………   *This work is at level 4 because ….."*

Pupils' work must be valued

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8. Marking must convey that a pupil's effort is valued – 'defacing' it by writing all over the work is unacceptable. Alternatives include the use of post-its, wrap-arounds, comments in the margin, codes, underlining and / or encircling a minimum of items.

Use of pencil or pen does not seem to bother some pupils, but others feel quite strongly about it. Some teachers have asked pupils about the type of marking they prefer.

"Not red pen! Better in pencil then I can rub it out when it's corrected" (KS2 pupil)

"Sometimes the comments could be on post-its or stickers so my art work isn't ruined" (KS2 pupil)

"It looks silly when he writes 'title!' in the margin, then I put in the title and the comment is still there" (middle school pupil)

Using "post-its" has been successful in many curriculum areas – particularly where a more extended piece of work is being developed for example in art projects, design and technology work, science practical work and in longer writing tasks.

In a KS3 art class pupils were asked to use the Internet to download a Goldsworthy picture, to include a scanned image of his work, and to take a photograph of their own 'Goldsworthy' sculpture using a digital camera.

Presentation was considered important, and the teacher used 'post-it' notes to comment on the outcome. She suggested that the pupils should keep the post-its on the back page of their sketchbooks.

"Your work could only be improved by your own personal thoughts about Goldsworthy's work"
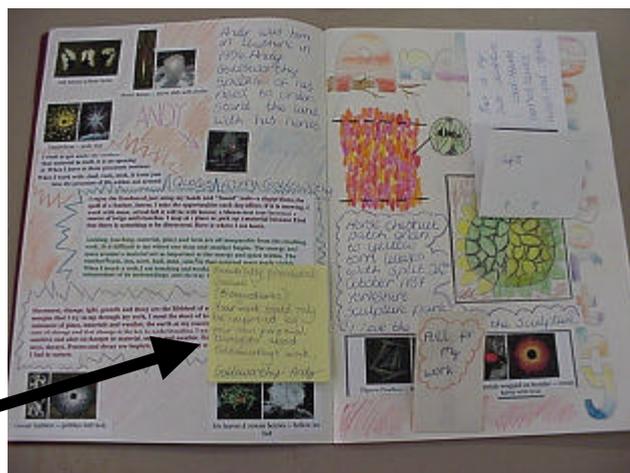
"I use post-its to pick up on mechanical points which I expect them to respond to straight away." (high school history teacher)

Pupils like the "post-it" approach because it leaves them with an opportunity to improve their work. Some schools use post-its with response partners.

"Read your partners work and then on a "post-it" mark two ways they could improve it" (KS2 teacher).

Teachers employed a number of other techniques to avoid defacing work, some used annotation sheets, some wrote only in the margins - using codes which were clearly understood by pupils. "Wrap-arounds" were an alternative to "post-its", where teachers wrote on paper folded round the work.

Ticks are a type of code that many teachers use – often to indicate completeness of work. Pupils often interpret ticks as indicating a good piece of work - *"The teacher ticks it or uses a sticker"* (KS2 pupil). Many schools have developed short hand codes to give more explicit feedback.
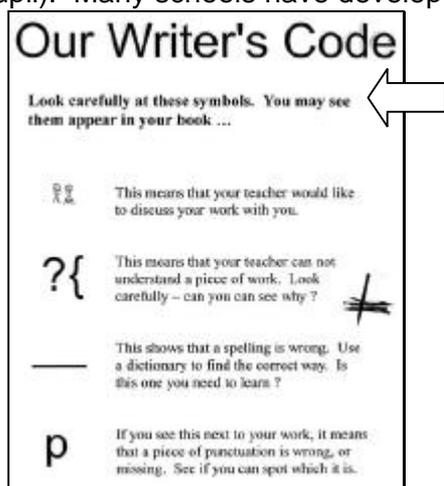
Codes or symbols need to be clearly defined so that both teachers and pupils understand them.

Using symbols can cut down on marking time and focus pupils on improving work.

One school uses these:

> ★ = achieved objective
>   = area to be improved

In many schools underlining indicates that a correction is needed – usually to a spelling. Schools need to decide how the marking of spelling, grammar and punctuation should be carried out and apply this as part of the overall literacy strategy. Research clearly indicates that too many corrections will distract pupils from the original learning intention to the detriment of progress in that subject. It is common for schools to correct subject specific spellings in all work but only to provide feedback on literacy issues when this is a clearly defined intention.

> *"I want you to write up your experiment as normal, but this week I am particularly looking for the way in which you present your work. Please pay particular attention to spellings and the way you write"* (year 7 science teacher)

It is useful to have a code to indicate that verbal discussion or feedback about a piece of work has taken place. Some teachers extend this to note key issues that have been discussed.

These codes were seen in a year 8 art sketch book together with a comment. They are used consistently across the school in all subjects and pupils understand them.

G Go over with the teacher
→ Target for improvement
sp Spelling error
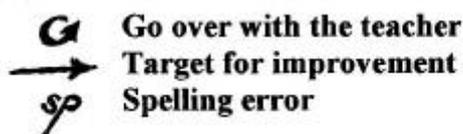
Your work will also have some other letter codes attached as follows:

P = Performance above expectation
(The work you have completed is better than the level that we would normally expect of you.)

S = Satisfactory
(Your work is at or very near the level that we would normally expect of you.)

U = Under-achieving
(This is well below your level of achievement and your teacher will be working with you to find out what the problem is. You may be asked to re-do the work.)

(Year 9 Marking Guidance for Pupils)

The codes are referenced to the pupils individual performance – an ipsative approach.

Francais	*Anglais*
Bien fait!	*Well done!*
Fais attention:	*Pay attention to:*
aux adjectives	*adjectives*
aux temps	*tenses*
aux pluriel	*to the plural form*

In foreign language work pupils can be provided with a glossary and set of marking codes. Teachers might underline mistakes in written work and use an abbreviation to indicate what is wrong:

> *Gd – gender (le/la/les)*
> *T - tense*

	etc

Pl – plural
  - quality language   .....etc.

If learning intentions are clear you can use codes to identify where they are met with success. This can be done by highlighting or ringing examples and is a technique which has been promoted by the research of Shirley Clarke (2001) and adopted by a number of Suffolk schools.

The learning intention for this work was *"to know what a pharaoh is and to understand their importance in ancient Egypt".*

Successes are highlighted

An improvement or "closing the gap" comment helps pupils to think about the next step.

(From Shirley Clarke)

Some schools use codes to identify something which can be improved and this is often linked to a longer term target for a group or an individual. For pupils with special needs, it might be linked to an IEP target.

