Effective **Marking** Teachers Handbook

Imagine what a difference it would make if **all children** knew **what they were good** at and knew **what they needed to do to improve**

2013-2014

Contents

Rationale

Marking is one of the most **crucial** forms of assessment around. It is when we can really show children that we value their efforts, it is when we can judge our own effectiveness as teachers, it is when we can make strategic decisions about the next steps children need to make. More than all that, it is a rare opportunity to

> Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do improve.

> "How do we know that active learning and feedback have the greatest effect on student achievement? Professor John Hattie has synthesized over half a million of the most effective research studies on teaching methods, and the 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

have an individual dialogue with every child. Marking should not be seen as a chore, but in that context- the context of every child. And why? Because every child does matter – and always has. Marking student's work is all about the teacher responding to the individual and gaining knowledge of that individual. Marking is one very important and neglected form of feedback. Meta analysis by Professor John Hattie has indentified feedback as the major factor in pupil 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.

Despite the prominence that feedback has, few people have adequately addresses the issue of **manageable effective** marking, that addresses the work-life balance., that both manageable to teachers and accessible to children. This handbook which strongly reflects the training, seeks to do that.

Good teachers need good support. That is where the approach we use comes in. Our approach is simple and built on the best practice that is already found in Titus Salt School. It is highly supportive to good teachers.

Marking Strategy (Formative marking)

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 faculties and key stages. Agreed minimums should be clear in the marking policies of each faculty area.

1. Acknowledgment marking – checking that the work has been completed and that there are no obvious mistakes that need correcting .

2. Quality teacher marking – two stars and a wish.

3. Quality marking by students -*Peer and self assessment*

1. 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 along side 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 the whole school stamp to show that it has been checked for completion and correctness.

Checked by your Teacher

2. Quality Teacher marking.
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 as they help pupils to understand the main purposes 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.
Faculty policies should indicate the frequency with which this should take place. Quality marking should use the "two stars and a wish" framework or two strengths and one next step. It should be laid out at the end of the piece of work as follows:
S -"Strength" or "Star" - positive comment which relates to the learning objectives /success criteria
S – "Strength" or "Star" second positive comment which relates to the learning objective / success criteria
W – "Wish" or "What next" one area where the success criteria was not met / or a suggestion /question to encourage further thinking.
The strengths and next steps should relate to the success criteria set for the piece of work given.

D.I.R.T- "Dedicated Improvement and Reflection Time" should be built in to allow students to respond to the "WISH". This could be a short 5 minute starter activity or as a longer activity within the lesson.

## 3. Peer and self assessment
This can be useful activity if done in an environment where students have been taught to do this in a safe environment. Students could be trained to use the SSW 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 you need to be and what they need to do to get there. This could be done in **GREEN** pen to highlight is as student marking and not teacher marking.

Verbal feedback. (Formative feedback)

Verbal feedback is a valuable form of formative feedback. Some faculties 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 ongoing dialogue as work progresses towards the learning intention/success criteria.

In written subjects such as English, Hummanities, Maths etc verbal feedback may be identified as having taken place using the 'Whole school 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.
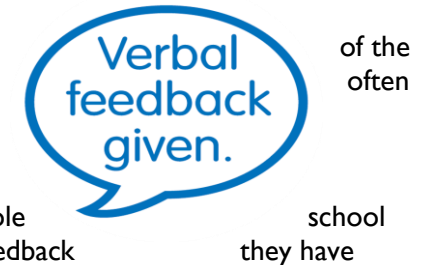
Formative marking vs summative

Quality marking, acknowledgement and peer/self marking are examples of formative marking. They inform the teacher and pupil 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 pupil attainment and therefore progress made at a give in 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 pupils should have access to a tracking sheet. Students should be involved in tracking and monitoring their progress and should be guided by staff in keeping their tracker sheets up to date.

