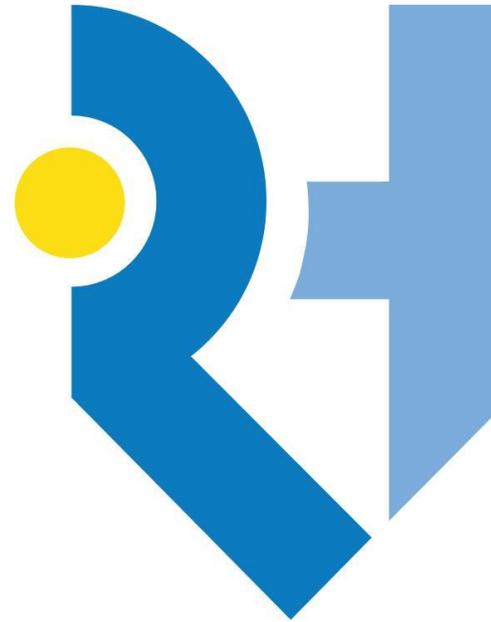


Effective Marking at RHC

Teachers' Guide



Enabling students to show progress over time.

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Introduction

Marking students' work is the core part of working life for any teacher and it can seem endless, stretching well into evenings and weekends. With all the other things a teacher is expected to do, the question is simple; does marking make any difference and is it worth the time and effort?

The answer is a resounding yes!

Marking is a very important and often neglected form of feedback. Meta-analysis by Professor John Hattie has identified feedback as the major factor in student progress. This mirrors the findings of Paul Black and Dylan Williams. Feedback is a core component of assessment for learning. Assessment for learning is a core component of personalised learning.

Marking is one of the most **crucial** forms of assessment, as it is when teachers can really show children, that we value their efforts, when we can judge our own effectiveness as teachers, and when we can make strategic decisions about the next steps children need to make. It is also an opportunity to have an **individual dialogue** with every child.

Despite the prominence that feedback has, few people have adequately addressed the issues of **manageable effective** marking. This strategy aims to address the work-life balance, whilst also effectively providing students with the feedback they need, to make “outstanding” progress.

“How do we know that active learning and feedback have the greatest effect on student achievement? Professor John Hattie has synthesised over half a million of the most effective research studies on teaching methods and other variables that affect achievement. This is the biggest and most authoritative review of classroom-based educational research ever undertaken. He concludes, that the factors that make students learn best, are student activity towards a challenging goal and informative feedback on this activity.” Geoff Petty

Written Feedback

There are three main types of written feedback that teachers can use and students can expect to see. The frequency of each type that is used will vary between departments and key stages. Agreed minimums should be clear in the marking policies of each department.

- 1/ **Acknowledgement marking** - checking that the work has been completed and that there are no obvious mistakes that need correcting.
- 2/ **Quality teacher marking** – www and ebi.
- 3/ **Quality marking by students** – peer and self-assessment.

Acknowledgment marking

Light touch/"tick and flick"/checking marking – in order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self-assessment, and will stand alongside whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through the use of an effort grade, ticks, simple marks or corrections (10/10) and/or brief attainment based comments. Work could also be acknowledged using a stamp/sticker to show that it has been checked for completion and correctness.

Quality Teacher Marking - Use purple pen or pencil

Paul Black from King's College, London states that research has shown that grades/scores or grades/scores and a comment do not raise standards. **Developmental comments alone raise standards.** They help students to understand the main purpose of their learning and thereby grasp what they need to do to improve. However, it will be necessary on key pieces of work, to provide a level/grade e.g. summative assessment.

Departmental policies should indicate the frequency with which this should take place. Quality marking should use the **www, ebi** framework.

It should be laid out at the end of the piece of work as follows:

www Positive comment/s which relate/s to the learning objectives /success criteria.

ebi One/two area/s where the success criteria were not met and a suggestion/question to encourage further thinking.

ebis are intended to move the learner on to the next stage of their learning.

Peer and Self-Assessment

Students can be trained to use the www/ebi system against clear and agreed success criteria. Opportunities should be built into the scheme of work to allow for peer and self-assessment. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there. Peer assessment to be done in **GREEN** pen and self-assessment in **RED** pen, to highlight them as student marking and not teacher marking.

We have now created a school-wide **PEER & SELF-ASSESSMENT mat**. The aim of this is to enable all students to effectively peer and self-assess.

Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some departments may use this type of feedback more frequently because of the nature of their subject. For example in Design and Technology, Art, Music and Physical Education the most effective feedback is often verbal. It involves frequent use of open and probing questions and an on-going dialogue as work progresses towards the learning intention/success criteria. In written subjects such as English, Humanities and Mathematics, verbal feedback may be identified as having taken place using the verbal feedback stamper. The importance of individual and whole class oral feedback is recognised but students themselves should record what feedback they have been given. This can be achieved quickly and simply by training students to write next to the stamp in their books.

Formative Marking vs. Summative

Quality marking, acknowledgement and peer/self-marking are examples of formative marking. They inform the teacher and student of learning progress, identify the next steps and how they can best be taken. It informs teacher planning. This type of work/marking is distinct from end of unit assessments which are summative, judging student attainment and therefore, progress made at a given point in time.