Codes are a useful way of focusing marking on the learning intention. Where they are used effectively they save teacher time and provide valuable feedback which helps learners improve. They are more useful when the learning intention is written on the work and this is often done by pupils at the start of a lesson. Where there are slow writers, all or part of the learning intention can be incorporated into the feedback comment.

The number of codes in use in one school should be kept to a minimum and used consistently to avoid confusion for pupils. The codes need to be clearly explained in the marking and feedback policy or guidelines and they need to be understood by pupils and parents.

Using grades and marks

9. Feedback is less effective if it always includes marks or grades. Periodic use of levels can be helpful if a summative judgement is required – for example on a specific piece of work or once or twice a term to indicate progress. If marks, grades or levels are used their meaning should be clear to all involved.

"All your written work will be marked by your teacher. The grading will be explained to you when the work is set. Whichever subject you are studying, all other pieces of homework and class work will be marked in a similar way and, the marking symbols used will be the same." (humanities faculty year 9 pupil information sheet)

If grades, marks or codes are used there should be clarity about the criteria used. Letter grades A to E are often used to indicate an assessment of **effort** but pupils are not always clear about what they mean. Sometimes grades reflect progress for an individual – they measure how a particular pupil has improved their work in relation to previous performance (ipsative). On other occasions they compare to a year group or class (normative).

If effort grades are used the criteria must be clearly defined.

<div>

A = ***very good*** *This means you have worked with interest and have been keen to produce your best work. You have given it sufficient time and effort and presentation is sound or better. You have taken care with spelling and punctuation.*

B = ***good;*** *- This means you have shown some commitment to the work and have made some effort to produce acceptable work. You have given sufficient time to your presentation and grammar is satisfactory.*

C = ***satisfactory;*** *This means that you have completed the work adequately. I can see that you have made some effort, though I think there is room for improvement. Your presentation and grammar are acceptable, but I think you are capable of better.*

D = ***unsatisfactory*** *– This means that your work is weak for one or more of the following reasons, (i) incomplete work or skimpy answers; (ii) insufficient time spent on your work so that it is rushed, untidy and/or you have been careless about grammar; (iii) general lack of effort; (iv) you made no effort to seek my help when you were stuck.*

E = ***poor,*** *This means that you did not do you work at all or that your work is weak for two or more of the following reasons, (i) very little writing or incomplete work; (ii) hardly any time spent on your work so that it is rushed, very untidy and you have been careless about grammar; (iii) very little effort; (iv) you made no effort to seek my help when you were stuck.*

Example of effort grades used by RE teacher

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If grades reflect progress in **attainment** pupils need to know if they relate to the class, the year group or all pupils the same age. In many schools, work is graded in some way but the grades are only given to pupils periodically, often as National Curriculum levels. This is useful so that pupils can understand their progress with a fix on reality.

"The teacher tells us the focus for the marking before we do our work, especially homework. He tells us how to be successful and afterwards comments on our work and explains the grading" (KS3 humanities pupil)

"She sometimes gives us grades against levels – grades help you know what you have done" (KS2 pupil)

"Pupils' performance has improved as a result of time spent explaining to pupils what they need to do to achieve a particular level" (KS3 French teacher)

"Well done – you got a level 6 on this work. To get a level 7 you need to ….."
(KS3 English Teacher)

If grades or levels are used, pupils should be actively involved in discussion about what the criteria actually mean in practice and how they can be met. Examples of work which has been successful in meeting criteria from previous years can help to illustrate expectations.

"The issuing of pupil-speak level descriptions and quality of language sheets as well as the time spent on going through the criteria with pupils has had a positive impact on their motivation" (KS3 languages teacher)

Where teachers only use comments, they often record grades or codes which are explicitly linked to National Curriculum levels in their mark books.

These are useful for tracking progress over time and can be shared with pupils when reviewing overall progress against a set of clear criteria.

KS 3 INVESTIGATIONS ---- KEY FEATURES

Level	Planning	Obtaining Evidence	Analysing Evidence Drawing Conclusions	Evaluating Evidence
3	Make a prediction	Measure quantities	Explain how or why something happened	Say whether it was a fair test and why.
4	Say how you will make the test fair	Make a series of observations or measurements	Draw a graph and use it to describe the pattern of results	
5	Give scientific reasons for your prediction	Repeat readings to make sure they are reliable	Draw conclusions from the results you obtained	Describe all the things that could have affected your results
6	Choose a suitable number and range of measurements	Make precise measurements of a range of quantities	Explain your conclusion using scientific knowledge	Use your graph to pick out any results which don't seem to fit the pattern
7	Identify key factors and say how you will control these	Make systematic measurements and repeat them where necessary	Draw a line of best fit on the graph	Describe ways in which the experiment could be improved

Stickers, stamps and stars can have a similar effect to grades but are often motivating to younger children. Research evidence (Black and Wiliam) shows that grades and marks can distract pupils from acting on comments – they focus on their ego rather than the work. The most able pupils look at the grade which is often high and decide that they do not need to act on the comment to improve their work – the grade or mark detracts from the comment. A low grade reinforces 'failure' for the less able and they are unmotivated to follow up and improve work. The reason why a sticker or star has been awarded needs to be clear to pupils, otherwise they will collect them for their own sake - the Pokémon syndrome.

Where a mark scheme is used to assess a piece of work, the scheme should be shared with pupils. Some teachers gave the marking criteria to pupils when work was set and this helped to focus attention on the task.

Marking criteria given to pupils starting work on a year 8 Shakespeare essay.

> This piece of work will be marked for:
>
> - the quality of ideas included in your work;
> - the way you organised those ideas into linked paragraphs to discuss the question;
> - your ability to use a more impersonal style, involving a range of complex sentences and connectives, e.g. however, although, despite;
> - the way you referred to the text and used quotes, as evidence for your opinions.

English and science departments in one high school have used a comment only system of feedback for two years although they record some grades in mark books. The school has had a 10% year on year improvement in Key Stage 3 and GCSE results. Whilst the head of science does not attribute this just to the comment only feedback, he believes it has been a major contributory factor.

Time to reflect on feedback and improve work

10. It is essential to give learners time to absorb and act upon or consolidate feedback comments. A response to feedback should be expected as long as comments are brief, clearly written and easy for the learner to understand.

Time to read marking comments or to reflect on verbal feedback is important. Where expectations are high, teachers assume that comments are always responded to. Time given to make corrections or to extend work is effective. Where improvements are made as a part of homework these need to be followed up and recognised.

