

Write-Less Marking!

Improving Student - Teacher Dialogue

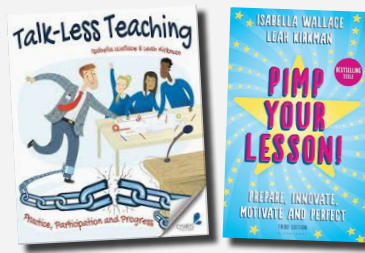
“Feedback should be more work for the recipient than the donor” ~ Dylan William

1. Have students write down questions that they still have about the task or the topic at the end of their work. In your written feedback, suggest a resource that will assist them in finding the answer or practising the skill.
2. Before they submit their assignment, get students to highlight areas where they think they have met the objective particularly well, and areas where they think they could do better next time. You can also have students annotate their own work, highlighting to you the aspects that they deem most important/ challenging/ confusing.
3. Where poor grammar or proof-reading is irritating you or slowing your marking process, raise a student’s awareness of this area for development by correcting mistakes in spelling, punctuation and grammar in the first paragraph/page only. Invite that student to count the number of literacy corrections in the first paragraph/page and work on an assumption that there will be approximately the same number to now find themselves in the following paragraphs.
4. When giving verbal feedback to a student about their work, ask them to try and immediately summarize in their own words (in pencil on, their work) the feedback that you have given. This creates a record of your conversation and clarifies points for them to “action”.
5. For formative assignments or first drafts, highlight things in green that successfully meet the objective and highlight things in red that need improving. In the first instance, students must attempt to identify what they have done well and what their next step should be.
6. Consider getting students to choose the way they demonstrate their learning. Eg. a performance, a recording, a cartoon, a chart, a podcast, a short film, etc. This is good practice for differentiation as well as giving you slightly less writing to mark.
7. Be experimental with the homeworks you set. E.g. a form for parents to fill in about how well they now understand the concept that their child has taught them - Can be a more valuable learning experience for the student.
8. It’s useful to see marking as a “gap-spotting” exercise. Ask yourself, “What is this learner’s area of weakness? What is most holding them back? What skill, if developed, would give this learner the biggest boost?” By keeping these questions in mind as you mark, you will find it easy to know exactly what advice will be most effective. In fact, if you set a gap-closing task at the end of the work – rather than leaving a vague comment – **this special task can then easily become a piece of meaningful, personalised homework or an independent classroom activity.**
9. Feedback is usually most effective when it’s given as quickly as possible after the work is produced. Delayed feedback can feel irrelevant to learners, especially if they are unlikely to ever revisit and improve that piece of work. Similarly, if you want a learner to “complete more work in the time given”, it is far more effective to give this feedback during that aforementioned “time given” - when you spot that they’re sitting about twiddling their thumbs!
10. Make it actionable and specific. Tell the learner specifically what you want them to do and tell them to do it now! This means a vague comment like “Don’t forget to write in sentences!” would become, “Go back to your work and insert capital letters and full stops now.”

Written by



Isabella Wallace
Teaching and Learning,
Author and Keynote
Speaker



Book an INSET with
Isabella Wallace!

Contact cpd@veema.co.uk

🌟 10% off for all members!

“Feedback” features a comprehensive collection of brief and accessible contributions from some of the most eminent names in education from around the world. In this second volume in the series, Wallace and Kirkman have curated a collection of inspiring contributions on the theme of feedback and have developed practical, realistic, cross-curricular and cross-phase strategies to make the most of these important insights in the classroom.

Suitable for all educationalists, including teachers and school leaders.

Contributions include:

- Professor Dylan Wiliam Formative assessment: the bridge between teaching and learning
- Arthur L. Costa and Robert J. Garmston A feedback perspective
- Professor Bill Lucas Feedback or feedforward?
- Diana Laufenberg Finding time for feedback
- Paul Dix Wristband peer feedback
- Taylor Mali The sound of silent tears of pride
- Ron Berger Critique and feedback
- Andy Griffith Receiving feedback
- Professor Barry Hymer Praise and rewards: danger handle with care
- Jackie Beere OBE How can failure help you grow?
- Mike Gershon Target implementation time
- Professor Mick Waters Reward points for teachers
- Geoff Petty The quality learning cycle: feedback for significant progress
- Shirley Clarke Getting underneath the understanding and acting on it
- Seth Godin The four rules of peer feedback
- Phil Beadle Shut up, coach!



Call us for more info
+44 (0) 20 3637 4232



Visit our website
www.veema.co.uk



Email us
cpd@veema.co.uk



VeemaEdu



@VeemaEdu



Veema

Never Stop
Learning

veema.co.uk
EXCELLENCE IN EDUCATION