

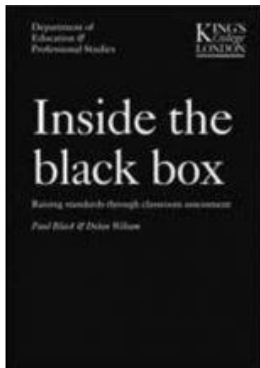
# Making ~~Marking~~ Matter

## **Feedback**

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**

A woman with short grey hair and glasses, wearing a blue blazer and a white top, sits behind a wooden desk. She is surrounded by a massive, chaotic pile of papers that reaches the ceiling and covers the floor. The papers are scattered everywhere, some crumpled, some torn, and some floating in the air. A thought bubble above her contains the text: "Is it worth it? Why bother? Do my comments actually help the students?". The scene is set in an office with a bookshelf visible in the background.

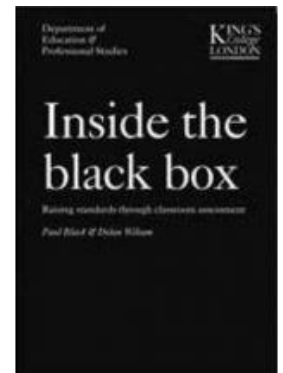
**Is it worth it? Why bother?  
Do my comments actually help the students?**



Yes!

“We know of NO OTHER WAY OF RAISING STANDARDS for which such a strong case can be made on the basis of evidence of such large learning gains”

Black and William, 1998



**WORK SMARTER**



FOUND AT THE FUNNIEST PICTURES.COM

**NOT HARDER**

# FEEDBACK:

The **QUALITY** of the feedback rather than its **existence** or absence is what **determines its power.**

--Bangert-Dewns, Kulik, Kulik, & Morgan, 1991;  
Sadler, 1989

## Main points of the strategy

**Verbal**  
Feedback

Verbal feedback  
given.

**Peer and**  
**self**  
assessment

(GREEN PEN)

**Checking**  
marking

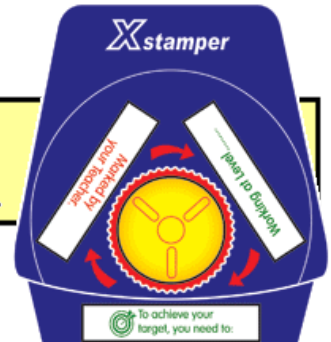
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**Quality**  
marking



**Tracking**  
and  
**monitoring**

# Marking for literacy



## WHAT?

A strategy for recording verbal feedback taking place

## TACTIC?

Verbal feedback given.