Marking for literacy

You will not expect to mark/correct every *punctuation and grammatical error* in every piece of writing. Neither will every spelling mistake need to be corrected. **NB: Some subjects may correct spellings that are <u>subject specific</u> rather than all spelling errors**. In the lower school, or for less able pupils, it will be necessary to write the correct version for the pupil. As pupils gain confidence and knowledge, they should be able to identify and correct their own mistakes.

Pupil involvement
You 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 which are displayed below and will also be found in their planner.

Mark	Means….
Sp + underline	**Try this spelling again**
P	**Punctuation error.**
G	**Grammatical error.**
C	**Find the 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.**
FS	**Write in full sentences.**
Ex	**Develop your explanation further using key vocabulary.**
D	**You need to add more detail. Add in the point you forgot to include.**
WW	**Wrong word e.g. being/being. Try and find and correct it.**

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

Monitoring and Evaluation

The monitoring of this policy will be the responsibility of the Quality Assurance / Learning and Teaching AHT/AST. Subject leaders must ensure their faculty marking policy supports with the school policy and also with assessment policy.

Subject leaders undertake the work sampling of their subject in accordance with the whole school and faculty self evaluation cycle. The AHT will oversee the above process, provide opportunities for middle leaders to share and discuss practice. The findings will be fed back to staff with suggested action for improvement.

Policy Review

This policy will be reviewed annually by all staff and changes will be made to ensure that this policy reflects best practice and is up to date.

Marking champions will be involved in the continued trial and improvement of the strategy based on feedback from Faculty/department, best practice and develop innovative solutions.

Summary- Formative written and verbal feedback

	Type of marking.	Stamp associated (Not all subject areas will utilise all stamps available)	What it looks like.	Frequency (Guideline will depend on the subject area)
1	Acknowledgment and checking	Checked by your Teacher	Work stamped using the whole school policy stamper. 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	★ ★ 🪄	**Two stars and a wish.** This is detailed feedback which relates to how well students have met the learning objectives in classwork and homework. It gives them the next step in improving their work work. S -"Strength" or "Star" - positive comment which relates to the learning objectives /success criteria S – "Strength" or "Star" second positive comment which relates to the learning objective / success criteria W – "Wish" or "What next" one area where the success criteria was not met / or a suggestion /question to encourage further thinking. **Pupils should have the opportunity to respond to the wish during D.I.R.T "Dedicated, Improvement and Reflection Time".**	Every 4-8 pieces of work in written subjects.
3	Quality marking by the students	**GREEN PEN**	Opportunities should be built into the scheme of work to allow for peer and self assessment. Two stars and a wish. As above but done by students with support from clear criteria from the teacher. This should allow students to gain a better understanding of where they are, where you need to be and what they need to do to get there. **This should be done in GREEN pen**.	At least once per half term. This may be done orally in practical subjects.
4	Verbal feedback	Verbal feedback given.	There should be opportunities for effective verbal feedback. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria.

This may be identified on work using the 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 comment. | Use as appropriate to support other forms of feedback |

What the strategy looks like?

F2: Frequency of Checking (Acknowledgement Marking)