"Children are expected to re-draft part of their writing to improve it bearing in mind the comments" (extract from KS2 school marking and feedback policy)

"If I have a written comment that says I missed something out or got it wrong. It would be good to be given time in the lesson to put it in straight away". (middle school pupil)

Pupils working a piece of software called "Dinosaur Discovery" collect information and create a map. In order to understand if they have made links between places, pupils need to make connections.

"This map is well drawn. Now let's add the paths to connect the places"

The red paths show that this child has responded to the teachers comment.
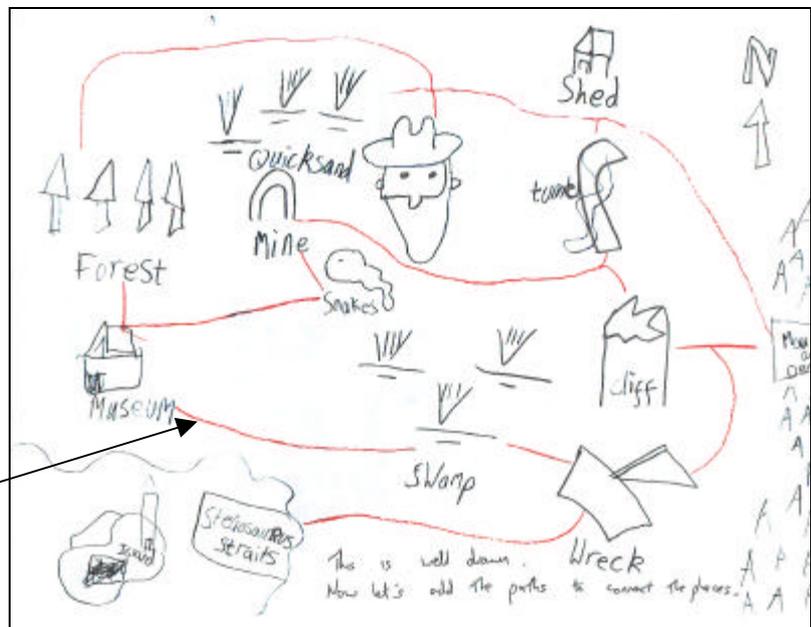
"Today we are going to look at how to make our composition better, how to make improvements to our work" (KS3 music teacher)

*"In maths **X** means it's wrong – you **always** need to write another answer"* (KS2 pupil)

Reflecting on how work can be improved can be helped by asking pupils to evaluate their own progress or to work with a partner.

When pupils are asked to comment on their own progress they can be very astute.

Pupils need to be taught self assessment skills – they don't develop naturally. Without sufficient care self assessment can become rather bland and be based on behaviour and attitudes rather than subject knowledge.

I think that the autumn term is my best one yet. In year seven I learnt some verbs but never understood them. I now do! Now that I know what 'regular patterns' are I learn verbs more easily.

Self assessment is an essential part of learning how to learn.

In ICT work, pupils in both Key Stages 2 and 3 are often encouraged to work together to reflect on and improve their work.

For example a year 8 English lesson focused on developing poetry and using computers to present poems appropriately for a particular audience. Pupils were asked to work in pairs and reflect on their presentation - borders, highlighting, use of colour etc. They were then given time to adjust their work before it was handed in for marking by the teacher.

In Key Stage 2 older pupils are often linked with younger ones to teach them and help them understand the use of software.

Using a response partner to discuss improvements to written work is often used in Key Stage 2 literacy lessons. It is less commonly seen in other subjects, but when it is, it is just as effective.

"Before we give our work in we check it with each other" (KS3 geography pupil)

"I think if we had a couple of minutes to work with a partner on how to get better that would help in a lesson" (Year 7 history pupil)

The pupils' perspective

11. Acting upon feedback comments needs to have an incentive – pupils need to know how they benefit by responding - what's in it for me?

"I don't mind how my work is marked but she should be clear about what is good and what I need to do to get better" (KS2 pupil)

"Pupil work that reflects significant effort or achievement should be consistently rewarded with a Pupil Credit" (high school assessment guide)

"I like my work marked regularly" (KS3 modern foreign language pupil)

Pupils are very clear about what puts them down.

"I don't like the ones that say 'not good enough' because they make me feel insignificant" (middle school pupil)
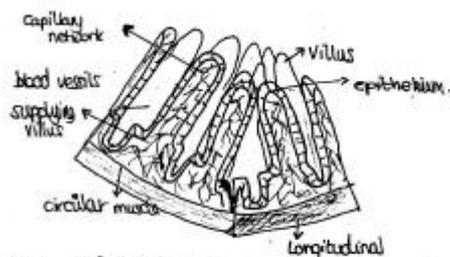
They do not like verbal feedback which shows them up and this is particularly true when teachers read out marks or grades in front of the class.

"I would prefer written feedback rather than verbal. It can be embarrassing" (KS2 middle school pupil)

Pupils like to know exactly what the purpose of the work is and feel aggrieved if the marking does not match this intention.

Sometimes the purpose of a piece of work is to provide notes which the pupils can return to later.

In this case pupils are happy to receive more general feedback about the quality and completeness of these notes. In other cases where the feedback highlights their learning, pupils like a more focused response from teachers.

Pupils are motivated by tangible rewards for consistent achievement and meeting targets. It is difficult for them to be motivated by future GCSE or test results all the time. They often find it difficult to see themselves in the bigger picture of progress towards lifelong learning and need more immediate recognition for success in smaller steps.

In primary schools team points, stickers, stars, walls of achievement, mention in assemblies and extra use of computers are examples of rewards for continued good work. As pupils move into Key Stage 3 these rewards need to be changed if they are to continue to be motivating. Many strategies have been tried by schools and these range from credits recorded in log books to Macdonald's vouchers or free tickets for a disco or a school trip. Letters home to parents celebrating achievement are effective in boosting confidence and some schools have even been known to offer financial rewards and prizes!

> ***Whatever the rewards, pupils need to be clear about how they can be earned and need to know that they will be allocated fairly. What upsets them most is unjustified or unfair criticism.***

Target setting links to feedback and marking

12. The difference between action points identified in feedback on a current piece of work and longer-term target setting needs clarification for some teachers, pupils and parents.

Although some marking will refer directly to longer term targets, most is concerned with short term steps which build up towards them. Within a school it is helpful to consider the terms or words used to describe feedback which is directly related to a particular piece of work - immediate improvement or action points - compared to longer term strategies which might be targets set over a few weeks or half a term.