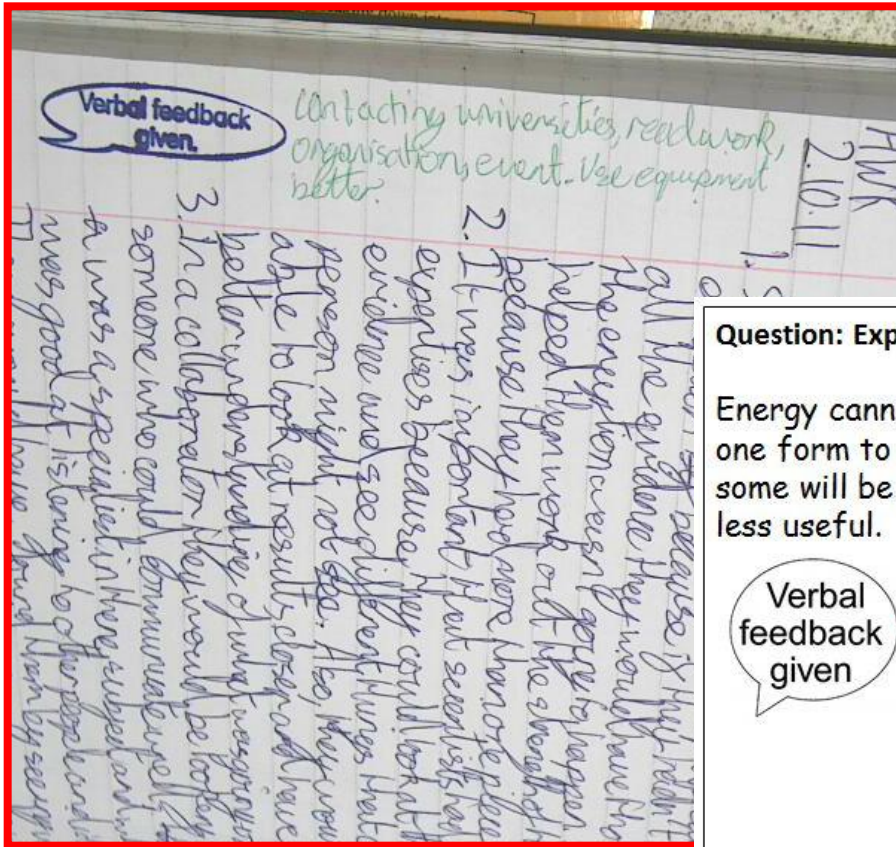
# Verbal Feedback

**HOW?** Students recording teachers feedback next to the stamper...

**WHAT?** Whole class misconceptions...prevents writing the same thing on every students work



Verbal feedback given to students. Student then records it next to the verbal feedback stamper after the work has been checked by the teacher



**Question: Explain what we mean by the idea of 'conservation of energy'**

Energy cannot be created or destroyed, it just gets transferred from one form to another. Some will be transferred into useful energy, and some will be wasted. Eventually the energy spreads out and becomes less useful.

Verbal feedback given

Use an example to illustrate my answer





# TAKE A TARGET

Write a letter next to the work. Students then record the target.

- A) I need to learn what new scientific keywords mean and use them in my answers to add more detail.
- B) I need to learn how to spell new key words and practice this.
- C) I need to manage my time better to complete all class work in good detail.

**WHAT? Planned**

opportunities for peer  
and self assessment

**TACTIC?**

Consistency

green pen.

## Quality student feedback

**HOW? Train pupils to accurately assess their work and work of others (KIND, SPECIFIC, HELPFUL)**

**WHY?** Encourages self reflection on the learning that has taken place. Develop **INDEPENDENT LEARNERS**

Students could be asked to correct their work and add in annotations.

Wednesday 12<sup>th</sup> September 2012

Cloning Plants.

Lo: Explain why individuals with the same genes may vary in appearance. ☺

Clone: a clone is a genetically identical organism.

Side heading questions:

- 1a The 2 steps that cut down water loss are remove the bottom leaves and placing a bag over it. ✓ (2)
- 1b It is important to reduce water loss because water is important for photosynthesis. ✓ (1) for the plant to
- 2 Having the bag over the plant increases chance of mold because mold is attracted to the humidity.
- 3 Rooting powder makes the roots of the plant grow; without it the plant would not grow. it has a hormone used to make plants grow. ✓



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

11.  $(\sqrt[3]{6})^3 = 6$  ✓

12.  $(3\sqrt{2})^3 = \frac{9 \times 2}{27} = 18 \times 54$

C.

1.  $\sqrt{18} = \sqrt{9 \times 2} = 3\sqrt{2}$  ✓
2.  $\sqrt{50} = \sqrt{25 \times 2} = 5\sqrt{2}$  ✓
3.  $\sqrt{8} = \sqrt{4 \times 2} = 2\sqrt{2}$  ✓
4.  $\sqrt{98} = \sqrt{49 \times 2} = 7\sqrt{2}$  ✓
5.  $\sqrt{200} = \sqrt{2 \times 100} = 10\sqrt{2}$  ✓
6.  $\sqrt{162} = \sqrt{2 \times 81} = 9\sqrt{2}$  ✓

D.

1.  $\sqrt{12} = \sqrt{4 \times 3} = 2\sqrt{3}$
2.  $\sqrt{28} = \sqrt{4 \times 7} = 2\sqrt{7}$
3.  $\sqrt{80} = \sqrt{4 \times 20} = 2\sqrt{4 \times 5} = 4\sqrt{5}$
4.  $\sqrt{27} = \sqrt{9 \times 3} = 3\sqrt{3}$

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.

Same equipment. ✓✓ accurately again and use the

Self Assessment

I think I am a 5A/6 because...

- ★ - I have removed outliers
- ★ - I have ~~calculated~~ calculated the average
- ★ - to be a 6C I need to explain it in more detail.

A bit harsh ☹️

I have a good understanding of

Solving ratio problems + Direct proportion.  
the unitary method.

To improve my level, I need to improve my understanding of

Some Simplifying ratio and some of the Direct proportion.

Level 4a 5c 5b 5a 6c 6b  
Mark 0-----2 3-----5 6-----8 9-----11 12-----15 16-----20

☹️ I am all over proportion. I need more practise on the currency conversion.

