# THE SEASIDE SCHOOL, AGBARA

## Marking and Feedback

Marking provides scores for a student's performance in a specific subject test or examination. Feedback is the overall factual capturing of the extent of a student's understanding of a subject or lesson.

At The Seaside School we make a clear distinction between **marking** and **feedback**. We place significantly more emphasis on the importance of feedback rather than marking in promoting high-quality learning for all students.

**'Marking'**

When work is marked, this often represents the teacher's appraisal of a student's completed work or assignment. Such marking would most times highlight errors to be addressed, or provide an overall grade to reflect performance on the piece of work.

**'Feedback'**

At The Seaside School, our feedback is not restricted to end term's comments on a student's performance or what the teacher considers his/her potentials for the attention of his/her parent. Here, feedback is a regular, every class activity where the teacher keeps every student abreast of his/her errors or disconnections, thus providing a consistent flow of the student's comprehension or lack of it in a manner that engenders amendments and better understanding of every subject while it still matter.

To our school therefore, feedback is more powerful and makes a bigger impact on learning than marking.

COMMUNICATION BOOK

Every student is provided a Communication Book in which the teacher endeavour to make essential notes of the areas of improvements he or she should focus on per time.

It is school policy that **every student, in every year group will receive quality written feedback on one 'Core Task' in each unit of work they study.**

The aim of this quality written feedback by the teacher is to move the learning of every student forward or deepen learning further. The feedback given by the teacher should lead to an action being taken by the student, so that they are involved in the process and learning as a consequence.

To parents and carers **quality written feedback will look like very detailed marking.** Its purpose is to **check** that the work has been completed correctly and address any misconceptions or errors. This type of quality written feedback will often also show students how to improve their work even further, for example, this could be applying the stages of a mathematical method more accurately, using more complex subject vocabulary or structuring more technical and accurate sentences and paragraphs.

Each year, all departments plan the core tasks for every year group and unit of work, so there is consistency across the teaching groups in school.

When quality written feedback is given the school uses an agreed set of **marking codes** to help and support all students to improve their literacy and writing skills. For example, identifying spelling errors, capital letters, paragraphs and grammatical issues to address.

**'All the Other Feedback'**

At The Seaside School, teachers work hard to embed feedback into the classroom immediately, at the point where it makes the most impact on learning.

We know from practice that the most effective **feedback, to improve learning,** happens in the classroom as the lesson is taking place and involves the student in the process; it is **immediate** and is designed to help students make even more **progress** in their learning.

Feedback can take many different forms and it is most important to recognize that not all feedback strategies can be "seen" by looking in student books. However, over a period of time students and parents should start to see a **feedback dialogue** building up in a student exercise book or file.

For example, you should see some work marked with **quality written feedback,** you may then see some redrafting or correcting, a sequence of lesson activities that

develop the areas of weakness, then a retrieval quiz to review learning or a practice piece of writing. Sometimes teachers will lead whole class feedback by giving students a model answer, or drafting a model answer together on the classroom board to demonstrate the structure, decisions on content or mental process or planning the answer or procedures.

The whole school **Feedback Policy** sets out the school's general principles and expectations for feedback. However, departments are given a level of autonomy to then set out what really great feedback looks like in each subject. Different subjects require different feedback approaches.

Below are a few highlights of the **feedback** strategies used at The Seaside School in ensuring that students stay atop of their learning and that each makes set progress in their works.

- Reviews of the last class work on a particular subject is undertaken before a fresh topic takes off. Using the whiteboard, the teacher highlights some significant areas of the last lesson, handpicking students to know how much of the subject was fully understood. This would then be followed up with lesson activities planned to quickly tackle and address misconceptions, uncertainties or errors identified in previous learning activities.
- Teacher marks a code or symbol or annotates a section of work in a lesson to be reviewed. These actions require the student to make the corrections in the lesson themselves.
- Question and answer activities during the lesson to review current knowledge and understanding. Discussing the answers to any misconceptions and making notes as a class to record this information.
- Mini quizzes as a starter or concluding activity. Many teachers will often review and mark these as a class before the end of the lesson.
- Ending a lesson with a “question to try” to see if students can apply the work covered in the lesson. The teacher would not “mark” the class notes completed together, but would focus on checking and providing a comment to the student on how they have got on with the “question to try”. These questions can be differentiated within a lesson depending on ability and understanding of the work.
- Highlighting or annotating work according to the mark scheme or success criteria for the lesson.
- A class discussion about the success criteria for a piece of work, for example keywords to use, structure, technique, skills. Students may be asked by the teacher to record the notes from this discussion before they begin the work. Sometimes students will record these feedback discussions in a different coloured pen to stand out from their class notes.
- Verbal and immediate feedback forms a significant and important element of the teaching and learning process in all classrooms. Initial or simple student responses are not simply accepted as correct. Teachers craft questions and prompts to enable students to deepen and length their answers and therefore their understanding within a subject. This feedback is immediate and means that student learning moves forward immediately during the lesson.

- Every classroom has access to electronic visual aids which the teacher can put to use to great effect in lessons to model good examples of work, or by sharing and discussing student work.
- Prepared stickers, sheets and activities can enable quick feedback and actions during and after lessons. Then feedback points can be ticked or highlighted in relation to a piece of student work.
- Improvement phase, indicated with asterisked or circle around the section affected in a student's work, when a student is directed and guided to redrafting, or improving on a piece of work or a section of work. This may be indicated by the teacher using red colour pen to draw the student's attention highlighting a section of work in a specified area of their book.
- Verbal feedback is given one-to-one or in small groups on how to improve upon a piece of work. This may be via teacher to student, or student to student as part of a wider peer assessment discussion.