Below is an example from the Science Faculty
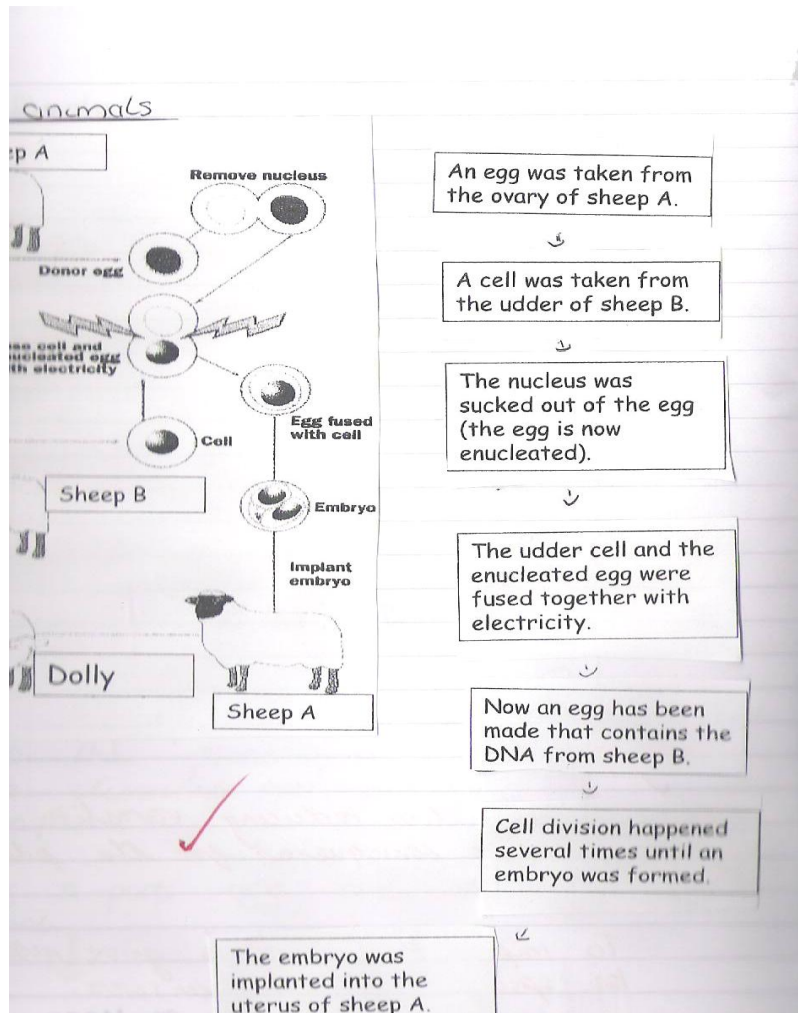
At the simplest the checked stamp will appear to acknowledge that the work has been satisfactorily completed by the student. There may also be simple corrections, marking for literacy or simple comments/questions/targets. The checked stamp in some cases will replace the tick. Outstanding practice will see errors more thoroughly checked in some pieces of work.

What the strategy looks like?

F4 Quality Written Feedback

Example 1: Science example, student responds to the target as part of the starter for the next lesson. The student's comment is in <u>green</u>

At the simplest the star, star wish allows staff to focus on the positives and suggest an area for improvement. In the best practice around school the comments should be directly related to objectives /success criteria. The work may be levelled as per Faculty curriculum guidelines.

Outstanding feedback would also include clear evidence of students responding to the targets/questions/wish.

Example 1: D.I.R.T Science example. Here in the example the student responds to the 'wish' as part of the homework. Clear progression can be seen

Example 2: Humanities example, teacher poses a question as a target to encourage a response