I found proportion really easy. I found currency conversion a bit hard with some of them but so need more practise on.

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

Level 6 (Proportion)

2-7-13. ✓ <sup>L3-4</sup> results weren'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. <sup>L5-6</sup>

✓ But I think my accuracy is good because most of my error bars lie on my line of best fit. <sup>L5-8</sup> this shows me that my results showed a pattern along the line of best fit and showed  $\approx$  I was accurate in the experiment.

✓ I could of gone wrong in the experiment because the sand was might not of been flat. This could of contributed to my outliers and reliability. <sup>L7</sup>

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.

Q) Tony takes a cutting from one of the trees.

He dips the cutting into a powder <sup>which</sup> <sup>will</sup> help the cutting develop into a new identical tree.  
✓ Describe the processes that will help the cutting develop into a new identical tree. <sup>clone</sup>

A) The cutting contains meristems. ✓ <sup>in the roots</sup> Meristems are unspecialised. <sup>at the</sup> <sup>cut</sup> 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.

EBI - identical genes / DNA / cells as the parent. <sup>5</sup> level 3  
discuss growing conditions needed to make the clone identical to the original.

www - Specialist terms used, organized got good points.

**WHAT?** Light touch/“tick and flick”/checking marking

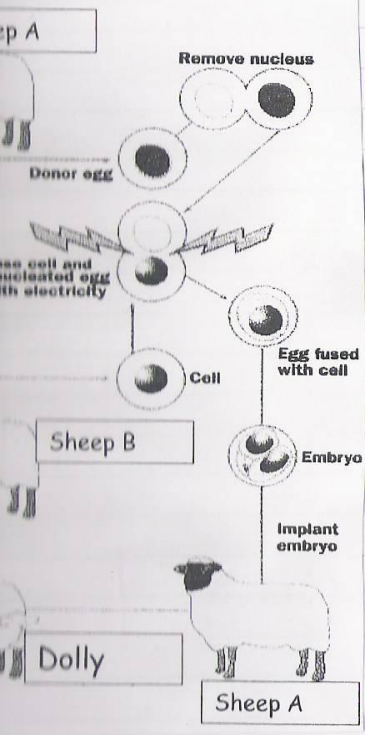
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your Teacher

**WHY?** In order to support the giving of quality feedback at key points in the learning process,

## Acknowledgement marking

**WHAT?** May involve simple corrections or brief comments

animals



An egg was taken from the ovary of sheep A.

A cell was taken from the udder of sheep B.

The nucleus was sucked out of the egg (the egg is now enucleated).

The udder cell and the enucleated egg were fused together with electricity.

Now an egg has been made that contains the DNA from sheep B.

Cell division happened several times until an embryo was formed.

The embryo was implanted into the uterus of sheep A.

1 An enucleated egg cell is where the nucleus is sucked out of an egg cell. ✓

2 The baby would be a clone of Brad Pitt because the skin cell would have the 46 chromosomes. The egg doesn't carry chromosomes so is not to do with the egg donor. ✓✓ uterus

3. To make the baby grow we have to put the egg cell into the uterus so it can get nutrients and hormones so it will grow. ✓✓

Checked by your Teacher

EI

**WHAT?** Targets to promote progress and next steps

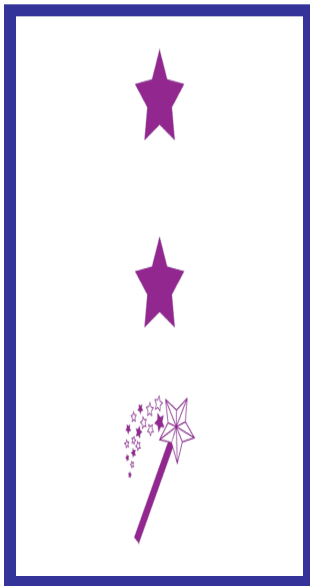
**WHAT?** Relates to the learning intension/success criteria

**WHAT?**

Recognises and focuses on the positives

## Quality written feedback

**TACTIC?** .



**WHAT?** Build in time to respond to the wish (target) D.I.R.T

### **Informative Feedback**

“These are your goals, this is what you do well, and this is how to get better”



Year 10 GCSE Biology Tracker

School Agreed Target A B2B Mock Exam Grade

A*					
A					
B					
C					
D					
E					
	Extended written answer	End of Unit Test	Extended written answer	End of Unit Test	Extended written answer
	B1 - You and your Genes		B2 - Keeping Healthy		B3 - Life on Earth

Topics covered	Strengths	Targets for improvement
B1 - You and your Genes	1. <i>know about genetic diseases such as cystic fibrosis.</i>	<i>Reads closely and seeing for genetic diseases</i>
B2 - Keeping Healthy		
B3 - Life on Earth		

In outstanding examples tracker sheets are completed fully and there are several examples of marked word that match the data in the tracker sheets.

