

# Live Marking and Feedback at Erdington Academy

At Erdington, we advocate both live marking and feedback. We know that they are the most effective ways of ensuring progress; teachers spot errors and misconceptions in the moment and are able to respond to this accordingly. This method is also effective in reducing teacher workload as teachers respond, addressing misconceptions there and then whilst reteaching any collective gaps in learning.

In 2016 The Education Endowment Foundation published a major report, 'A Marked Improvement?' (Elliott et al, 2016), reviewing the evidence on written marking. It found that the typical teacher spends nine hours marking pupils' work each week, but there is little evidence to show which strategies will have a positive effect on their pupils' progress and which will not. More recently, research conducted by TeacherTapp suggested that 54% of teachers spend over three hours and up to eight hours marking outside the classroom per week. Cited in Verbal Feedback Project Ross McGill, this also says:

'Verbal feedback, when accompanied by a reduction or removal of written forms of feedback, does not negatively affect either the engagement or attainment of students. This is true for disadvantaged students and all students. Furthermore, in most cases, clear improvements in the engagement of disadvantaged students were seen, and this was accompanied in a large number of examples by gains in progress or attainment. Impacts on teacher wellbeing was a supplementary focus of enquiry for some and, in these cases, gains were found there also. In every case, time saved on marking outside the lesson was 'reinvested' in lesson planning to better suit the range of needs of students.'

The impact of feedback therefore is seen in the progress made as the students produce work in the books rather than the length of the teacher comment

## Feedback

In recent years, we have promoted live feedback in the lessons, in the post Covid world this may not be possible, so staff will look for alternate and creative ways to provide regular and rapid feedback. This may be after the lesson or via email, we will continue to work on the basis that students need high quality and specific feedback to improve. As we would normally expect, this would then feed into the next learning cycle.

## Feedback journals

Staff will continue to use their feedback journals to record both live/verbal feedback and any other information gathered in lessons through AFL and use this to support future planning. Staff will also record in their journals after specific assessments to inform/amend their future planning.

## Whole school

- Staff will continue to correct/highlight SPaG errors when seen and address appropriately.
- Students will continue to use green pen for self-assessment – including any self-marking of the 'Do Now' task
- Staff will continue to use red pen to mark
- Teachers to uphold the Academy's high presentation standards – all dates and learning questions to be underlined etc

## Homework

All homework is set via SMHW. Quizzes are self-marked. Any pieces that require teacher feedback are uploaded by the students on to SMHW and feedback provided by staff on that platform.

## Feedback & marking by Faculty

Department	Feedback and Marking – when and how	Notes
English & Drama	<p>Teachers will give students live feedback using a selection of the following strategies:</p> <ul style="list-style-type: none"> <li>• choral response</li> <li>• mini-whiteboards</li> <li>• questioning / whole-class response (e.g hands up if you agree. Then ask a selection of students - why do you agree? What could you add? Could you word this another way? etc.)</li> <li>• monitoring the front row of students and their work during deliberate practice, pausing the class to discuss any common strengths or misconceptions</li> <li>• providing a feedback desk (where possible) – this is where students place work for a visual check and verbal comment. After 2-3, any common strengths/misconceptions are addressed</li> <li>• calling students to place work under the visualiser (while maintaining social distance.) Once the student is seated, talk through work pointing out strengths/areas for improvement on the screen. When finished, student collects back work.</li> </ul> <p>Students will respond to this verbal feedback in their continued work in the lesson. Any improvements to completed work so far are made <b>in green pen</b>, while continued work is as normal.</p> <p>Students will respond to whole-class teacher feedback <b>in green pen</b> where they have directed improvement time or have work peer/self-assessed.</p> <p>Teachers will make a note of the whole-class feedback and improvement points in the feedback journal and consider actions at various points of the TFE cycle to stretch/support students, in future lessons.</p> <ul style="list-style-type: none"> <li>• strengths and areas to build on;</li> <li>• misconceptions to address;</li> <li>• key spelling, punctuation and grammar errors</li> <li>• work that deserves special credit / sharing via the visualiser</li> <li>• students who require additional support</li> </ul>	<p>Students may be reluctant here- need to build in resilience.</p>

	<ul style="list-style-type: none"> <li>• students who do not meet the required standard</li> </ul> <p>When students are improving their work based on whole-class feedback, teachers can consider grouping students with similar strengths or similar concerns, so that more individualised verbal feedback can be given, while still allowing the teacher interact with all students within a lesson.</p> <p>The teacher may wish to re-teach a particular aspect of the work where misconceptions were common.</p> <p><b>Live feedback: Practical work in drama/spoken language tasks</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback provided as tasks are completed.</li> <li>• Following the lesson, staff record observations of practical work/general pattern of comments in feedback journals, as noted previously- noting any strengths/misconceptions and how to address in different elements of TFE.</li> </ul> <p><b>Scheme of work Assessment and Mock Exam Feedback:</b></p> <p>One assessment for each scheme of work to be done on lined paper and deep marked. This can be quarantined and individual feedback given to the students.</p> <p>For KS3 and Year 10, these are planned into the SoW.</p> <p>For Y11, this is mainly mock examinations (including one in Y10). However, with Literature, unit assessments may be sat as well.</p> <p>Teachers will not give live feedback during assessments.</p>	
<p><b>Maths, Business &amp; Computing/IT</b></p>	<p><u>Maths</u></p> <p>Pupils would be expected to self-reflect at the end of each lesson. Staff guide pupils to indicate whether they need support or challenge, through their AfL during the lesson. Pupils indicate</p>	