The most effective examples are seen where day to day marking provides manageable short term steps linking to longer term targets.

"Rebecca – don't forget full-stops, question marks and capital letters. Check your targets" (KS2 teacher)

"Target cards are quite handy because they remind you of what you have to do" (KS2 pupil)

"When your work is returned you will be asked to look through it and respond to the comments and suggestions by writing a target next to the 'T' which you feel you can achieve in your next piece of work" (year 9 humanities pupil information sheet)

"We have personal targets at the back of our homework diaries. Sometimes the teacher suggests a personal target because it will help me get better." (KS3 geography pupil)

Pupils in a number of middle and high schools are given a list of targets for modern foreign language work and this approach has had a positive impact on their ability to learn independently. It makes them reflect on their performance over time and motivates them to improve as they select their own personal targets. Teachers use the targets to plan their support and identify areas of strength and weakness.

Although targets will probably be developed for groups of pupils in most lesson planning, they need to be applied to individuals within the feedback given in each lesson. Intelligent use of questions and the application of targets to each pupil's context are key methods of differentiating work.

In order to give my best I need to learn how to:

- Read and pronounce new words
- Improve my pronunciation
- Learn how to ask questions
- Learn to use TU and VOUS correctly
- Try to make longer sentences
- Use more of the "phrases utiles" in class

Taken from the speaking section of a middle school modern foreign languages target setting sheet

What I liked about your letter

- ☐ It was well phrased and interesting.
- ☐ It contained most of the ideas hinted at in the story.
- ☐ It used a wide vocabulary, including some polysyllabic words.
- ☐ It sounded as if it was written long ago, e.g. you altered word order for effect.
- ☐ The "voice" of Mr Field came through clearly, with his sense of fear and disappointment.
- ☐ It was well presented.

You could improve this and future pieces of work by

- ☐ Using a dictionary to check longer words.
- ☐ Using a thesaurus to extend your vocabulary.
- ☐ Reading widely to gain a surer grasp of the differences between spoken and written English.
- ☐ Use the re-drafting process to make improvements to your work, e.g. looking for small errors and improving the flow of your writing.
- ☐ Referring to a text with care, making sure to include more of the details it contains about plot, setting and character.
- ☐ Reading widely, including pre-twentieth century books, so that you will find it easier to write in a variety of styles.

Some teachers have developed marking and target setting checklists or annotation sheets to provide more focussed framework for feedback.

An example of this is a middle school year 8 assessment sheet from a study of "Smith" by Leon Garfield

Pupils and teachers discuss how future written work can be improved.

Linking longer term targets to short term feedback provides pupils with a way of scaffolding their progress and focussing on where they are going with their learning.

"I don't remember comments when I've turned to the next page but I do remember my targets" (KS2 pupil)

In many schools links between whole school targets and classroom action looks like this.

Whole School Targets
often numeric and linked to school improvement plans or subject action plans

e.g. % at L4, L5 or % A to C GCSE

⬇

Targets for Learning
linked to processes of learning within subjects or curriculum aspects

often set for a group usually over a period of weeks or months

⬇

Points for Improvement

marking and verbal feedback

often relates to one pupil and shows how a particular piece of work can be improved quickly

Motivation and engagement

13. Good quality feedback contributes positively to behaviour management. Evidence strongly suggests that it leads to increased motivation and engagement and is worth the time and effort involved.

Some teachers are very good at using comments which raise self esteem and provide clear feedback at the same time. For example when a pupil asks a question the teacher says *"That's the kind of question that good scientists ask"* (KS2 teacher) or *"We will find as writers …."* (KS3 teacher).

> *"Well done Ashley. Do you know what I really liked about that? You carried on when you made a mistake … that is the sign of a true musician"* (KS3 music teacher)

In many subject contexts feedback can be combined with practical demonstrations. This approach is common in music and PE.

> *"Let's watch Sarah play her volley, remember to look for a punching action, facing the net and hitting the ball in front of the body"* (KS3 PE teacher)

However this can go badly wrong; it can be de-motivating to ask pupils to demonstrate if they are uncomfortable with this approach. The tone and atmosphere in a class is important for building confidence. Pupils need to feel that they don't have to get it right all the time and can take risks.

> *"Children were developing self evaluation skills and were able to recognise their mistakes, question themselves and self correct"* (adviser commenting on KS2 classroom)

Self-assessment is crucial in helping pupils to have ownership of their learning. If they are learning for themselves they will be motivated and strongly engaged in the work.

> *"Use is made of self-assessing key objectives – e.g. 'this is how I multiply by 10 and 100….'*
> *Pupils must show examples so that the teacher can be convinced that they understand"*
> *(extract from middle school maths assessment policy)*

In music there are many opportunities to use feedback which will encourage pupils to become independent learners able to engage in constructive self assessment. This is particularly true in aspects of performance and can be used to help pupils and teachers work together to develop longer term targets.

Some schools have developed maths journals where children record what they can do and the ways in which they tackle problems. These journals give teachers a very clear picture of the way in which an individual has worked things out and what he/she knows, understands and can do. This type of approach could be used in other subjects, for example it would be useful in finding

out how well children have understood a science or technology investigation. Teachers could also use this technique to find out how children have used Information Technology to produce work or solve a problem. It could also be useful in art or music to help in finding out how children made decisions and tackled a particular piece of work.

"I read my work through and I can see where I've made a mistake" (KS2 pupil)

Where it is carried out properly and pupils are clear about what is happening, self assessment activities can be motivating experiences. However, like most strategies if overused or done badly self assessment will be counter productive. A good deal of evidence suggests that asking pupils to work together to improve work is effective. Again there are potential dangers if groups are carelessly constructed.

"*I enjoy working with partners to edit work – but not friends. They won't tell you the truth. It needs to be someone who will be honest with you and help you improve*"
(KS2 middle school pupil)

Motivation and confidence come from pupils feeling that they understand where their learning is taking them. Pupils need to feel valued and know that the feedback they get is constructing a way froward for them.

"I don't mind speaking in class when I'm asked to take part – being told I'm being assessed helps me to be more confident" (year 8 English pupil)

"She makes you feel better because you know you can learn from your mistakes"
(KS2 pupil)

Using marking and feedback to plan the next steps

14. The outcomes of written and verbal feedback must be used by teachers to plan the next steps of learning and pitch work appropriately for each pupil.

Observation in classes together with the use of questioning and reflective marking has a purpose in helping teachers to review progress made by learners and feed into planning for the next lesson or unit of work.