Progress in Separate Science Y10

My end of Key Stage 3 level 7C  
 My end of Y10 target grade B/A

Grade					
A*		7C			
A*/A	LAT	LAT		7C	LAT
A/A*			7C		
A			7C		
A/B			7C		
B/A			7C		
B			7C		
B/C			7C		
C/B			7C		
C			7C		
C/D			7C		
D/C			7C		
D			7C		
D/E			7C		
E/D			7C		
E			7C		
E/F			7C		
F/E			7C		
F			7C		
G			7C		
	Unit 1	Unit 2	Unit 3		Unit 4

Target Grade

# Tracking Progress



**D**irected  
**I**mprovement &  
**R**eflection  
**T**ime

# D.I.R.T (To help them grow)



Dedicated  
Improvement &  
Reflection  
Time

## Crack the Codes

Look at your written work.  
Turn to page 107. Correct  
your literacy errors

## Mark Scheme

Use the mark scheme to  
correct and improve your  
work.

## ABC

Look at your work  
**A**dd a point you've missed.  
**B**uild on a sentence/idea so  
it is fully explained  
**C**orrect work that needs  
changing

## Success criteria

Use the success criteria. Can  
you move your work to the  
next level/grade?



# D.I.R.T



**D**edicated **I**mprovement and **R**eflection **T**ime

## Do you understand?

Read your teacher's target. Does it make  
sense? Ask them a question if you are  
not sure what you need to do to improve

## Questions

Look for questions your teacher has  
written. Now have a go at answering  
them.

## In Your own Words

Read your teachers comments.  
Can you explain your target in  
your own words. **How will you  
achieve it?**

Pupils write out a literacy target using their planner page or makes the corrections during D.I.R.T provided in the starter (Directed Improvement and Reflection Time).

sp The CSI have made the data reliable in some ways by measuring more than once and calculating the mean. We have got out liars because our CSI might not have measure carefully <sup>sp</sup> ~~enuff~~ or used the same <sup>sp</sup> ~~tecneves~~ <sup>sp</sup> ~~tecnives~~ they may also not have <sup>sp</sup> ~~mesurd~~ <sup>sp</sup> ~~measurd~~ from the same place. ~~I think~~ I think my conclusion is reliable because I have looked at all the possible conclusions to this case and <sup>sp</sup> ~~disided~~ <sup>sp</sup> ~~disided~~ on the most likley conclusion.

mean  
enough  
technique  
measured  
decided  
decided


the nucleus contains chromosomes chromosomes chromosomes

WW  
sp

chromosomes have genes WW genes genes

sp  
necieus  
necieus nucleus

Type of Protein	Structural	Funtional
-----------------	------------	-----------

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/been. Try and find and correct it.

Works to "Close the gap". Responds to the wish. Attempts to improve the one issue identified or answer the one question asked.

DIRT: Dedicated Improvement and Reflection Time. Students are given time in the lesson to improve their work.

I clearly understand your wish and I will respond to it with an explanation...

Carbon dioxide

When all the pollution is made in the USA it affects people in other countries by making heavy rain, storms and much, much worse. All of this means chegire crops die and they don't get any mones. This means that they are poor and ill alot of the time and because they don't get any money, neither do the people in their community.

level 30 Great Terry.

- ★ Clear point of view & purpose sustained throughout
  - ★ Balanced argument looking at the impact of fossil fuels verses renewables.
  - ★ Try to explain how this might affect society e.g. economically, socially, ethically why might people in the US be affected by changing from fuels (fossil) to renewables.
- My response to my wish

The citizens of the US may be affected by this in way such as: having to have electric car, ~~the world~~ the house ~~would~~ be surrounded by <sup>may</sup> resources which may be a eyesore. ~~But~~ Overall in my opinion this combatted by the fact we are contributing to a sustainable future.

