

Marking and feedback

Why should I do this course?

- **Save time** for you and your teachers by ensuring you're not wasting hours on low-impact marking
- **Find out about what works** for feedback that genuinely helps pupils to improve, and decide how to do more of this.
- **Reduce workload** by finding a better balance between marking and feedback and learning from schools which succeed through focused approaches.
- **Make an impact on results** and strengthen motivation by giving pupils clarity about what they're doing, what they're getting better at, and what to work on next.

Making the most of this course

1. Gather a core group of SLT and middle leaders to evaluate the different perspectives in Unit 1. Then deliver the following units or ask teachers to review some of the resources. Build in opportunities for reflection and collaborative discussion.
2. Make use of the associated reading and resources to supplement and deepen your learning.
3. Ensure participants document their progress after units and reflect in later input sessions.

Suggested participants

- All teaching staff, including teaching assistants.
- Departments and subjects will need to embed these ideas within their existing approaches, so make sure you give time for department meetings and training.

Unit 1: Reviewing marking and feedback

Look at the research evidence and plan for improvements

- Put the marking issue in context by reviewing the lack of evidence on the impact of marking and what schools can reasonably do.
- What kinds of feedback work well and contribute to productive, engaging lessons? Reflection and discussion.
- Agree best practice for how teachers, assistants and pupils can follow up on marking and feedback.

Units can be done in any order: choose according to your needs and priorities for development.

Unit 2: Successful feedback strategies

Translate marking and feedback ideas into the classroom

- Practical strategies that are easy to implement in the classroom and make a big impact.
- Explore how to set up activities in lessons and for homework that include effective assessments.
- Planning from the pupil's point of view.
- Collaborative working to find solutions which work for your school's individual context.

Unit 3: Peer and self-assessment

Using pupils as sources of feedback

- Discuss the value of pupils assessing themselves and one another.
- Explore questioning to engage pupils in reflecting on progress and giving feedback.
- Consider a range of ideas about peer and self-assessment.
- Help one another plan lesson activities using new strategies.
- Encourage pupil self-regulation and reduce reliance on the teacher.



Reinforce your learning from this training course with these resources from our Knowledge Centre

1. [Listen to the opinions of practitioners and pupils](#) about what good feedback looks like.
2. Clarify the assessment commission's definition of the [purpose of formative assessment](#).
3. Explore our resources on [assessment without levels](#).

1. Read up on [8 effective verbal feedback strategies](#) for improving progress.
2. Watch the video clip on [feedback to promote a growth mindset](#).
3. Think about how you can increase efficiency with [time-saving marking techniques](#).

1. Read about how teachers can [model questioning behaviours](#).
2. Use this [mastery lesson plan](#) template to aid your activity planning.
3. Consider the connections between feedback for pupils and [feedback for professional learning](#).