



Session overview

This is an **optional session** that will further develop your understanding of the research evidence surrounding written marking and the impact on your pupils' learning.

During this session, you will:

- Reflect on the impact of marking on your workload
 - Read a research paper to develop your understanding of the evidence that underpins self-regulation
 - Apply what you have learnt to your practice
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ECF statements covered

ASSESSMENT

Learn that... Learn how to...

6.4 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.

6.7 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.

Provide high-quality feedback, by:

- focusing on specific actions for pupils and providing time for pupils to respond to feedback.
- appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).

Make marking manageable and effective, by:

- using verbal feedback during lessons in place of written feedback after lessons where possible.
- understanding that written marking is only one form of feedback.
- reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).
- prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.