## DIRT

@shaun\_allison

<b>T1</b>	Rewrite one of your paragraphs writing at least 3 sentences about one word Steinbeck uses. Use the phrase ' <i>an alternative interpretation of this is...</i> ' to help you.
<b>T2</b>	Rewrite one of your paragraphs making sure that the last 2/3 sentences link back to the question. Use the phrase ' <i>this helps to establish George and Lennie's relationship because...</i> ' if you need to.
<b>T3</b>	Rewrite one of your paragraphs using the following connectives: <i>furthermore, however, to build upon this point, an alternative interpretation is, this links to</i>
<b>T4</b>	Rewrite one of your paragraphs making sure that you make two links to the context (e.g. loneliness of migrant workers and poverty.) Use the phrase ' <i>this quote/episode shows the reader that the 1930s was...</i> '
<b>T5</b>	Choose another event from the novel (George shooting Lennie, and therefore ending the dream, would be a good option). Write in detail about what we are shown about the 1930s from this episode. Remember to quote from this.
<b>T6</b>	Rewrite one of your paragraphs making sure that you make two links to Steinbeck's ideas and attitudes (e.g. mental disability and companionship). Use the phrase ' <i>this quote/episode shows the reader that Steinbeck believed...</i> '
<b>T7</b>	Using the vocabulary list you worked on for homework, rewrite a paragraph. Use at least two words from the thesaurus too.

I think that George and Lennie are completely different to any other men in the 1930's and I think Steinbeck has done this on purpose. In the 1930's, if men were to travel they would do it alone. George and Lennie always travel together. When they get to the ranch, everyone there had made ~~there~~ <sup>their</sup> own way, they came together. I think this is because if George wasn't with Lennie, Lennie would be lost. He wouldn't have anyone or anything because he wouldn't know where to start. He lacks common sense. However, if George didn't have Lennie, it's possible that George would be in a lot more trouble due to acting mouthy around with other characters such as Curley. The characters back away because when they see Lennie they would think that they might be in a losing battle which isn't something they want to do.

At the end of Of Mice and Men, George shoots Lennie. Steinbeck writes this in a very simple way. There is no big build up to the shooting, it just happens. In this sentence "He pulled the trigger. The crash of the shot rolled ~~down~~ <sup>the hill</sup> up the hills and rolled down again." Steinbeck illustrates that the shot echoed ~~the~~ around the hills. The fact that the sound of the shot could be heard everywhere implies that George and Lennie's friendship happened everywhere in the 1930's. Throughout the story, Steinbeck writes about how friendship has to be sacrificed throughout that period of time. And George and Lennie's friendship is a good example.



T1) Practise expanding more complicated expressions.

a)  $3(2x + 1) + 2(4x - 2)$  b)  $2(2y - 3) - 4(2y + 2)$  c)  $5(2a - 2) - 3(3a - 4)$

T2) Practise expanding double brackets (FOIL).

a)  $(x + 2)(x + 4)$                       b)  $(y + 2)(y - 3)$                       c)  $(2a + b)(a + b)$

T3) Practise factorising into single brackets.

a)  $4x - 8$                       b)  $y^2 + 2y$                       c)  $4x + 6x^2$                       d)  $12a^3 - 8a + 4a^2$

T4) Practise factorising and solving quadratics.

a)  $y^2 + 6y = 0$                       b)  $x^2 + 3x - 40 = 0$                       c)  $z^2 - 8z + 15 = 0$

T5) Practise generating expressions from a worded question.