DIRT: Dedicated Improvement and Reflection Time. Students are given time in the lesson to improve their work. Works to "Close the gap". Responds to the wish. Attempts to improve the one issue identified or answer the one question asked.
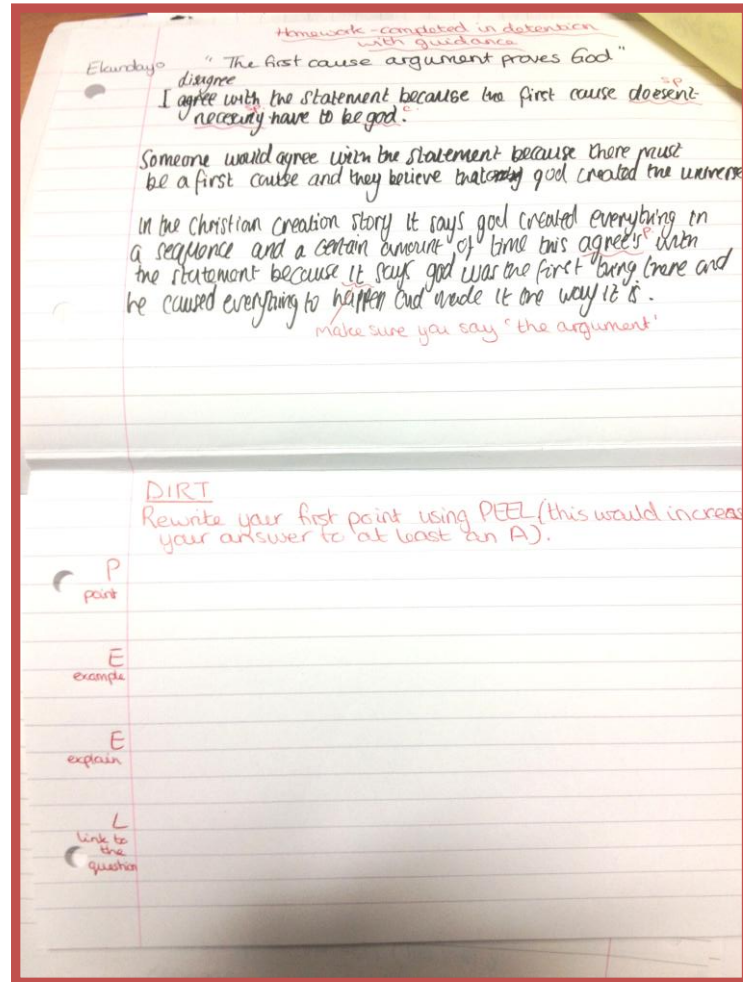
Example 1: Encouraging a respond by setting a task for students to do as part of the next lesson (starter) or as HWK. Excellent for differentiation.
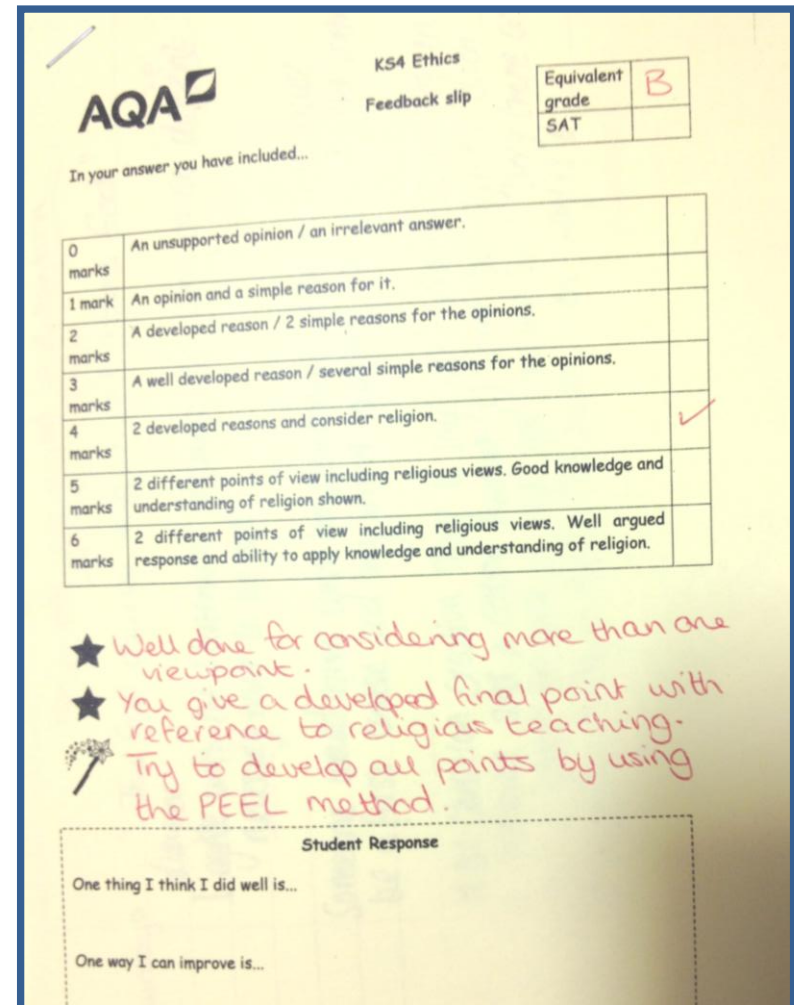
Example w: Encouraging a respond by creating a levelling sheet with key response questions.

