



# **Denmark Road High School**

## **Feedback and Assessment Guidelines**

**School Name: Denmark Road High School**

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**Agreed by governors:**

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# Our objective: Empower active, not passive learners through responsive teaching

## What is our evidence base?

At Denmark Road High School, we believe that the most important thing about effective feedback is *what the student does with it*: feedback is only valuable if students read, listen and respond to feedback. Without question rich, frequent feedback, students will not have adequate opportunities to respond, feel empowered and improve.

Therefore, the purpose of feedback should always be to enable our students to improve in some capacity by being clear, specific and purposeful. We therefore make the following intent explicit in our curriculum:

1. Where am I going? (What are the goals?)
2. How am I doing? (What progress is being made towards the goal?)
3. Where to next? (What activities need to be undertaken to make progress better?)

Hattie and Timperley (2007)

So that:

1. Students act on feedback, to empower them to make sustained progress over time
2. It informs future planning and teaching

A synthesis of 134 meta-analyses of all possible influences on achievement (Hattie, 2011) showed that ‘feedback was among the most powerful influences on achievement’.

Dylan Wiliam, Emeritus Professor of Educational Assessment and co-author of ‘Inside the Black Box’ makes the following observations:

**‘Feedback should be about looking forward not back. It is a medical, not a post-mortem. It should be more work for the recipient than the donor. Effective assessment and feedback is the bridge between teaching and learning.’**

The Education Endowment Foundations (EEF’s) Teaching and Learning Toolkit also shows that on average, students can make 8 months more progress when following guidelines similar to ours at Denmark Road High School.

## Feedback

High impact for very low cost, based on moderate evidence.



+8

## Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.



+7

(<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>)

We believe that **metacognition and self-regulation** are the foundations of effective, sustainable methods to designing feedback, which allows students to improve in some capacity.

## Specific teacher guidelines:

To achieve our objective, we use the five principles of formative assessment as our core feedback cannon in our curriculum:

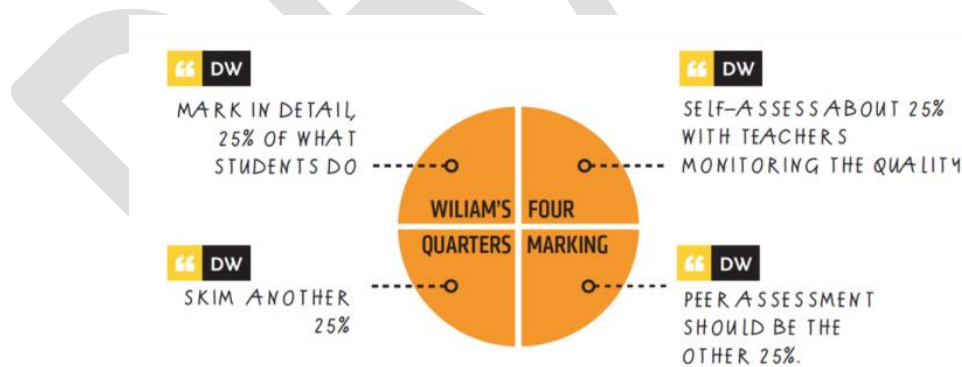
1. Clarify, check understanding understand, and share learning intentions explicitly
2. Engineer effective classroom discussions, tasks and activities that elicit evidence of learning
3. Provide feedback that moves learners forward
4. Activate students as learning resources for one another e.g. through collaborative learning or peer-assessment
5. Activate students as owners of their own learning e.g. through our leaders of learning programme and self-assessment

William & Thompson (2007)

Therefore when planning feedback, we follow these general guidelines.

Effective feedback at Denmark Road is:

1. **Timely:** 'live' as much as possible and as soon as possible after a task has been completed
2. **Continuous:** question rich, with as many students being asked these questions as possible in every lesson, included key questions that have been pre-planned
3. **Acted on:** to ensure students review and improve their work and skills by using metacognition and thinking hard strategies
4. **Utilises retrieval practice:** a question rich allows for retrieval practice to be planned in each lesson, focusing on areas to revisit in the short-term and to support the develop of long-term memory and self-regulation
5. **Clear and subject specific:** Focused on the relevant features of the task with clear, manageable subject specific suggestions on how to improve
6. **Cautious about when grades and marks are given:** learning is a journey and acknowledges the role of effort and that mistakes are a part of this journey



At Denmark Road High School, we actively encourage the use of the many ways of giving feedback **without** written 'marking'. Above is the balanced diet as recommended by Professor Dylan William; 'Teachers will aim to mark in detail 25% of what students do, skim another 25%, students should self-assess about 25% with teachers monitoring the quality of that and finally, peer assessment should be the other 25%.'

What does this look like in the Classroom? (Hendrick & MacPherson 2017)

Below are some examples of how teachers and students may utilise the above approach:

1. Live 'marking' during class
2. Public critique of work as a class with a visualiser or similar
3. Class scoring of student's work via a visualiser or similar on explicit criteria
4. Mini whiteboards to answer questions
5. Whole class oral feedback on strengths and improvements
6. Online multiple choice quizzes with instant scores and feedback
7. Exemplar models written and shared 'live' either by the teacher or collaboratively. Otherwise photographed, typed up, printed and shared with the class
8. One-to-one coaching and / or feedback while class redrafts
9. Self-evaluation of subject paragraphs using subject key word checklists
10. Self-checking answers, correcting any mistakes from a model exemplar or unit specific knowledge organiser
11. Students make changes in purple pen (or another colour) and become the owners of their work
12. Numbered targets for redrafting

## Subject specific feedback and assessment

**A one size fits all approach to feedback is not practically applicable and does not take into account subject specialism. At Denmark Road High School, all our subjects follow our core principles set out above, which then feeds into subject specific feedback guidelines as individual subjects are best placed to determine the most effective feedback strategies for their students.**

Our feedback and assessment philosophy can be explicitly seen in classrooms. Additionally, each subject has created a curriculum intent plan, which includes the following:

- Regularity and type of feedback
- Regularity and type of assessments
- Metacognition and self-regulated learning
- Retrieval practice
- Interleaving
- Use of modelling
- Moderation (review, reflect, respond) e.g. book or coursework scrutiny
- Homework

The subject specific guidelines also set out how teachers use the metacognition cycle when planning feedback for example:

- Noting down at the end of each lesson who to focus on first and why
- What topic areas need revisiting and why
- If the seating plan needs adapting and why
- What retrieval practice needs to take place and how this interleaves with current schema