"Marking should enable teachers to plan more appropriate and challenging ideas to improve the quality of work done by the pupil" (KS2 assessment policy)

"Pupils are given feedback about how they can improve future investigations. Any common error is immediately followed up with the whole class" (KS3 science teacher)

Good feedback is often related to subject knowledge where teachers have a clear view of medium and long term curriculum plans. If the next steps are to be described coherently, teachers need to be able to place their feedback in an overall context for progress in the subject.

"If you don't know what they are doing next it's hard to communicate future expectations and set out how work can be improved" (KS3 teacher)

Developing a culture of achievement

15. For feedback to have a significant and sustained effect there needs to be an achievement culture in the school or department. This should provide clear direction and appropriate challenge for individuals. This culture should actively develop good relationships and promote self-esteem amongst pupils and teachers alike.

"The challenge for the teacher ….is to provide an environment and experiences within that environment that allow the individual to see that there are personal benefits in moving out of the comfort zone into areas of higher challenge and, potentially, risk." (Alistair Smith)

Schools take many different approaches towards building an achievement culture or ethos. However, probably the most important success factors are to clearly set out the approaches to be used and then to apply them consistently.

In school, teachers provide the most powerful role models for pupils. If teachers are positive and well motivated this will "rub off" on those in their classes. Essentially it is about mutual respect and understanding where all are clear about the expectations placed on them.

"Clearly a right and wrong culture did not exist – pupils ideas were listened to and respected" (adviser observing KS2)

The importance of developing the right atmosphere for good classroom discussion where pupils are not afraid to ask questions is clear. Pupils sometimes felt that they were holding back the rest of the class by asking obvious questions and this made them feel "stupid".

"I want to be able to ask questions in class and have them answered" (KS3 modern foreign language pupil)

Learners respond best when they know what they are working towards. When learning intentions or longer term targets are realised they should be celebrated so that all involved feel good about getting there.

"The teachers immediate feedback reinforces the achievement, she acts as the celebratory agent so essential in completing the experience and taking it full circle into the next challenge" (adviser)

Management implications for schools and subject leaders

The policy and guidelines

A good policy will be short and will describe the culture expected for providing feedback in the school. It will not be full of detail, but it will set the parameters for work across the school. The most effective are closely linked to learning and teaching policies which describe the ethos of the school and set assessment in this context. They do not expect every subject or phase to follow exactly the same procedures, but rather set an expectation for an approach in each context. It would be very difficult for a maths teacher to provide feedback in the same way as a teacher marking English written work.

The policy will need to be supported by guidance for teachers which is appropriate to each subject. A good rule of thumb here is to write it with a new teacher in mind - the guidance should clearly set out expectations and it is really useful if it is illustrated with copies or examples of the type of effective feedback to be promoted in the school. The guidance should recognise variations in marking load and number of lessons each week in the subject and should clearly set out the criteria if grades or marks are used. The strategy used for marking literacy skills in that subject should also be defined. In Key Stage 2 there is still a need to have a subject focus to marking, even if the same teacher takes all subjects.

STRATEGIES FOR MARKING - example of a primary school approach to policy writing

Marking is only of value if comments are read and responded to/regarded.

Ideally, marking should become part of a developing dialogue resulting in pupil progress, for example; a pupil writes, the writing is marked and in her / his subsequent work, the pupil incorporates suggestions. Marking will take on a positive, rather than negative, form.

English

We need to show the children that their writing has a genuine audience, someone who is interested in what she or he has to say and is not reading their work merely to find errors. Children need to feel their writing is valued. Comments can be made verbally or in written form to communicate their message. In the case of very young children, feedback needs to be as immediate as possible.

Replying to children's work by sharing our own experience shows that the writing has a reader who is not passive but wants to share the experience and ideas. By making a pupil aware of the needs and responses of the reader, we can show her or him areas which can be developed.

We believe that correcting has its place in marking but only when it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil Is to improve her / his work; which errors and how many will depend on many factors.

We constantly assess the children's work, establishing their achievements.

Mathematics

The purpose of marking is primarily diagnostic. It will inform the day to day planning for the teacher. It will communicate to the child whether or not she / he is successful and will act as a motivator.

Comments will be made to emphasise the open-ended nature of mathematics and will encourage the child to feel safe when tackling problems.

Comments will reflect the stage of mathematical thinking that the child is at and will encourage further development.

Science, RE, Geography, History, Technology

Marking should be specific to skills highlighted in the lessons and subsequent follow up work. Pupils should be able to use the comment and advice to further develop their skills. They should be helped to understand the purpose of any comments made.

Focused marking or feedback should be related to the objectives of the lesson and not necessarily based upon language and spelling.

Manageability - How much and how often?

It would be impossible and unproductive to mark every piece of work in the same depth. An appropriate balance needs to be struck in each subject and school context. For example, some primary schools have one focused piece of written work each week and on the following day allocate timetabled time for feedback and for pupils to respond to marking. Some secondary schools have an agreed system where subject specific spellings are corrected but marking of literacy aspects of work is planned and periodic. When literacy skills are to be assessed, the teacher clearly explains the focus of the work and outlines the expectations.

"In this piece of work I want you to really concentrate on your spelling and punctuation".

"In this piece of work I want you to really look at how you use paragraphs"

As pupils approach GCSE a more holistic marking approach becomes the norm as this is expected in examination mark schemes.

Where teachers set work using clear objectives or learning intentions, marking is more focused, more useful to learners and quicker for the teacher. It is often true that those who spend a long time marking were not clear about the purpose and intention of the task in the first place.

Time-lines with targets related to dates are effective in ensuring that tasks are manageable for pupils and teachers alike. This is particularly true where longer term projects are being developed, for example in design and technology or creative arts diaries and sketchbooks, where there is a *"yo-yo"* effect as work passes backwards and forwards from teacher to pupils.

Managing time to provide verbal feedback is more difficult to describe on paper. Well organised lessons have variety and there are usually opportunities for discussions which focus on work and provide feedback. Teachers who are good at this are often unaware of their talent - it happens naturally to them. They manage to discuss work with individuals or small groups as they move round the class.

"The teacher circulates continually offering feedback as the juggler attends his class of spinning plates upon their poles" (adviser)

There are strategies which can be developed. For example to ask a question or set a challenge to one individual or pupil and then come back to them later after "thinking time" to discuss the answer. The best way to improve feedback within a teaching style is to watch others in action or to make video recordings of classrooms and identify successful strategies. If you get one good idea to try out by watching a colleague it will be a worthwhile experience. Remember, the observer needs to concentrate on pupils not the teacher. The key is to spot the feedback that improves learning. The Advisory Service can support schools with strategies for classroom observations and a focus on watching learning is a valuable element of school self-review.