What the strategy looks like?

F4 Quality Written Feedback

> Strategy A: Students write their own **star, star and wish or WWW EBI (What went well/ Even Better if)** that should be linked to success criteria. NB: If they do it accurately, you don't have to do it. It makes them independent, responsible and reflective learners.

What the strategy looks like? F4 Quality student marking

Left top (red box):

2-7-13 — L3-4 — results wern't accurate some of the time because it didn't always follow the pattern.

I think my results are not reliable because of the size of my error bars. I didn't get similar results in all my tests. I can see this because some error bars are smaller and bigger than others and also because of my outliers. — L5-6

But I think my accuracy is good because most of my error bars lie on my line of best fit. This shows me that my results showed a pattern along the line of best fit and showed I was accurate in the experiment. — L5-8

I could of gone wrong in the experiment because the sand might not of been flat. This could of contributed to my outliers and reliability. — L7

Overall I think I got a L7c
To get a higher L7 or 8 I need to explain how it would effect my results relating to my L7 answer.

Left bottom (pink box):

1) I am all over proportion. I need more practice on the currency conversion.

I found proportion really easy

I found currency conversion... some of them but so need more practice on.

I found nothing hard on proportion but some hard on currency conversion.

Level 6 (proportion)

Right (blue box):

Q) Tony takes a cutting from one of the trees.
He dips the cutting into a powder.
Describe the processes that will help the cutting develop into a new identical tree.

A) The cutting contains meristems. Meristems are unspecialised. Although once rooting powder is added to the cutting, the meristems are then specialised this is due to a hormone called auxin which is in the powder. Once specialised the meristems can create tissues such as xylem (which carries water) and phloem (which carries sugar), these two tissues are specialised and together create the stem. Meristems can also be specialised to make organs such as roots and flowers. By this point the plant is identical/a clone of the tree the cutting came from.

5) level 3

EBI — identical genes /DNA/ cells as the parent. discuss growing conditions needed to make the clone identical to the original.

www — Specialist terms used, organised got good points.

Strategy B: Students could be ask to correct their work and add in annotations.

NB: To help them do this put the answers up on the board.