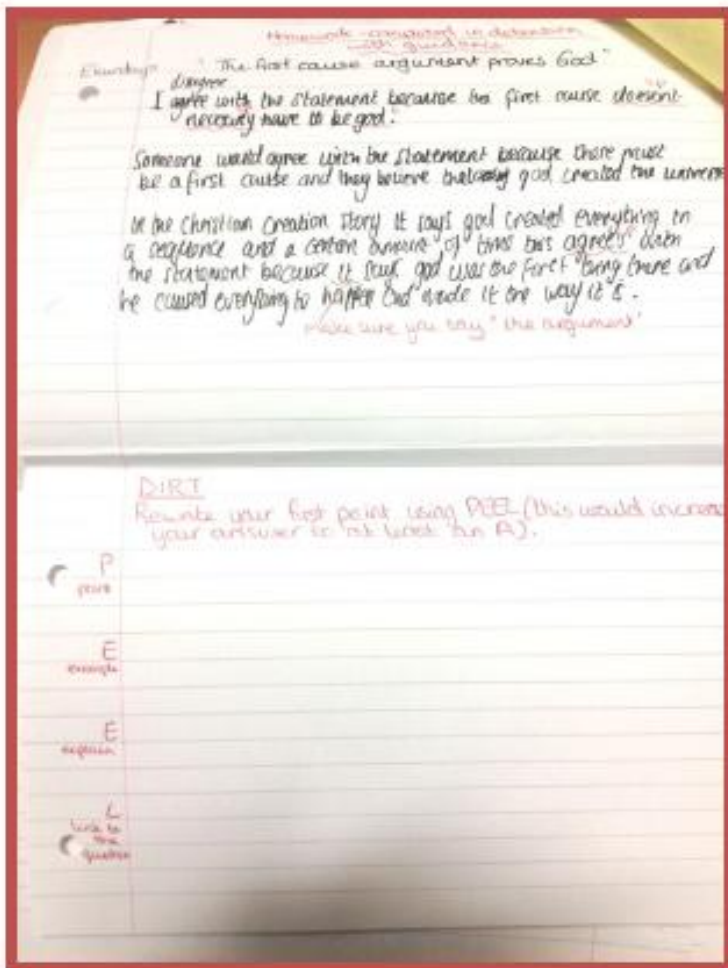
A field has a width of  $3x$  and length of  $12y$ . Write an expression for

a) the area of the field and b) the perimeter of the field.

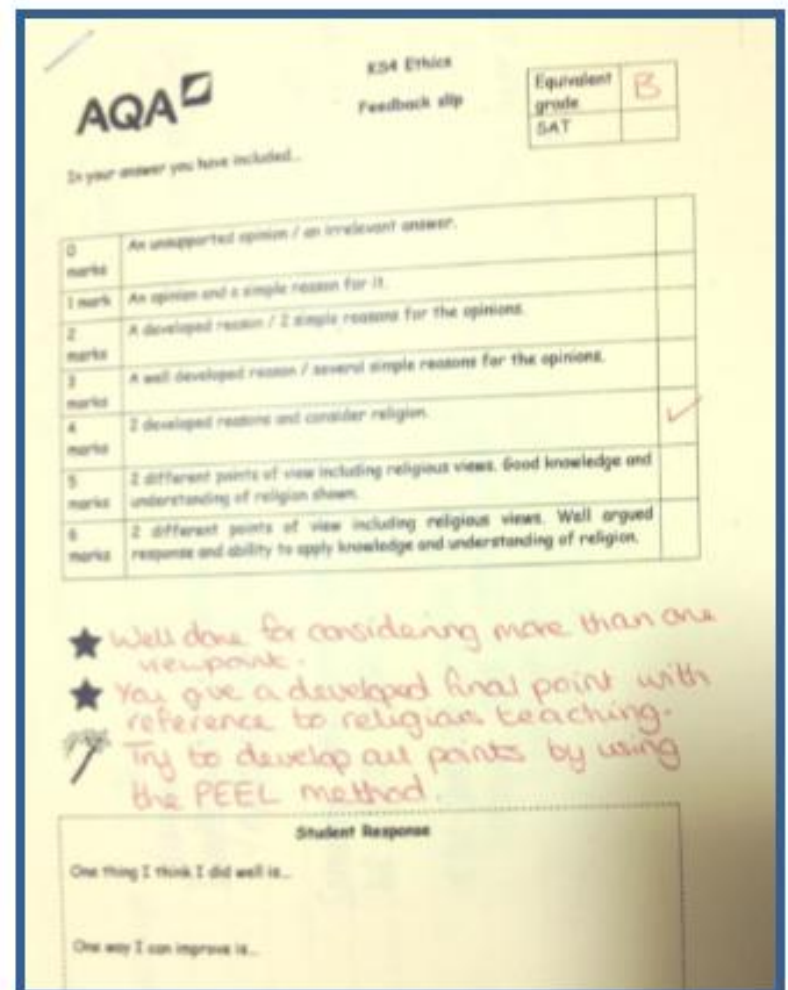
T6) Practise solving quadratics that don't factorise. **HINT: Look up 'completing the square' or 'quadratic formula in a book'.**

