

ACTION PLAN FOR IMPLEMENTING EFFECTIVE MARKING

Name of school

Key points about the plan

- Different elements of effective marking are introduced at intervals determined by the school (3 week intervals are a good idea)
 - Stage 1: Positive comments/stickers only
 - Stage 2: Marking keys
 - Stage 3: Response
 - Stage 4: Targets
 - Stage 5: Self- assessment and peer-assessment
- Work scrutiny and feedback happen every three weeks in target subjects
- Judgements should be made about the overall quality of marking for every teacher in the target subjects
- Positive feedback and next steps should be given, linked to effective marking judgement table
- Actions for supporting teachers who need additional coaching/action to improve underperformance need to be thought through carefully to ensure a 100% good judgement by the end of the plan
- Not all teachers will get to the outstanding stage
- All teachers should get to the good stage
- The work scrutiny sessions are planned to link with stages in the plan:
 - The stage 2 work scrutiny should be focused on 100% of marking being satisfactory
 - The stage 4 work scrutiny should be focused on 100% of marking being satisfactory; 80% good overall¹
 - The stage 5 work scrutiny should be focused on 100% of marking being good; 40% outstanding
- You should do a quick work scrutiny prior to embarking on the plan so you have a realistic baseline

¹ It will not be consistently good because you have not yet introduced self-assessment- there will, however, be enough response work from children to make the judgement that marking is 'good overall'



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START DATE <small>(school to complete)</small>	KEY ASPECT FOR DEVELOPMENT	KEY JUDGEMENT FROM THE EFFECTIVE MARKING JUDGEMENT TABLE <small>('S', 'G' and 'O' indicate 'satisfactory', 'good', 'outstanding')</small>	KEY ISSUES FOR TEACHERS	KEY ISSUES FOR LEADERSHIP TEAM	OUTCOME
	<p>Stage 1:</p> <p>Positive comments/ stickers only</p>	<ul style="list-style-type: none"> • There is sufficient work in the children's books to allow marking to have impact (reflecting a well-planned curriculum) (S) • Work is marked regularly (S) • Children know how well they have done in relation to the objective (S) • Marking helps to build confidence (S) • The majority of marking is about recognising success (S) • Some relevant targets are set (S) • The teacher's handwriting is easy to read (S) • The teacher's spelling and use of Standard English is accurate (S) • Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge (O) 	<p>See <i>Effective Marking Teacher's Handbook</i> p12 (Success criteria stickers)</p> <p>Make sure there are clear success criteria for each piece of work</p> <p>Use success criteria stickers that have already been made (from the effective marking website)</p> <p>Focus on positive aspects of the work only</p> <p>Mark in red pen, or the school's agreed colour</p> <p>Remember not to</p>	<p>Decide which subjects this plan relates to: is there a staggered approach to implementing this across subjects?</p> <p>Ensure printers/ stickers are available and adequate for the size of the school</p> <p>Ensure some stickers have been printed out and are stored centrally for teachers</p> <p>Set a date for work scrutiny (stage 2) and ensure there is a clear understanding about this will be carried out (Aim for work</p>	<ul style="list-style-type: none"> • Teachers use children's work to make judgements about the effectiveness of their teaching • Consistent use of marking colour <p>Work scrutiny indicates that 100% of children's work:</p> <ul style="list-style-type: none"> • is marked positively • is marked with reference to the objective



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			<p>write the same thing as it says on the sticker</p> <p>Key strategies</p> <ul style="list-style-type: none"> • Marking stickers: generic praise; success criteria-specific praise • Ticks and short, relevant comments 	<p>scrutiny is 100% of marking is satisfactory)</p> <p>Agree a colour for teachers to mark work in</p> <p>Agree basic standards re children's presentation, amount of work</p> <p>Allocate some staff meeting time to teachers practising making stickers</p>	



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	Stage 2: Marking keys	<ul style="list-style-type: none"> As above 	<p>See <i>Effective Marking Teacher's Handbook</i> p45 (Marking keys)</p> <p>Key strategies</p> <ul style="list-style-type: none"> Experiment with some of the marking key stickers from the effective marking website Devise own keys for marking specific pieces of work 	<p>Ensure there is very clear whole-school agreement about marking symbols and that this will not conflict with using marking keys</p> <p>Remind children in assemblies etc about what is happening</p>	<p>As above plus:</p> <ul style="list-style-type: none"> 100% of teachers use symbols and marking keys consistently and effectively

Do not go onto the next stage until there has been a detailed work scrutiny focusing on stages 1 and 2. Ensure that anyone who has not met the expectations for satisfactory marking is clear about what they need to do to meet these expectations.