The important thing is to continually ask if best use is being made of precious time in providing the best possible feedback to help learners learn more effectively.

Feedback and marking that focuses on writing or literacy across the curriculum

There must be a balance. Teachers can't mark in detail and provide feedback on literacy aspects of every piece of written work. Sometimes it will be appropriate to provide feedback about spelling, grammar and other aspects of writing.

Many schools have developed strategies that involve correction of subject specific vocabulary in all work but where other aspects of literacy are picked up as more general targets over time. A

good example was seen in a middle school where critical writing targets, for example proof reading for spelling errors or use of paragraphs, were identified across the school for a set period of time. Marking feedback was provided against these targets for all subjects and they were checked, modified and developed each half term.

Spellings can be marked in a subject context. For example in some Key Stage 3 science lessons spellings are given for each unit of work and there is a short subject specific spelling test.

Unit 3 Materials

materials	density	insulator
solids	heavy/ light	heat
liquids	weak/ strong	electricity
gases	hard/ soft	magnetic
volume	metals	particle
properties	conductors	

If a piece of work is set with a particular learning intention related to the subject, feedback should not focus on presentation and literacy skills unless pupils were told about this in the first place. Having said this high standards should be expected and the quality of writing should be assessed periodically in all subjects.

There are two issues at stake for marking and feedback in a literacy context. Manageability for pupils and the reactions of pupils. Pupils do not cope well when confronted with a large number of corrections. When asked how they would like to receive their written work back many responded like this:

> *"not covered in the teachers writing … I wrote a really good story but the teacher wrote all over it for spelling and punctuation. She spoiled it."* (KS2 pupil)

Schools need to develop strategies for marking writing across the curriculum and this will be an important element of the literacy strategy in Key Stage 3 classrooms. The Literacy team will be able to provide support and advice to schools about the management of this feedback.

Monitoring and evaluating

It is crucial to monitor the quality of feedback and marking that pupils are given across the curriculum as a part of school self-review. This will often be carried out by subject leaders and senior managers. There are many strategies for doing this including:

- classroom observation with a focus on pupils and verbal feedback
- monitoring of pupils' work or 'book looks'
- pupil "pursuits" - where a pupil is followed to lessons

In many secondary schools, a sample of books is regularly collected and monitored. Ofsted inspection teams follow this approach and often choose a sample across the ability range. The focus is on the standard of work produced by pupils, but also on the feedback provided by teachers and the way in which pupils respond to it (photocopy master on page 41)

Criteria for good written work – used by some OFSTED teams to check books and feedback

- It is legible and presented with a concern for layout and appearance

- It is easy for the reader to follow. Whether it is imaginative prose, mathematical symbols, notes or any other form, there is a shape (e.g. a logical sequence) that gives it coherence. Arguments are well – developed; mathematical or scientific processes are lucid; language is exact; illustrations are clear and accurate.

- Pupils can use various means of conveying information; for example, words, graphs, maps, statistics, brief notes, diagrams.

- There is a mix of these in different subjects, for example, English is not exclusively words, science is not exclusively dictated notes, mathematics is not exclusively worked examples.

- What is written is right for the purpose, for example it covers all the aspects of the task set and is of sufficient length to deal with them adequately.

- Pupils make progress. There is improvement by the same pupil over a period of time. For example, the work they do now is better than the work they did last year; they have learned how to improve their note taking.

- In the shorter term, they can redraft work so that it is more effective and not only more technically correct. They may use IT to do some of this.

- They become increasingly aware of how written communication can be made to serve a variety of purposes. Their work increases in subtlety and discrimination.

- They persevere with a task until it is completed.

- The work is well organised. It is sufficient, in that it serves its purpose well.

- The work is marked regularly, including work that may be continuous, such as note – writing.

- The marking is consistent, and related to shared learning intentions / objectives / success criteria.

- Problems and difficulties are diagnosed, ways forward are indicated.

- Comments encourage and challenge.

- Pupils are told what progress they are making.

Some primary schools have an organised programme for monitoring pupils' work against clear agreed criteria.

- Presentation
- Progress
- Marking policy followed
- Positive comments given
- Linked to targets

In this example, the books of three pupils are looked at for science. The feedback comment to the teacher is positive and sets out an action point linked to the school policy.

BOOK LOOK

CURRICULUM AREA	Science
TEACHER	
OBSERVERS	
DATE	14 : 11 : 00

(a)		Careful presentation	(1)	No evidence
(b)		Progress	(2)	Little evidence
(c)		Marking policy followed	(3)	Some evidence
(d)	(i)	Positive comments	(4)	Much evidence
	(ii)	Targets given		

EXTENSION				STANDARD				FOUNDATION			
Name: Sara				Name: James				Name: Mikie			
(a) 1	2	3	④	(a) 1	2	3	④	(a) 1	2	③	4
(b) 1	2	3	4	(b) 1	2	3	4	(b) 1	2	3	4
(c) 1	2	3	④	(c) 1	2	3	④	(c) 1	2	3	④
(d) 1	2	3	④	(d) 1	2	3	④	(d) 1	2	3	④
1	2	3	4	1	2	3	4	1	2	③	4

Comment: All of the children have set their work out well. Your marking is specific to the objectives of each lesson, and is differentiated according to need. Too early to establish progress, although difference in outcome is evident.

Action: I wonder if objectives could be incorporated into a simple title – would aid marking and establish a target at the same time.

In monitoring written work it is important to check how pupils of different ability and gender respond to feedback. In one school there were clearly differences.

> *"The most developmental comments were on books of average ability children. Children of below average ability were more likely to have comments relating to effort, amount of work completed or presentation. Children of above average ability were often praised but set no further challenges."* (adviser observation)

It is important to check that what should be happening in classrooms is actually occurring and that school policies are being followed. However, it is also important to link this to a reflective, evaluative judgement where key questions can be asked.

Schools need to check:

- *Does the feedback given to pupils help to improve their learning?*

- *Does everyone understand how the policy and guidelines work in the school?*

- *Is teacher time being effectively used to support and extend learning?*

- *Can we improve what we are doing?*

OFSTED inspections

In judging how well pupils are taught, inspectors have to consider the extent to which teachers:

- plan effectively, setting clear objectives that pupils understand;

- use methods which enable all pupils to learn effectively;

- assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties.