Tracking and Monitoring Pupil Progress

Students should have a tracking sheet where they are able to track their progress towards their targets (yearly, termly etc.). All students should have access to a tracking sheet. Students should be involved in tracking and monitoring their progress and should be guided by teachers in keeping their tracker sheets up-to-date.

Marking for Literacy and Presentation

There needs to be evidence of marking for literacy in all books. In outstanding marking, literacy comments will extend, subject specific learning. However, teachers are not expected to mark/correct every punctuation and grammatical error in every piece of writing. Some subjects may only correct spellings that are subject specific rather than all spelling errors. In the lower school, or for less able pupils, it may be necessary to write the correct version for the student. As students gain confidence and knowledge, they should be able to identify and correct their own mistakes.

Marking for literacy codes:

Mark	Means
Sp	Spelling error
P	Punctuation error
Gr	Grammatical error
C	Missing or misplaced capital letters
//	New paragraph/Mark in where the paragraphs should be
✓ ✓	Exceptional point/use of language
?	Not clear. Rewrite this short section again to improve the expression.
^	Word missing
D/T	Date/title need to be added
UL	Underline

It matters where the mark is:

- Next to the line-means you can find it in the line
- Against a vertical pen line means you can find it in the section
- At the end means it is a problem throughout.

Student Involvement

Teachers may ask students to check through their work to look for any obvious spelling, punctuation or grammatical mistakes and correct them or highlight them using the marking for literacy codes.

Monitoring and Evaluation

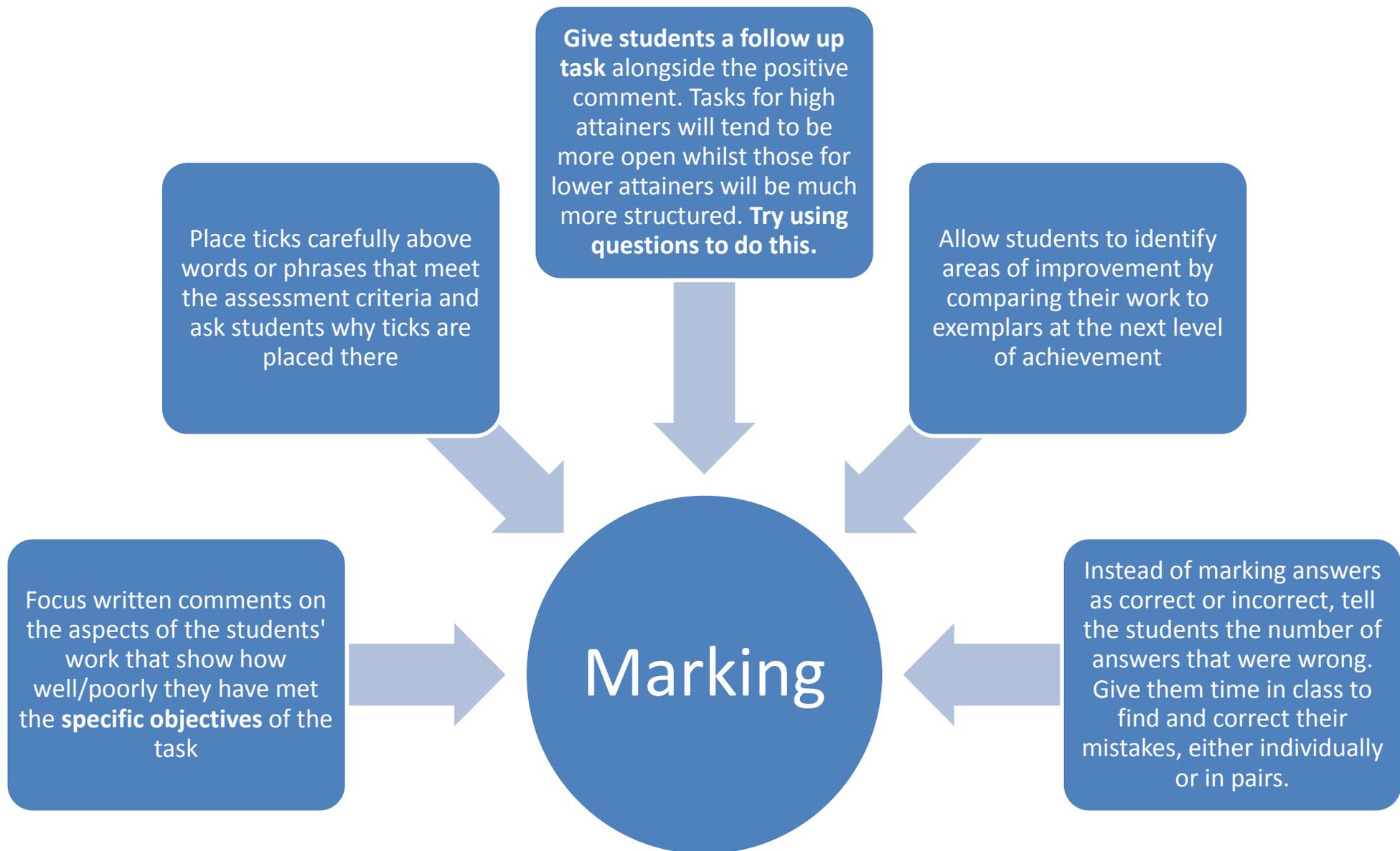
The monitoring of this policy will be the responsibility of the Teaching and Learning DHT. Subject leaders must ensure their departmental marking policy supports the school policy. Subject leaders should undertake the work sampling of their subject in accordance with the whole

