The 5-minute marking plan adapted from Teachthought.com

The thinking that underpins the plan:

…seeks to highlight those elements of marking that have greatest impact on learning, namely:

- **Sharing the key marking points** (you may refer to these as success criteria). A student is much more likely to be successful if s/he knows where they are going. This is all part of teacher clarity.
- **Giving clear feedback to students** about their work, comments only marking, but crucially making sure they respond to your marking by correcting their work or re-doing it, using your comments to guide them to a higher standard.

The time spent on marking students' work must also help you **identify common errors**, so you can:

- Require students to correct and improve their work.
- Re-teach elements of the lesson, scheme of work, programme of study or syllabus to help close key gaps in students' knowledge, understanding or skills.
- Inform future teaching programmes.

Context: What each section means?

The big picture?

What is the purpose of marking for this piece of work / project? Try to be clear right from the beginning how the time you spend marking will improve teaching & learning.

What should/should not be marked:

This can be a hard one for teachers. We want to mark everything but quality and quantity can create problems. Go back to "The Big Picture". Why are you marking, what will add most value to the teaching & learning?

Remember, there is <u>no need to complete every box</u> they are there as a guide for you to use.

Key marking points to share with students?

<u>This is absolute critical.</u> First of all teachers and then learners need to be clear what marks can be gained for. It's all about teacher clarity. Sharing the key marking students with learners before they start the work will really help improve their work. Don't forget to include a bit of "spoof assessment" to help learners understand what the key marking points are. You can give learners two answers of different quality and get them to assess them using the key marking points – can they grade / level the work and give reasons why. Another approach is to give them the different pieces of work and get learners to rank them and identify the main reasons why one was better than the other – can they give you the key marking points?

Peer/Self Assessment Opportunities:

Learners need to develop these skills and it's worth investing time in particularly as part of a whole school / department / phase approach. Make sure the learners have the key marking points available to them. Try to get to the point where before you mark a very important learner's piece of work it has gone "self, peer, self" in terms of assessment & improvement before you look at it.

Student Response to Feedback Required?

Once you've spent time putting comments on learners' work they must go back and either correct errors or redo areas of their work that needs improvement. A good strategy is to give students time to correct / redo the work during the lesson when the work is handed back – this is a key part of them improving and learning. Think about it, every student has a personalised action plan or a wish (or two) to work on.

Common Errors:

Identifying common errors across a number of learners' work is an important part of diagnostic assessment and links to other parts of the plan. Re-teach; Student response to feedback and what should be changed in activity?

Re-teach:

…is there an important part of the module, topic, lesson that learners just haven't got. Don't worry it happens to all teachers. The important thing is to spot the "gap" in learning and then go back and address it again. Plan the re-teach: What, When, How & Why?

You might like to also think about …..What should be Changed in Activity?

Is there a gap between the learning you wanted and what actually happened when you looked at the work submitted by the learners? Think about the activity or scheme of work – are some tweaks needed or a major rethink? What do colleagues think who have also taught the activity / SoW? This is a powerful way to improve the teaching program whilst things are still fresh in everyone's mind.