

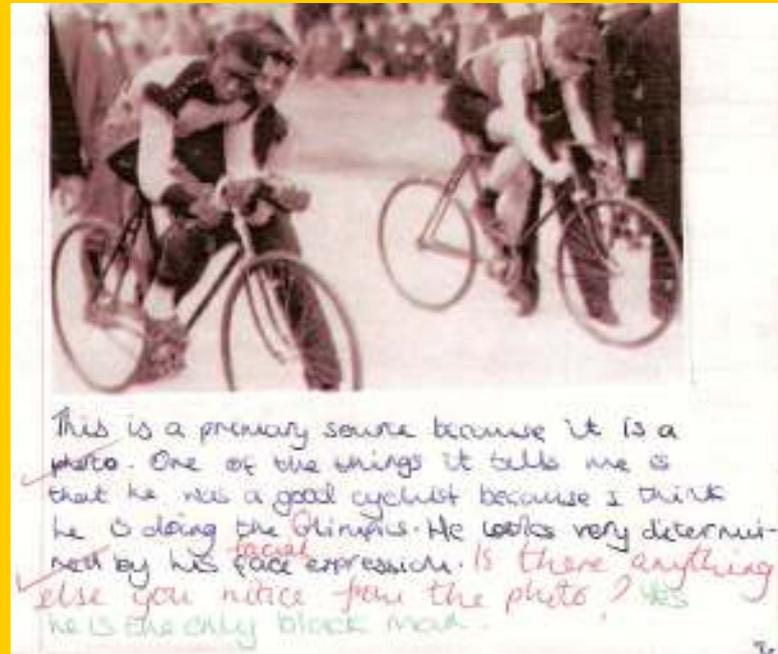
EFFECTIVE MARKING

What's it all about?

Marking children's work is the core part of working life for any teacher. It can seem endless, stretching well into evenings and weekends. When a teacher is behind with marking he/she feels a constant sense of pressure. And does it make any difference?

Yes. It does! Marking is one of the most crucial forms of assessment around. It is when we can really show children that we value their efforts, it is when we can judge our own effectiveness as teachers, it is when we can make strategic decisions about the next steps children need to make. More than all that, it is a rare opportunity to have an individual dialogue with every child. Marking should not be seen as a chore, but in that context – the context of every child. Because every child does matter – and always has. Marking children's work is all about the teacher responding to the individual and gaining knowledge of that individual.

Good teachers need good support. That is where the approach we use comes in. Our approach is simple and built on the best practice in teaching and learning. It is highly supportive to good teachers.



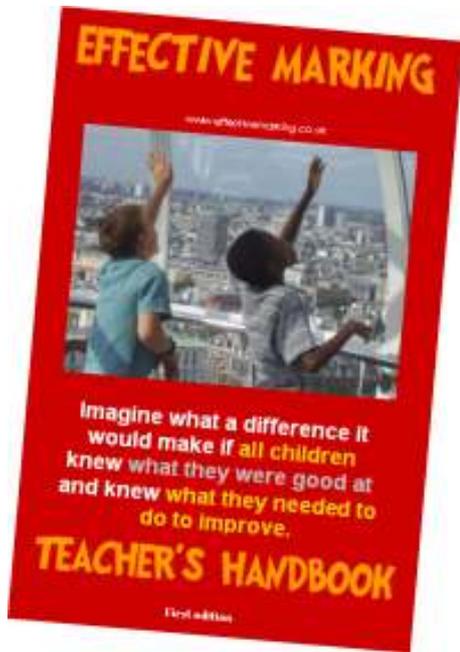
Teachers mark in red – children respond in green. This strategy is highly effective.

If a teacher didn't mark my work properly I'll point out the mistakes they didn't see and I will ask them to mark it again. In a polite way. Good for you! This was very interesting and I'm really glad you find the marking useful.

I like the way Mr Wallace writes and also what he writes when he marks my work. It makes me think what I can do to make sure I've done what it is line been asked to do.