a)  $x^2 + 4x - 11 = 0$                       b)  $x^2 + 8x - 5 = 0$

**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.**

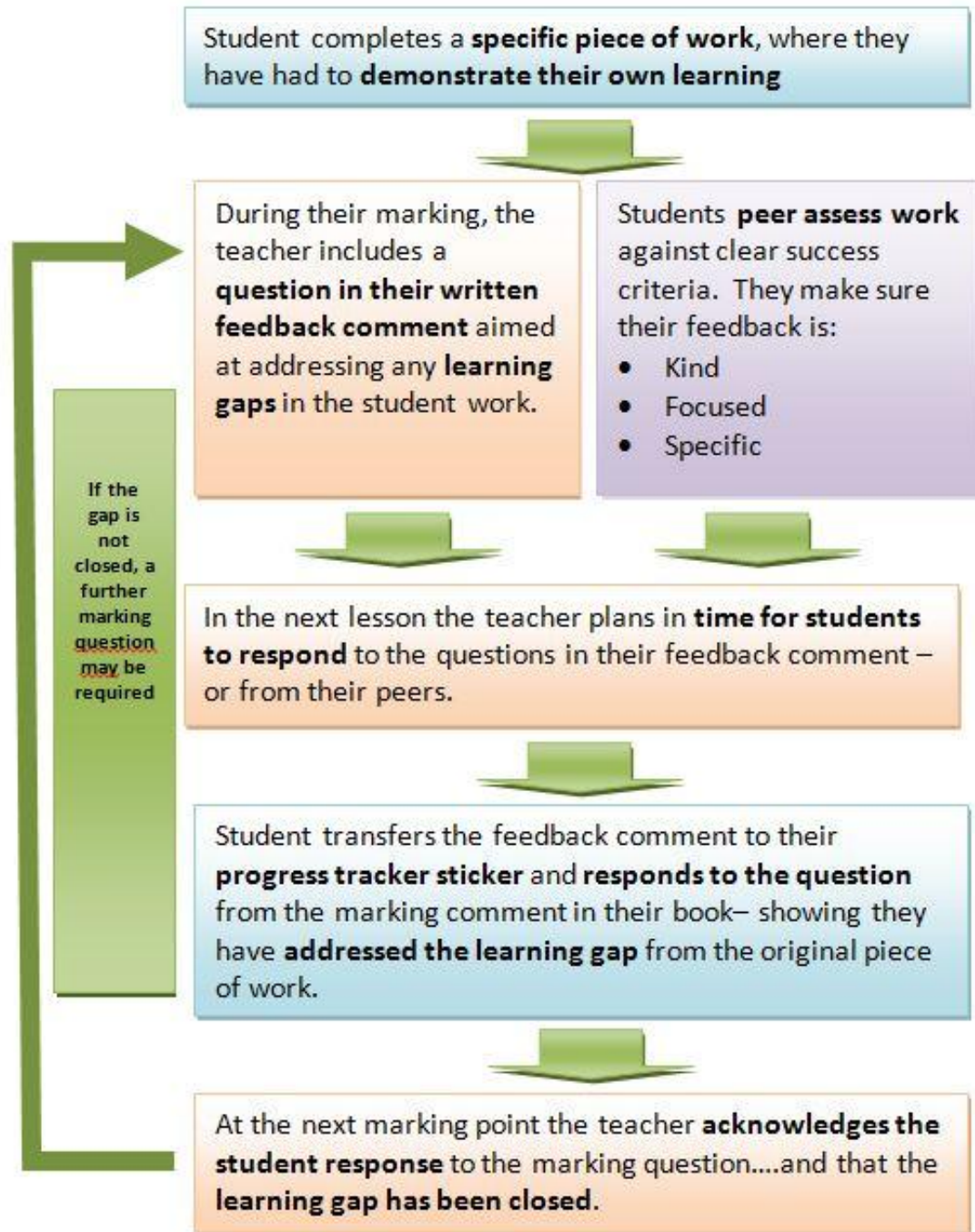


**Example w: Encouraging a respond by creating a levelling sheet with key response questions.**

Create a dialogue with the student. Have they understood your feedback?

I feel quite confident about negative feedback but am a bit confused about the type of urine produced.