What the strategy looks like?
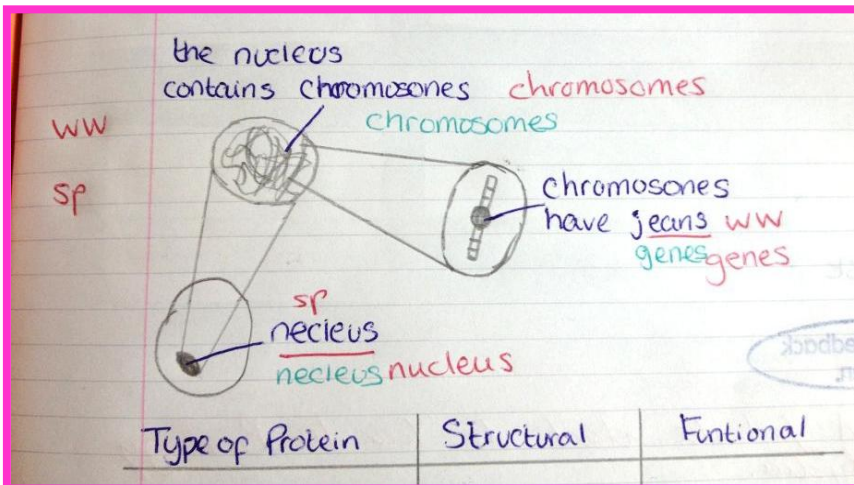
F4 Quality Feedback (Verbal/Written)
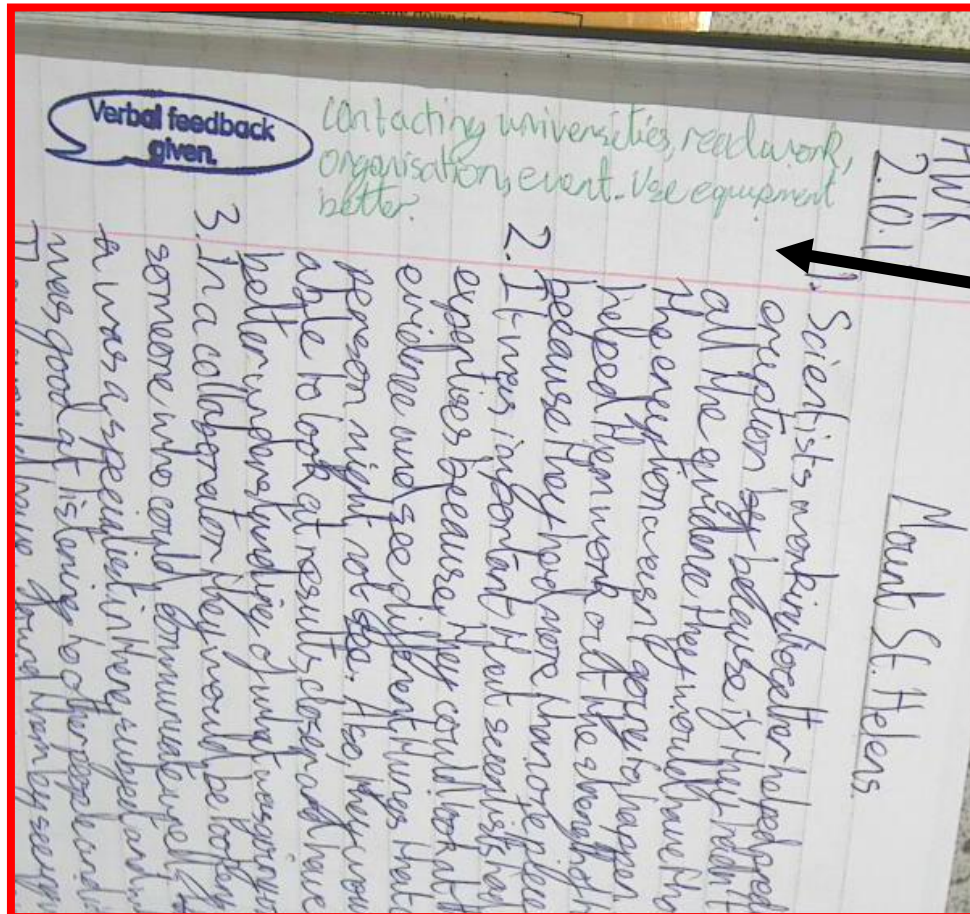
Often it is difficult to evidence when verbal feedback has happened in a lesson. Where verbal feedback has been given in the lesson, this may be acknowledged using the feedback stamp. In good examples students will have recorded the feedback and in outstanding examples it should be clear that students have acted upon the advice.

The example on the left was verbal feedback given for a homework piece. All students had made a similar error, rather than writing this correction on all students work, this formed the starter for the next lesson. Students recorded the feedback next to the stamp.

What the strategy looks like?