There can be tensions in OFSTED feedback to schools using these criteria. In the same way that school cultures will vary there will be many views within different inspection teams. Schools need to identify clearly and stick to what they believe to be effective practice. This should be reflected in policies, guidance and practice. If a school is clear about what it is doing, work is pitched correctly for all pupils and standards of attainment are high, it is difficult to criticise assessment practice.

Staff Development

To build on successful practice in providing verbal feedback and marking schools may want to follow a variety of strategies. The Suffolk Advisory Service can support such development work in schools or departments.

One approach might be to:

1) Review current practice

    i)   Observe and note the sort of verbal feedback which is given to pupils in lessons.
    ii)   Organise a "scrutiny" of books or "book-look" to check current marking practice. The criteria on page 41 could provide a useful checklist.
    iii) Use the marking and feedback checklist on page 42 (AAIA).

2) Discuss research evidence on a PD day or in a staff meeting

    i)   Use the selection of quotes on page 39 to stimulate discussion.
    ii)   Use the overview of principles pages 2 and 3 as a discussion document.
    iii) The examples included on pages 5 to 29 will provide the session leader with enough background to lead discussions.
    iv) Link this to the review of current practice in your school and share successful ways of working.

3) Action Research

    i)   Try some of the strategies suggested in this booklet or those on the SLAMnet web site.
    ii)   If you can, create time for teachers to watch learning in other class rooms and focus on the types of feedback that make a difference.

4) Reflect on and evaluate current policy in the school

    i)   Match all that you discuss and find in sections 1, 2, 3 above with the current school or departmental policy.
    ii)   Judge how effective your current practice is.
    iii) Decide if you need to take any action.
    iv) Reflect on what you have learned from the action research.

5) Plan for development work across the school or within a department

    i)   If the school or department needs to work on its practice, include it in the school improvement plan or departmental action plan.
    ii)   Identify development areas with time scales and costs clearly outlined.
    iii) Be clear about exactly what needs to happen - this might include a re-draft of policies or guidelines.
    iv) Agree on a few focussed success criteria to be reviewed at a set date.

Then, as the process is cyclical you will start all over again !

Planning for the future - feedback from computer software

Looking to the future, a good deal of feedback to learners could be provided by computer software. For example a middle school uses RM *Successmaker* for developing maths, reading and spelling. *Successmaker* provides constant feedback to each pupil and provides routes through the program for each learner. In this school pupils are motivated by the system and are prompt for their lessons using it. It has also promoted a strong bond and working relationship between the groups working together both with the software and in other situations.

There are other developments which will provide a more interactive approach. Pupils can participate in on screen activities which automatically adjust to match their responses. *World Class Tests* being developed by QCA and an online test programme *Goal* are examples of this.

These approaches will need to be carefully trialled and evaluated to ascertain if they provide feedback which moves learning forward.

Tracking progress – What's worth recording?

There are a variety of approaches to recording information in Suffolk schools. It is common for schools to record a level in each attainment target centrally once a year. Schools that do this usually use A / B / C sublevels where for example 4A is a strong level 4 and 4C is just a level 4. Linked to the **DfEE Autumn Package** point score this is an effective way of monitoring progress year on year.

3C	3B	3A	4C	4B	4A	5C	5B	5A	6C	6B	6A
19	21	23	25	27	29	31	33	35	37	39	41

Classroom records are sometimes common across a school or department and in other cases left to each teacher to decide on an appropriate format. A minimum useful set of attainment data to be recorded should be agreed in the school or department. Some teachers will want to record more than this as a longer term reminder. Most effective judgements about attainment are made "in the head" and teachers need to record any important information that they are unlikely to remember. If you are unlikely to use a particular piece of information in the future, it is probably not worth recording.

> *"Is the work in each class being pitched appropriately for each pupil?"*

This is the key question about use of assessment information. If work is appropriately pitched, the teacher must be making good use of assessment information to cater for the least able and stretch the most able.

Some records are important for pupils - they help them to keep track of their progress. Maths journals where pupils record what they have learned with examples to show working are valued by pupils who complete them regularly. Pupils comment that reading records help them. *"You need to go back and remember things"* (KS3 pupil). Some subjects use recording mechanisms to track progress and targets.

> *"Pupils are issued with a recording grid so they can track their own progress in each attainment target – this is linked to a self assessment sheet completed twice a year and discussed in class"* (KS3 modern foreign languages teacher)

Pupils books and folders are the most important records which are constantly in use. They are often undervalued for this purpose. The notes, comments and dialogue provided by marking

feedback are very useful when pupils reflect on their progress and revise for tests and examinations.

References

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Clarke S   1998   Targeting Assessment in the Primary Classroom, Hodder and Stoughton

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McGuinness C   1999   From Thinking Skills to Thinking Classrooms : A review and evaluation of approaches for developing pupils' thinking, DfEE Research Report 115

Sadler R   1989   Formative assessment and the design of instructional systems, Instructional Science 18

Smith A   1999   Accelerated Learning in Practice, Network Educational Press

Suffolk County Council   2000   Classroom Assessment : A survey of current practice in Suffolk schools

Suffolk County Council   2001   Learning and Teaching : A discussion paper

Useful Web Sites

Association of Advisers and Inspectors of Assessment	www.aaia.org.uk
DfEE - Autumn Package (under performance)	www.standards.dfee.gov.uk
Qualifications and Curriculum Authority	www.qca.org.uk
QCA - World Class Tests	www.qca.org.uk/ca/tests/wct
QCA - Assessment for Learning	www.qca.org.uk/ca/5-14/afl
Suffolk Learning and Management Network	www.slamnet.org.uk

Appendices

1. A collection of quotes to stimulate discussion

2. Tips for developing feedback to pupils - a discussion document

3. Criteria for monitoring written work and feedback in Key Stages 2 and 3

4. Marking and feedback checklist (AAIA)

These support materials will be extended on the SLAMnet Internet site during 2001 as a part of EDP work on learning and teaching. It is hoped that schools will want to contribute ideas and suggestions for inclusion.

Support from the Suffolk Advisory Service

This booklet has been designed to support senior managers, subject leaders and assessment co-ordinators in focusing on effective practice in providing feedback to pupils and marking. Schools may want to request further support which might include:

- Development of classroom observation techniques which focus on use of questions or providing feedback to learners.

- Help to implement strategies for monitoring and evaluating pupils work and the feedback provided by teachers.

- Subject specific support to develop marking and feedback based on the principles outlined in this booklet.

- Leading staff discussions based on this booklet.

- An external review and evaluation of current practice.

- Supporting classroom based action research projects.

