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Why do we want to use alternatives to written marking?

- Covid-19 guidance means that if you do want to collect and mark pupils' work you must isolate this work for 48 hours before marking and 48 hours after marking. This increases the risk of transmission and means a huge delay in feedback being given to pupils, reducing its effectiveness even further.

- Written marking takes up a huge amount of teachers' time – if a teacher spends 5 hours per working week marking, this is almost 200 hours per year. This creates a huge workload issue.

- There is no reliable evidence to support the effectiveness of written marking (EEF report – A Marked Improvement).

- Written marking which is individual results in an over reliance on very specific comments and so pupils do not develop their own understanding of how to improve their work.

- Grading work has also been shown to have a detrimental impact, including pupils only caring about their mark rather than formative comments and a lack of success causing demotivation.

- It also represents a huge opportunity cost – this time could be spent curriculum planning, investigating research, creating resources or improving subject knowledge or ensuring a better work: life balance!

Feedback, not marking!

Firstly, we need to change our viewpoint from one that values marking to one that values feedback and that sees these as two different things! Feedback can be given without 'marking' which has traditionally been seen as writing comments on pupils' work.

Method 1 - Whole-class verbal feedback

Step 1 - The teacher collects in and reads all pupils' work, noting down common misconceptions, common SPAG errors, main areas to improve, main things pupils are doing well and any good examples of work to share with the class. This can be rough notes or you can use a whole-class verbal feedback sheet (see example below).

History Marking Crib Sheet	Date_____	Class_____
Praise:	**Missing/Incomplete Work:**	**SPaG Errors:**
Cause for Concern:	**Misconceptions:**	**Presentation:**
D.I.R.T Questions	**Actions:**	
Polaroid Moments:		

Step 2 – In the next lesson the teacher shares this information with the class. This could be through a PowerPoint slide, typed notes or verbally sharing your written notes. You should also share examples of good work through a visualiser, to show pupils how to improve their own work. Pupils should then improve their work.

Method 2 – Modelling

- **This gives feedback and guidance before writing/a task takes place.**
- **Use the 'I-we-you' approach – the class deconstruct a model answer discussing what makes it a high quality answer, the teacher writes a live model, the pupils complete a partially-completed example, the pupil then completes the task independently.**

- **This could be done using a modelling booklet like the example below (from Greg Thornton at www.mrthorntonteach.com)**

Method 3 – Live whole-class feedback

- Use a visualiser/tablet to review a model answer or a pupil's work as a class.

- Identify good elements and areas to improve.

- Pupils should then use this to improve their own work.

Method 4 – Live individual feedback

- As pupils complete work the teacher views individual work (use your visualiser to do this), and points out strong elements, recommends an improvement or highlights an error. Pupils then improve their work immediately.

- This is best used when pupils are completing extended writing as you will have more time to sample the work of more pupils.
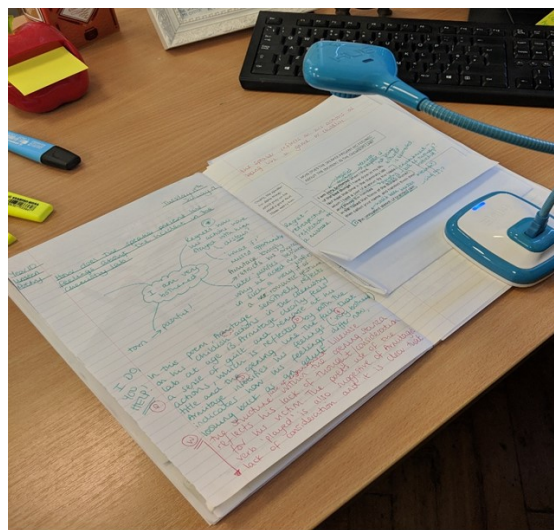
Method 5 – Feedback on knowledge checks

- Knowledge checks completed in lessons or for homework should be self-marked as this improves their memory of the correct answer in the future (this is known as the hyper-correction effect).

- This can be achieved through a class discussion of answers, through providing the correct answers to pupils or through pupils self-checking using their notes or textbook/revision guide.

- Quizzes can be set through Microsoft Forms. This gives pupils instant feedback on the questions they got right/wrong and the correct answers, and teachers can also access feedback about the class and individuals' results. Multiple choice questions work best here.

Method 6 – self-assessment

- This includes self-assessment of a paragraph using criteria and/or key-word checklists. This should then be used to improve work.
- This helps to develop the ability to improve their own work and understand assessment criteria.

Area	Questions	Next steps?
Organisation	Is your work organised? Is your work in order? Could you improve the organisation of your work by using: underlining, colour, dividers/tabs?	
Content	Is anything missing? Will this level of content allow you to hit your target? Do you understand this work? Are there any ways that you want to improve the content of your work?	
Review	How are you reviewing your work to check that you have understood it? Are there any sections of your work that you need to revisit: Green: No, Orange: Me, Red: Teacher	

Methods	No. of times
Highlighting	
Post Its	
Annotation	
Diagrams	
Mind maps	
Re-formatting	
Learning Tasks	
Analysis exercises	
Practice questions	

Area	Questions	Next steps?
Exam Preparation	How are you preparing for exam performance? Is all of your exam information kept together?	

Methods	
Past papers	
Exam questions	
Mark Schemes	
Model Answers	
Exam Reports	

References/further reading:

www.mrthorntonteach.com

https://sarahlarsen.school.blog/

M. Chiles—'The Craft of Assessment'

www.mrshumanities.com

https://theeducationalimposters.wordpress.com/

EEF—'A Marked Improvement?'

http://primarypercival.weebly.com/blog/no-written-marking-job-done