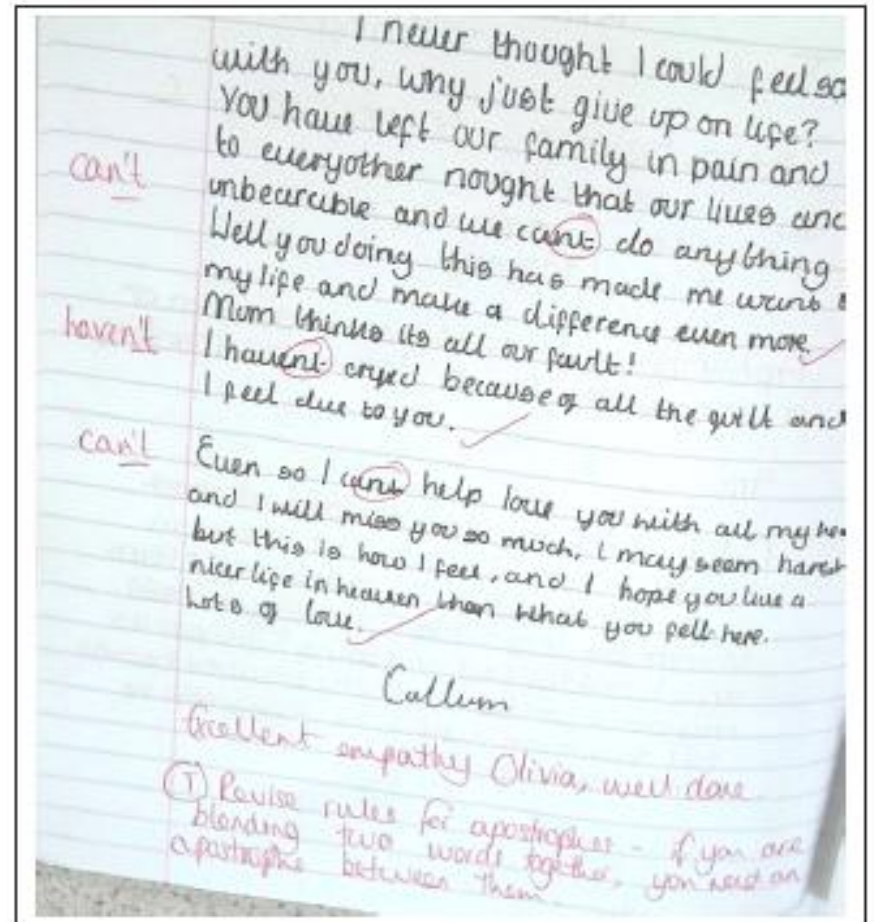## F1 Marking for literacy

Example 1: Student has found out the correct versions of the spelling errors
And corrected these independent of the teacher.

Example 2: Teacher has focused on apostrophes and corrected these only in the work of the student

What the strategy looks like?

F3 Tracking and Monitoring Progress

Book Scrutiny-Success Criteria from 2013

Focus	Requires improvement (3)	Good (2)	Outstanding (1)
F1-Literacy	There is evidence of some marking for literacy. E.g. corrections of spelling, punctuation or grammatical errors. Whole school codes are used sporadically or not at all.	Marking for Literacy is **clearly evident** in work. There is **regular evidence** of the use of the school's Marking for Literacy codes/or there may be regular comments or targets relating to the improvement of literacy.	As for "GOOD" and there is evidence of students **acting** upon teachers' literacy comments e.g. correcting SPAG mistakes using the green pen.
F2-Frequency	Work is marked/ checked within the agreed period. There is evidence of ticking and/or the "checked by the teacher" stamp used.	Most books sampled are marked within the agreed period and there is **one** example of marking in detail (see F4) within the agreed period of time. (see Faculty Frequency document).	All books sampled are marked within the agreed period and there **is at least one** example of marking in detail (see F4) within the agreed period of time (see Faculty Frequency document).
F3-Tracking	There is **some evidence** of completion of tracker sheets by staff and/or students on a half termly basis.	Tracker sheets are **completed in full** up to that given point and students are also aware of target levels. There is **some evidence** that the work marked matches the data in the tracker sheets.	Tracker sheets are **completed fully** and there are **several examples** of marked word that match the data in the tracker sheets.
F4 Quality of feedback and response	There are some comments in the students' books which may include **praise** and suggest **areas for improvement**. Targets do not always best inform the learner of how they can improve.	Written feedback takes into account **level descriptors from the awarding body** and it is written in a **clear** and **constructive** manner. The feedback includes praise and suggests areas for development **e.g. SSW** In addition, verbal feedback <u>**may**</u> be evidenced in students' work. *For example the green pen may have been used to correct work or verbal feedback stamp may be evident.* <u>**There is some evidence that students respond to the written or verbal feedback given.**</u>	AS for **"GOOD"** and there is also clear evidence of regular dialogue between teacher and pupil. **Green pens used to clearly highlight the dialogue.** **D.I.R.T:** There is evidence of students acting on feedback or commenting on feedback. (RESPONSE) There is evidence that students **clearly** know where to go in their **next stage of learning.**
F5 Peer and Self assessment	Peer- and /or self-assessment are evident in students' work. This may include students ticking or correcting work or simple targets for improvement.	Regular use of peer- and self-assessment is evident in students' work and as a result, students can evidence that they **clearly** know where to go in their **next stage of learning. Targets are not always useful to students.**	Regular use of peer- and self-assessment is evident in students' work and as a result, students can evidence that they **clearly** know where to go in their **next stage of learning. Self and Peer assessment is based on clear success criteria. It is KIND, SPECIFIC and HELPFUL.**
F6 Presentation	Presentation is not good and this has not been challenged. There may be evidence of graffiti on or in books.	Presentation and organisation are **rewarded/challenged** OR **Presentation is generally very good**. There is no graffiti in or on books. The student clearly takes pride in what they are learning.	As for "GOOD" and there is evidence that **work improves**, where presentation and organisation were previously inadequate. Students **go out of their way** to ensure that **they take pride** in what they are learning.

