**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?** |
| **Aim for** studentsto redraft a piece of work, based on verbal feedback provided. | **Do not** get bogged down in detail.  Green, Red, Purple, Blue pens – it does not matter! |
| **Aim for** students to listen and act on feedback, before providing a grade. | **Do not** provide extensive or unnecessary written dialogue between teacher and student as evidence of redrafting and reflecting on feedback. |
| **Aim for** an opportunity in class, every 3-4 weeks in class, for students to redraft a full piece of work. | **Do not** leave marking student books,  longer than 3-4 weeks! |
| **Aim for** diagnostic feedback to be provided,  with a precise question. | **Do not** mark work with ‘Well done’ or Very good!’ |
| **Aim for** the literacy marking-guidance to be the most consistent form of marking used to inform feedback. | **Do not** assume that a particular frequency or quantity of work should be provided. |
| **Aim for** feedback to appear in different forms,  other than writing. | **Do not** waste time date-stamping work when you have provided verbal feedback. |
| **Aim for** marking (progress) 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. |
| **Aim for** marking to have high-impact. Little and often, quality not quantity. | **Do not** mark work that is copied from the board or from textbooks; including worksheets |
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