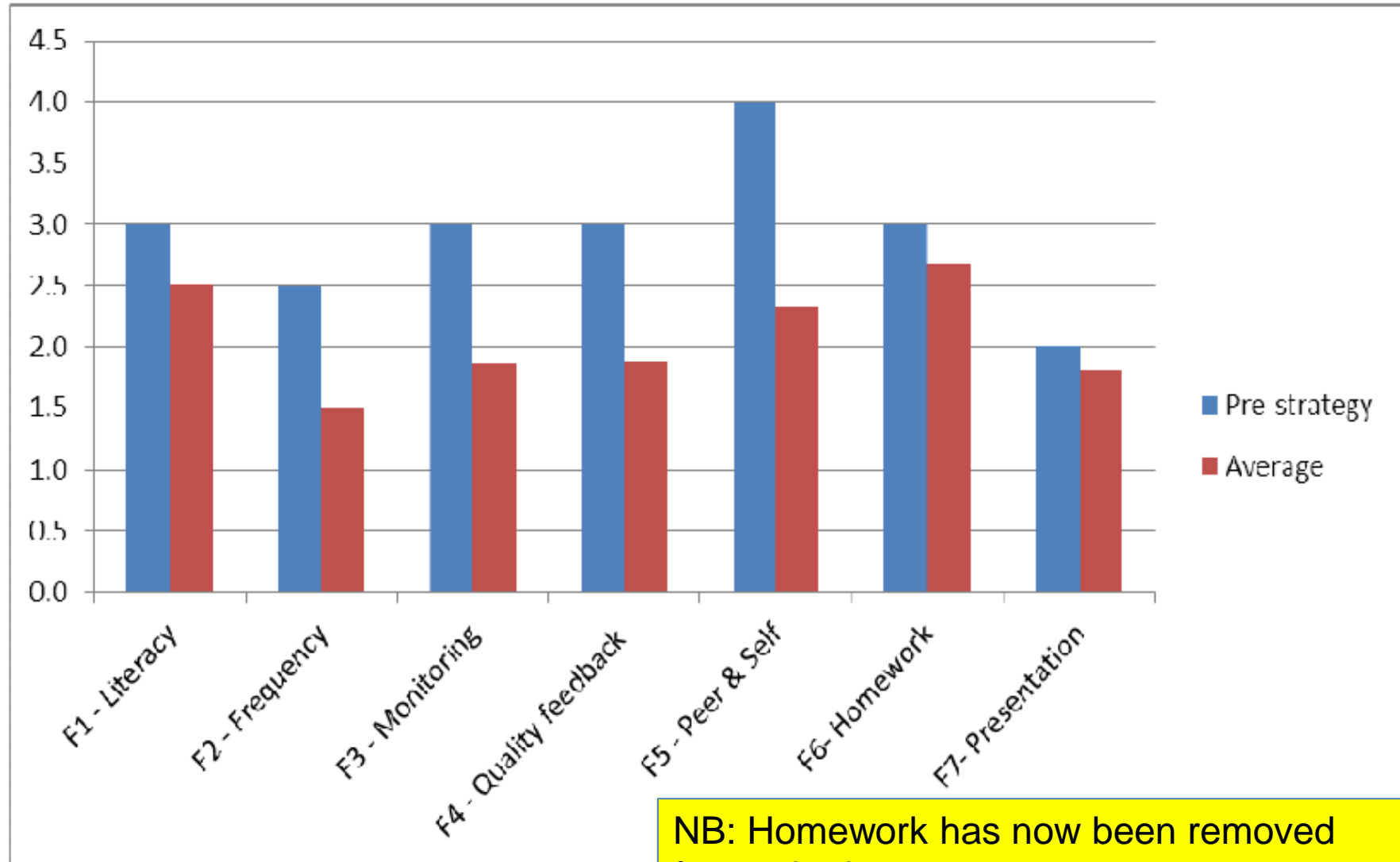
If more water is reabsorbed into the blood there will be less water excreted by the kidney in the urine. Therefore more concentrated smaller volume of urine will be made. Does this help? Yes thank you.



## Book Scrutiny-Success Criteria from 2013

Focus	Requires improvement (3)	Good (2)	Outstanding (1)
<b>F1-Literacy</b>	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.
<b>F2-Frequency</b>	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).
<b>F3-Tracking</b>	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.
<b>F4 Quality of feedback and response</b>	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. <i>For example the green pen may have been used to correct work or verbal feedback stamp may be evident.</i>  <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 <b>dialogue</b> between teacher and pupil. <b>Green pens used to clearly highlight the dialogue.</b>  D.J.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.
<b>F5 Peer and Self assessment</b>	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 <b>KIND, SPECIFIC and HELPFUL.</b>
<b>F6 Presentation</b>	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 <b>Presentation is generally very good.</b> 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 <b>take pride</b> in what they are learning.

## Overview of Marking Strategy 2011-2013



NB: Homework has now been removed from criteria