	<p>Support or Challenge by writing “S” or “C” at the end of each lesson. Staff are expected to check books at least twice a week and note how they will adapt their plans for the subsequent lesson in their marking journals – whether it is by adding further support through the explanation phase for particular pupils, or providing further challenge. <u>Every answer</u> should be marked in the books, whether it is through self, peer or teacher assessment. Self-assessment is strongly encouraged during the pandemic. At Y9 and Y10, there should be a stronger emphasis on marking for exam technique. Y11 feedback would be expected to include marking of weekly/fortnightly in-class mock papers as well as formal mock papers, again with a particular focus on exam technique.</p> <p><u>Business Studies BTEC</u></p> <p>Staff must follow BTEC guidelines on marking and feedback, as published by Pearson.</p> <p><u>Computing/IT</u></p> <p>Pupils expected to self-assess using an assessment sheet provided by staff for each unit, whilst also updating their Progress Checker. Staff are then expected to analyse this and using their feedback journal, note down weaknesses to inform their planning for subsequent lessons. Stretch and challenge would be a particular focus this year.</p> <p>Staff are expected to ask pupils to hold up their books to gauge presentation and quantity of work at regular intervals in each lesson.</p> <p>Pupils are expected to self-assess in every lesson using a green pen, and staff give as much feedback verbally as possible.</p> <p>In Y10 and Y11, there will be a greater emphasis on marking of exam questions through in-class mocks and formal mock papers, with a particular emphasis on exam technique.</p> <p>Electronic work was previously marked using Edmodo, this marking is now being trialled on Microsoft Teams.</p>	
<b>Science</b>	Teachers will give live feedback on Do Now questions at the start of the lesson. Students will assess in green pen.	

	<p>Teachers will give students live feedback during deliberate practice. Students will use green pens to assess and make corrections. Some deliberate practice will also be checked by the teacher and individual feedback given to the students.</p> <p>Teachers will mark 1 piece of extended writing per unit of work. This can be quarantined and individual feedback given to the students.</p> <p>Teachers will mark 1 assessment per unit of work. This will be given back to the students and areas of weakness identified. Teachers will use this feedback from marking scripts and student performance to plan the next episodes of teaching and record grades centrally. This data will be used to inform the whole school data collection.</p> <p>Students will complete progress checkers to reflect on the progress made in the unit of work.</p>	<p>Teacher marking workload to be reviewed at the end of the first half term.</p>
<p><b>Humanities</b></p>	<ul style="list-style-type: none"> <li>• Teachers will give students live feedback using a selection of the following strategies:</li> <li>• choral response</li> <li>• Higher order questioning</li> <li>• Monitoring the front row of students and their work during deliberate practice, pausing the class to discuss any common strengths or misconceptions</li> <li>• Where physically possible in a room to have a feedback table, where students can place their work upon and staff can check for standards and misconceptions.</li> <li>• Use Do Nows in class and the students will self-mark every lesson using green pen</li> <li>• Year 7-9 will have self-assessment, structured feedback from an extended writing or an end of unit assessment. Due to curriculum hours once a week subjects will self-mark once a half term and the subjects where we have two lessons a week will self-assess once a fortnight. End of Unit assessments to be completed on lined paper. Students to respond to Success criteria work using green pen.</li> <li>• Years 10- 11 with having 3 hours a week will be self-assessed against the relevant</li> </ul>	

	<p>GCSE Unit. All exam questions will have a structured Success criterion to which the students will adhere to. Students to respond to Success criteria work using green pen.</p> <ul style="list-style-type: none"> <li>• In all year groups a model answer is to be created or dissected so that students are aware of what a good one looks like.</li> <li>• Subject leads are to QA the success criteria that are to be used to ensure that they are detailed and structured.</li> <li>•</li> </ul>	
<p>Design and Performance Faculty</p> <p><b>Including:</b> Physical Education, Art, Design and Technology, Music</p>	<p><b>Live feedback</b></p> <ul style="list-style-type: none"> <li>• Verbal feedback which is recorded in teacher feedback journals (PE examination groups only).</li> <li>• Self and Peer Marking of DNAs as part of a low stakes testing strategy.</li> <li>• Use of the visualiser to demonstrate a technique in a practical lesson and live mark a piece of written/practical work completed in a lesson.</li> </ul> <p><b>Deep feedback</b></p> <ul style="list-style-type: none"> <li>• Feedback from the teacher half termly using NEA tracking sheets (KS4). Timely written feedback in different forms dependent on the subject e.g. post it notes for practical portfolios, marking of end of topic tests and exam questions.</li> <li>• Data recorded as per assessment calendar.</li> <li>• One end of topic test per half term or at a time when a practical unit is completed. Teacher feedback on practical work at end of unit (RAG rated digital marksheets).</li> <li>• Written feedback or self-assessed dependent on type of assessment – practical or written.</li> </ul> <p>The faculty also uses a common homework strategy:</p> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• KS4 – Regular exam question testing set on SHMW. Self-marking, or class submission.</li> </ul>	

	<ul style="list-style-type: none"><li>• KS3 – Regular spelling tests, quizzes, videos, reading activities as well as practical work submissions.</li></ul>	
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