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.
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
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
  - Checked by your Teacher
- Quality marking
  - ★
- Tracking and monitoring

Marking for literacy
WHAT? A strategy for recording verbal feedback taking place

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

WHAT? Whole class misconceptions...prevents writing the same thing on every student's 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.
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.

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

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 as I was accurate in the experiment.

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

Overall I think I got a 7c. To get a higher 7 or 8 I need to explain how it would affect my results relating to my 7 answer.

A) 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. Although once rooting powder is added to the cutting, the meristems are then specialised 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 can be specialised and together create the stem. Meristems can also be specialised to make organs such as roots and flowers. Be the point the plant is identical to the clone it came from.

EBI - identical genes/DNA/cells as the parent. 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

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

Checked by your Teacher

**Acknowledgement marking**

**WHAT?** May involve simple corrections or brief comments
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 it is not to do with the egg donor.

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.

The embryo was implanted into the uterus of sheep A.
Quality written feedback

Informative Feedback
“These are your goals, this is what you do well, and this is how to get better”
In outstanding examples tracker sheets are completed fully and there are several examples of marked word that match the data in the tracker sheets.
D.I.R.T (To help them grow)

Dedicated Improvement & Reflection Time
<table>
<thead>
<tr>
<th>Crack the Codes</th>
<th>Mark Scheme</th>
<th>ABC</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at your written work. Turn to page 107. Correct your literacy errors</td>
<td>Use the mark scheme to correct and improve your work.</td>
<td>Look at your work Add a point you’ve missed. Build on a sentence/idea so it is fully explained Correct work that needs changing</td>
<td>Use the success criteria. Can you move your work to the next level/grade?</td>
</tr>
</tbody>
</table>

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**D.I.R.T.**

**Dedicated Improvement and Reflection Time**

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**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).

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 effects people in other countries by making heavy rain, storms and much, much worse. All of this means crops die and they don't get any money. This means that they are poor and ill a lot of the time and because they don't get any money, neither do the people in their community.

The citizens of the U.S may be affected by this in a way such as: having to have electric car. The house may be surrounded by resources which may be a eyesore. But overall in my opinion this combatted by the fact we are contributing to a sustainable future.
| T1 | Rewrite one of your paragraphs writing at least 3 sentences about one word Steinbeck uses. Use the phrase ‘an alternative interpretation of this is...’ to help you. |
| T2 | Rewrite one of your paragraphs making sure that the last 2/3 sentences link back to the question. Use the phrase ‘this helps to establish George and Lennie’s relationship because...’ if you need to. |
| T3 | Rewrite one of your paragraphs using the following connectives: furthermore, however, to build upon this point, an alternative interpretation is, this links to |
| T4 | 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 ‘this quote/episode shows the reader that the 1930s was...’ |
| T5 | 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. |
| T6 | 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 ‘this quote/episode shows the reader that Steinbeck believed...’ |
| T7 | 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 has made their own way, they come 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. 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 the hill up the hills and rolled down again." Steinbeck illustrates that the shot echoed 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 - 8x + 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 response 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 response by creating a levelling sheet with key response questions.
I feel quite confident about negative feedback but am a bit confused about the type of wine produced.

If more water is reabsorbed into the blood there will be less water excreted by the kidney in the urine. Therefore more concentrated small volume of urine will be made. Does this help? Yes, thank you.
Student completes a specific piece of work, where they have had to demonstrate their own learning.

During their marking, the teacher includes a question in their written feedback comment aimed at addressing any learning gaps in the student work.

Students peer assess work against clear success criteria. They make sure their feedback is:
- Kind
- Focused
- Specific

In the next lesson the teacher plans in time for students to respond to the questions in their feedback comment – or from their peers.

Student transfers the feedback comment to their progress tracker sticker and responds to the question from the marking comment in their book – showing they have addressed the learning gap from the original piece of work.

At the next marking point the teacher acknowledges the student response to the marking question....and that the learning gap has been closed.
<table>
<thead>
<tr>
<th>Focus</th>
<th>Requires improvement (3)</th>
<th>Good (2)</th>
<th>Outstanding (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1-Literacy</td>
<td>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.</td>
<td>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.</td>
<td>As for “GOOD” and there is evidence of students acting upon teachers’ literacy comments e.g. correcting SPAG mistakes using the green pen.</td>
</tr>
<tr>
<td>F2-Frequency</td>
<td>Work is marked/checked within the agreed period. There is evidence of ticking and/or the “checked by the teacher” stamp used.</td>
<td>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).</td>
<td>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).</td>
</tr>
<tr>
<td>F3-Tracking</td>
<td>There is some evidence of completion of tracker sheets by staff and/or students on a half termly basis.</td>
<td>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.</td>
<td>Tracker sheets are completed fully and there are several examples of marked word that match the data in the tracker sheets.</td>
</tr>
<tr>
<td>F4 Quality of feedback and response</td>
<td>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.</td>
<td>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 may be evidenced in students’ work. For example the green pen may have been used to correct work or verbal feedback stamp may be evident. There is some evidence that students respond to the written or verbal feedback given.</td>
<td>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.</td>
</tr>
<tr>
<td>F5 Peer and Self assessment</td>
<td>Peer- and /or self-assessment are evident in students’ work. This may include students ticking or correcting work or simple targets for improvement.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>F6 Presentation</td>
<td>Presentation is not good and this has not been challenged. There may be evidence of graffiti on or in books.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Overview of Marking Strategy 2011-2013

NB: Homework has now been removed from criteria