Suffolk Advisory Service
St Andrew House
County Hall
Ipswich IP4 1LJ

Quotes for discussion

"She writes comments like 'this is good' …but I don't always know exactly what good is" (KS2 pupil)

"It really helps if the reason why something is wrong is explained, not just the corrections to be done. We have to understand why it's wrong" (Y9 French pupil)

"I don't mind 'good' on my work if he explains to everyone what 'good' means when giving back the books. It would save him having to write lengthy comments." (KS3 history pupil)

"The focus on the learning objective is constant and therefore so is the feedback" (adviser)

"Whatever the method of assessing homework, the key issue was how effectively teachers used it to inform pupils (and their parents) and to help them to understand how to improve their performance; and also how they fed the evidence into the professional review process, to improve their own teaching" (Ofsted - Homework - learning from practice 1999*)*

"If I got a C, as long as I knew what it meant that would be OK" (year 8 pupil)

"The most developmental comments were on books of average ability children. Children of below average ability were more likely to have comments relating to effort, amount of work completed or presentation. Children of above average ability were often praised but set no further challenges." (adviser)

*"Marking like '**Use paragraphs!**' is useless – if I knew how to use them I would have done"* (KS2 middle school pupil)

"If you don't know what they are doing next it's hard to communicate future expectations and set out how work can be improved" (KS3 teacher)

"It looks silly when he writes 'title!' in the margin, then I put in the title and the comment is still there" (KS2 middle school pupil)

"The day to day marking of pupils' work remains a weakness …. Marking frequently focuses on completion and presentation, neglecting strengths and weakness and failing to inform pupils about what they must do to improve. At best marking is frequent and focused, and makes clear to pupils what is required to get a high grade" (HMCI Annual Report to School 1999)

"The teacher circulates continually offering feedback as the juggler attends his class of spinning plates upon their poles" (adviser)

"When anyone is trying to learn, feedback about their efforts has three elements - the desired goal, the evidence about their present position, and some understanding of a way to close the gap between the two" (Black and Wiliam   Inside the Black Box 1998)

Tips for improving feedback to learners

Can these approaches be adopted in this school?

1. Always provide pupils with clear learning objectives or intentions – try to explain why the work is important and where it is leading to in the longer term.

2. Make sure that feedback reflects this intention and overtly praise progress made towards it. Give a maximum of two or three ways in which the work can be improved.

3. Value and think carefully about verbal feedback as well as written marking. Ensure that written comments can be read and understood by each pupil and pitched at an appropriate level.

4. Be clear about the next steps of learning which are planned. These will be particularly important for the most able pupils and this will require thinking ahead.

5. Make sure that feedback points out clear and manageable short steps forward towards longer term goals or targets.

6. Allow time for pupils to read and absorb comments. Expect there to be some improvement to those aspects highlighted in the feedback.

7. Use what you discover through feedback discussions with pupils and marking to plan the next steps.

8. Monitor and evaluate your practice carefully as part of school or departmental self-review. Teachers cannot afford to spend large amounts of time on activities that do not improve learning.

Will different subject areas need to modify the suggestions in this list?

How could these approaches be further developed in classroom practice?

How can we monitor and evaluate our work to see if any changes make a difference?

Criteria for monitoring written work and feedback

- It is legible and presented with a concern for layout and appearance.

- It is easy for the reader to follow. Whether it is imaginative prose, mathematical symbols, notes or any other form, there is a shape (e.g. a logical sequence) that gives it coherence. Arguments are well – developed; mathematical or scientific processes are lucid; language is exact; illustrations are clear and accurate.

- Pupils can use various means of conveying information; for example, words, graphs, maps, statistics, brief notes, diagrams.

- There is a mix of these in different subjects, for example, English is not exclusively words, science is not exclusively dictated notes, mathematics is not exclusively worked examples.

- What is written is right for the purpose, for example it covers all the aspects of the task set and is of sufficient length to deal with them adequately.

- Pupils make progress. There is improvement by the same pupil over a period of time. For example, the work they do now is better than the work they did last year; they have learned how to improve their note taking.

- In the shorter term, they can redraft work so that it is more effective and not only more technically correct. They may use IT to do some of this.

- They become increasingly aware of how written communication can be made to serve a variety of purposes. Their work increases in subtlety and discrimination.

- They persevere with a task until it is completed.

- The work is well organised. It is sufficient, in that it serves its purpose well.

- The work is checked and marked regularly, including work that may be continuous, such as note-writing.

- The marking is consistent, and related to shared learning intentions / objectives / success criteria.

- Problems and difficulties are diagnosed, ways forward are indicated.

- Comments encourage and challenge.

- Pupils are told what progress they are making.

Marking and feedback checklist

Importance		Current practice
1 2 3 4	Prompt and regular marking and feedback occurs in all classes and all subjects	1 2 3 4
1 2 3 4	The process includes both spoken and written feedback	1 2 3 4
1 2 3 4	Feedback is focused on the learning intentions or objectives as the criteria for success	1 2 3 4
1 2 3 4	Pupils are provided with opportunities to assess their own and one another's work	1 2 3 4
1 2 3 4	Marking strategies help the pupils understand what they have achieved and what they need to do next	1 2 3 4
1 2 3 4	The outcomes of marking, along with other information, are used to adjust future teaching plans	1 2 3 4
1 2 3 4	The feedback given reflects the schools ethos and policy for learning and teaching	1 2 3 4
1 2 3 4	The policy and guidelines for providing feedback and marking are reviewed regularly.	1 2 3 4

Importance

4 =   essential
3 =   very important
2 =   quite important
1 =   of limited importance

Current Practice

4 = our practice mirrors the statement
3 = our practice has room for minor improvements
2 = our practice has elements that require development
1 = our practice requires re-thinking

From the Association of Assessment Inspectors and Advisers   www.aaia.org.uk

<u>Suggested use for checklist</u>

In order to use this checklist two sorts of judgements are required:

1. The importance / relevance that is attached to the statements by the current stage of development of your school.

2. The extent that current practices in the school matches these statements.

A four-point scale is provided for each judgement.

On the left, is the scale for how you view the importance / relevance of the statements for your school.

      4   =   essential

      3   =   very important

      2   =   quite important

      1   =   of limited importance

On the right, is the scale for the closeness of the match to your current practice.

      4   =   the practice mirrors the statement

      3   =   the practice has room for minor improvements

      2   =   the practice has elements that require development

      1   =   the practice requires re-thinking

The checklist can be used as a starting point within a school for developing a discussion about marking and feedback. A comparison between the scales provides an interesting analysis to start the ball rolling.

Further copies of the booklet can be ordered from

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