**Marking Guidance:**

**Ideas to reduce Teacher Workload versus Marking (Progress) Over Time**

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| **What teachers at QK should do?** | **What teachers at QK should not do?** |
| **Always** name every piece of work, as a first draft. | **Do not** mark the first (version) piece of work. |
| **Always** expect first piece of work to be redrafted, based on verbal feedback provided. | **Do not** get bogged down in detail.  Green, Red, Purple, Blue pens – it does not matter! |
| **Always** consider withholding grades to encourage students to listen and act on feedback first. | **Do not** provide extensive or unnecessary written dialogue between teacher and student as evidence of redrafting and reflecting on feedback. |
| **Always** dedicate 10 minutes every 2-3 weeks in class, for students to redraft a piece of work. | **Do not** leave marking books longer than 2-3 weeks! |
| **Always** diagnose student work with a question. | **Do not** mark work with ‘Well done’ or Very good!’ |
| **Always** use the QK Literacy guidance when marking. | **Do not** assume that a particular frequency or quantity of work should be provided. |
| **Always** recognise the importance of feedback in different forms, other than writing. | **Do not** waste time date-stamping work when you have provided verbal feedback. |
| **Always** remember that marking (progress) is over time and not a one-off assessment point. Is your assessment formative or summative? | **Do not** mark every page of work. Avoid tick and flick; instead leave it blank. |
|  | **Do not** mark work that is copied; including worksheets |
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