



# Effective Feedback in Maths

Education Endowment Foundation



“ I have provided pupils with specific comments on how to improve, encouraging and supporting further effort.”

## What I Wanted to Improve

To provide Maths intervention pupils with more effective written feedback.

## What Would Success Look Like?

1. Specific, accurate and clear marking
2. Pupils responding to marking
3. Marking to inform planning

### How Did I Approach It?

- I will provide intervention pupils with specific, accurate and clear marking, allowing me to evaluate their strengths and developments. This in turn will inform the planning of future intervention sessions, targeted to the progress of specific pupils.
- I will provide guidance to pupils on how to respond to feedback and give them time to do it at the start of each intervention session. Pupils to respond in green pen (school protocol).

## My Context

**Grammar School, Manchester**

Ofsted Rating **N/A**

Free School Meals **N/A**

**(National Average 24.9%)**

Pupils **1542**

Ages 7-18

Gender **Boys**

School Type

**Independent School**

## Resources and Cost Required

Writing lesson purpose on powerpoint to display

## Results and Conclusions

Success criteria	What changed?	Why?
<p>Specific, accurate and clear marking</p> <p>Pupils responding to marking</p> <p>Marking to inform planning</p>	<p>Positive change - more consideration given to marking.</p> <p>Positive change</p> <p>Weeks 2, 3 and 4 - Following marking of pupils' work, I decided further intervention was required on the relevant session content and planned accordingly, using said feedback to inform the following session's teaching focus.</p> <p>Week 4 - Session content was accessible to all pupils;</p>	<ul style="list-style-type: none"> <li>I have provided pupils with specific comments on how to improve, encouraging and supporting further effort.</li> <li>I have provided pupils with guidance on how to respond to my feedback, and allotted time accordingly at the beginning of/or during intervention sessions for them to do so.</li> <li>Week 4 - Marking informed planning in confirming that pupils did not require any further intervention on said content</li> </ul>

## Overall Rating and Recommendation



For the past 4 weeks I have provided intervention pupils with specific, accurate and clear marking, allowing me to evaluate their strengths and developments. This in turn has informed the planning of future intervention sessions, targeted to the progress of specific pupils. I have provided guidance to pupils on how to respond to feedback and given them time to do it at the start of/or during each intervention session.

My marking has become much more considered and consistent. Rather than just ticking and crossing, I have sought to provide pupils with feedback of value and given them time to respond to said feedback. Rather than just following a pre-set STP, I have used my marking to inform the planning of future intervention sessions, targeted to the progress of the pupils I teach.

I will aim to continue with this strategy, extending it to all the intervention groups I teach. I will share this strategy with the other TAs in the Junior School.