Example of Best Practice: Individual Feedback Sheet

Faculty: XXX   Teachers XXX   Group: Post 16 Sampled by: YYY

Focus	Feedback 1/2/3	Strengths	Actions based on feedback
F1	2	Some evidence of marking for literacy.	Highlight in exam Q's for QWC
F2	2	All books sampled reflected detailed assessment across substantive pieces. Lots of examples of exam questions marked.	
F3	2	Tracker sheets are in the folder and the target grades are filled in. Some data from practice tests are included.	Encourage the students to completed and fill in tracker sheets. More teacher feedback in terms of current level of attainment.
F4	1/2	Detailed written feedback given on key pieces e.g.ISA feedback using SSW. Praise and challenge evident Evidence of lots of addition work (independent study) completed by students.	Further opportunities to give detailed feedback, opportunities to give current working attainment. Evidence of responding to targets e.g. improving in tests??
F5	1/2	Evidence of some peer/self assessment. Not always done in green? Self assessment sheet examples from mocks RAGed.	Find a way to make self assessment clear? Could somewhere be developed for students to record targets/key verbal feedback.
F6	1	Work is presented neatly in folders. Well organised by the student.	N/A

Faculty Feedback Sheet

Name of Faculty: XXX   Faculty Leader: XXX   SLT Link: YYY

Actions taken as a result of the previous monitoring if applicable:
Uniform tracker sheets in place as a XXX faculty not separate subjects. Sharing of best practise discussed at Tuesday lunchtime meetings with subject leaders from summer 2012 and then demonstrated with marking at P16. Still an area we are looking to improve consistency in and perhaps look at a model for create a specific XXXX success criteria for.

Areas of strength the Faculty/Department	Areas of improvement for the Faculty/Department
Frequency of marking. Tracker sheets in all books and up to date. Well-presented books by majority Regular homework Detailed feedback, some use of star, star wish if appropriate. Evidence of extended work, assessments, links to exam board criteria. An improvement to marking since last P16 sampling.	More marking for literacy at P16 level. More self and peer assessment across the faculty. File / workbooks to be checked by all teachers in the faculty every half term. Ask students to respond to feedback? Ensure well-presented books across the faculty. Modelled examples of well-presented work to students, green pen, acting on feedback.

Action for the faculty to take as a result of the monitoring:
A focus on marking for literacy – strategies can also be put in place for students to improve their SPAG before submitting work – dictionary ideas will support this.