



Skills &  
Education  
Group

# Foundation Case Study

## Demystifying Assessment & Feedback by Implementing TOES & DIRT

Derby College Group  
Linzi Smithies, Advanced  
Practitioner  
[Linzi.smithies@derby-  
college.ac.uk](mailto:Linzi.smithies@derby-college.ac.uk)

### Context

“Feedback is one of the most powerful influences on learning and achievement” (Hattie and Timperley 2007). This project sought to test the effectiveness of using TOES (Taxonomy of Errors Session) and DIRT (Dedicated Improvement and Reflection Time) to maximize outcomes for students and reduce teacher assessment workload in the feedback process.

### Approach

**The advancement of skills and education  
to improve the lives of individuals.**

A robust TOES feedback sheet was created in accessible language to assist Level 1-3 students' peer feedback and reflection. Students were given dedicated time in a lesson on hand-in day to work through the TOES sheet. When handing-back assessed work, the lesson focused on DIRT and self-reflection using a robust DIRT sheet. Following this process, work was graded and students and staff took part in questionnaires and focus groups to identify quantitative and qualitative impact of the intervention

**“Feedback is one of the most powerful influences on learning and achievement” (Hattie and Timperley 2007).**

### Findings

Initial findings include but are not limited to

- The results from Level 3 students involved in the project when compared to the same cohort from 2018 showed that **pass** rate for work decreased by 37% whilst the **distinction** rate increased by 6% and the **merit** rate by 31%

-These improved grades were supported by questionnaire results, which recorded that 90% of students felt that TOES assessment had enabled them to identify problems they had not seen and they felt that they might achieve better grades in the future

-Feedback from different levels indicated that students required well-developed and differentiated TOES and DIRT forms in order to get the most out of this approach

### Next Steps

Derby College will disseminate their project materials through the link above and also share our findings and reflections with colleagues at networking events, including Landex.

They will further explore, develop and test (co-constructing with students) different types of DIRT and TOES documents to ensure they are accessible, appropriate for specific needs and maximise student and teacher engagement and impact.

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## Would you like to find out more?

For further information on all of our funded projects, please contact Joe Mcloughlin, our Foundation & External Affairs Manager

[joem@skillsedugroup.co.uk](mailto:joem@skillsedugroup.co.uk)

@SEG\_JoeM

07706335271