

INTERIM FEEDBACK AND MARKING PRINCIPLES

General Principles

As a school, we believe in being constantly curious about our students and how they learn best. We continually strive to improve our teaching practice and the resulting impact on pupil outcomes. Our work this year centres on deepening our feedback culture reflecting the interactive nature of our classrooms.

Our staff already demonstrate excellent skill in providing feedback to enable pupils to progress. This comes in many guises including (but not exclusively): feedback lessons, oral feedback, reflection time, Directed Improvement and Reflection Time (DIRT), re-teaching, self-assessment and peer-assessment, exit tickets, questioning, use of success criteria, teacher modelling, higher-order thinking challenges, in-class 1:1 or small group feedback, etc. From earlier research - *Inside the Black Box* by Wiliam and Black (1998) to more recent evidence-led practice outlined in *Visible Learning* by Prof. John Hattie and *Responsive Teaching* by Harry Fletcher-Wood, our practitioners have always looked for innovative and impactful strategies to further embed excellent assessment practice, some of which may not be 'visible' in the form of teacher-pen. What will be visible is the progress that pupils make *over time*.

This year, a team of skilled practitioners from across the Trust are engaged in a project to further embed our feedback culture. They will be trialling innovative strategies to gauge impact on student progress and sharing this wide the wider school body in the next academic year.

The work being undertaken on feedback and responsive teaching is not new - we are merely building on the secure foundations already in place to achieve the best outcomes for all students. There is a clear expectation on all teachers to be reviewing regularly all students' work and providing timely feedback in whatever guise the 'thinking teacher' decides is appropriate to that context, that student, that lesson. This is supported by professional learning for teachers, including the opportunity to collaborate and share best practice, and is rigorously quality assured by leaders.

At Upton Court Grammar School, we aim to:

- ensure that teachers and other adults are acutely aware of their students' capabilities and of their prior learning and understanding;
- ensure that feedback, marking and dialogue between teachers, other adults and students are consistently of a very high quality;
- ensure that teachers systematically and effectively check students' understanding: addressing misconceptions, reinforcing a skill or key piece of information or extending a student's understanding or ability to do something;

- ensure that students understand in detail how to improve their work and are consistently supported in doing so;
- encourage all students to take an active role in the learning process through peer- and self-assessment;
- provide consistent feedback on the quality of English in written work.

Support for Staff

Through Quality Assurance (QA) activities, the senior leadership team and heads of department will ensure that feedback to staff reflect the expectations above and, if there are queries, professional dialogue takes place to offer support and guidance. We value our teachers as trusted professionals who strive to improve their practice and every department/teacher is empowered to use their professional judgement to decide on the right feedback strategies for their subject and students. However, we understand that making this judgement can be difficult and that it can take time and experience to gain a deep understanding of which feedback strategies are most effective to ensure student progress. When staff need support they are encouraged to use their Quality Improvement (QI) entitlement to observe good practice and get feedback on their own practice from both adults and students. They are also encouraged to collaborate in their departments, speak to other members of staff, heads of department and SLT members.

Common School Practice

- Use of Literacy codes to address SPaG issues
- Students use green pen/highlighter to respond to feedback, reflect and improve work.