school self-evaluation cycle. The DHT will oversee the above process and provide opportunities for middle leaders to share and discuss practice. The findings will be fed back to staff with suggested action for improvement.

Summary-Formative Written and Verbal Feedback

	Typing of marking	Symbols/stamps used	What it looks like	Frequency
1	Acknowledgment and checking		Work stamped/initialled. It means work has been checked for completion and correctness. (Simple checking and where necessary correcting mistakes). Teachers will acknowledge such work variously through the use of ticks, simple marks (10/10) or corrections and/or brief attainment based comments.	Every 1-3 pieces in written subjects.
2	Quality teacher marking/written feedback	www ebi	This is detailed formative feedback in purple or pencil which relates to how well students have met their learning objectives in classwork and homework. It gives them the next step to improving their work. <ul style="list-style-type: none"> • What has the student done well? • Has the student met the learning objectives? • Have you left focussed comments which help the student to “close the gap” between that which has been achieved and that which could have been achieved? • Have you provided opportunities for response? Students must respond to this marking in RED pen and there must be evidence that they have acted upon the advice and guidance given.	Every 4-8 pieces of work in written subjects.
3	Quality marking by the students	www ebi	Opportunities should be built into the scheme of work to allow for peer and self-assessment with support from clear criteria from the teacher. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there. This should be done in RED and GREEN pen.	At least once per half term. This may be done orally in practical subjects.
4	Verbal feedback		There should be opportunities for effective verbal feedback. It involves frequent use of open and probing question and an on-going dialogue as work progresses towards the learning intention/success criteria. <p>This may be identified on work using a stamp. This stamp could be used to indicate where you have already gone through answers in class. Or if all students have made a similar mistake, as a reminder for you to give verbal feedback in class and then get them to write down your comments.</p>	Use as appropriate to support other forms of feedback.

Some suggestions to include in your marking:



Building in time for students to engage with and act on the feedback provided:

Clarifying Comments -what have they done well and how they have met the success criteria?

Thinking extension -an opportunity for them to respond to a question or problem to help them either strengthen their understanding or to stretch them through extension

Every 3rd lesson the first 15 minutes is devoted to students responding to the teacher feedback (**DO NOW**) and having the response signed off by the teacher

The type of comment from the teacher that requires a response is determined by the teacher- it might be a generic set of problems across the class or be individual to a particular student

Examples of DO NOW tasks:

1. Highlight in the margin the part of the work where you think you have met the success criteria. Write a short comment to explain what is so good about it.
2. This is a well-supported answer to this question. Now write a really clear summary of the most important points of your answer, in no more than 20 words.
3. Find the sentence where I used a double tick. Tell me why you think I gave this sentence a double tick-what is so good about it?
4. Some of your answer does not help you answer the question. Find an example in your answer where you go off the main point of the question and explain why it is incorrect.
5. Finish the sentence that I have started for you below with three good examples.
6. Read these two sentences I have written for you. Choose the one you most agree with and come and tell me why.

Ways in which departments could personalise the marking to suit their subject needs:

1. **Marking grids:** Departments may develop marking grids, outlining key skills or knowledge against which students are being assessed.
2. **Developing additional letter codes:** Some departments may choose to have more substantive letter codes. These must be clearly understood by students(outlined on walls or in books for example)
3. **Use of “!”, “Q” as pointers:** Departments may choose to identify written question/statement which requires a student response. The use of “!” and “Q” may help to differentiate from more general comments.

Ofsted Criteria for Marking and Assessment:

Outstanding	Good	Requires Improvement	Inadequate
<p>Marking and dialogue between teachers, other adults and students are consistently of a very high quality, enabling improvements, engagement and interests.</p> <p>Praise is a key figure.</p> <p>Students have acted upon advice and guidance given.</p> <p>Peer and/or self-marking is evident.</p> <p>Literacy comments extend subject specific learning.</p> <p>A variety of formative assessment techniques including homework contribute to progress.</p>	<p>Students are provided with detailed feedback both orally and through written marking.</p> <p>Praise is given.</p> <p>Targets are set and discussed.</p> <p>Peer and/or self-assessment is evident.</p> <p>A variety of formative assessment techniques including homework contribute to progress.</p>	<p>Students are timely informed about their progress and how to improve through marking and dialogue with adults.</p> <p>Positive comments and targets are identified.</p>	<p>Students are not informed about their progress and how to improve.</p> <p>No use of the marking protocol.</p>

Reviewed October 2017 by BAC