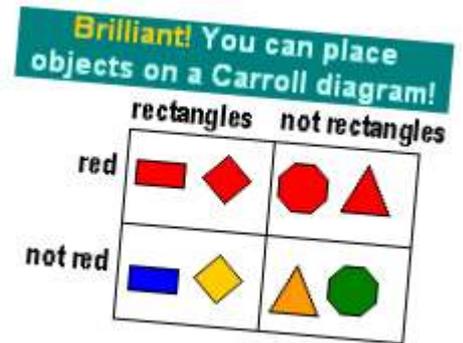
EFFECTIVE MARKING

www.effectivemarking.co.uk



'Effective Marking' started in a small way. A teacher was marking books on a Sunday evening and, frustrated, said, "I'm sick of writing..." The teacher's partner looked at what he was doing. The teacher was spending too much time writing very similar things. This was ineffective use of time. It could be done differently. Marking stickers were born! (And they were the idea of a non-teacher!)

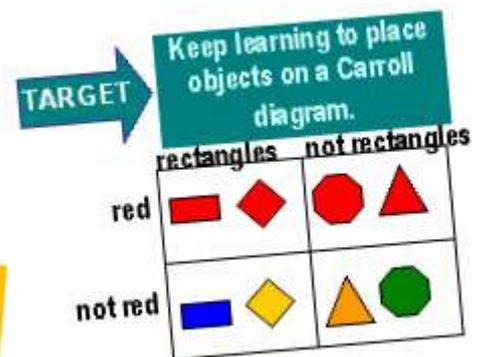
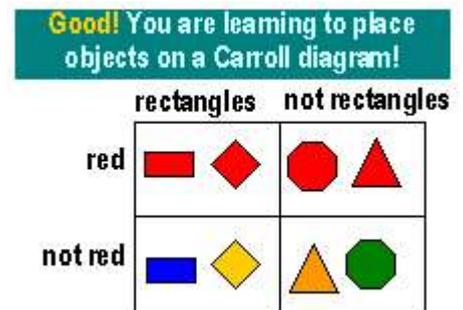
We learnt that we could predict what we might need to write (lots and lots of times) and give that feedback in a different way: through the stickers. Teacher's handwritten comments would thus become completely personalised to the child. From simple beginnings (in 2003) the concept grew and we started the website in September 2007.



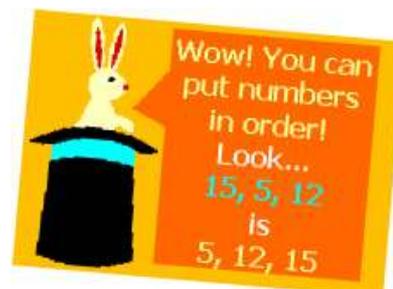
A complete approach

Subscribers to the website get access to a wide range of materials to support effective marking. These include:

- ✓ marking stickers for literacy and numeracy (with accompanying planning guides)
- ✓ marking stickers for self-assessment and peer-assessment
- ✓ the comprehensive teacher's handbook
- ✓ a detailed template action plan, linked to the teacher's handbook and accompanying judgement table
- ✓ all the PowerPoint presentations used in the training which include lots of examples of effective marking
- ✓ details of good printers and where to buy cheap blank stickers
- ✓ a 25% discount on three highly-successful projects written by the school to promote racial equality



Differentiated marking stickers save teachers hours of time and free them up to write comments that really matter.



The maths stickers are directly linked to the primary strategy framework.

Training

There are several ways to receive our training.

WHOLE SCHOOL INSET DAY

A one-day INSET covers the range of areas needed for a school to successfully implement the effective marking system and is highly recommended.

Our training will give your school a cohesive and structured approach to effective marking. Once trained, both teachers and confident teaching assistants will be able to mark work to a very good standard. Included in the price of the INSET day is a discounted Implementation Monitoring Visit.

Six to eight weeks after you have started to use the effective marking system there will be a follow-up Implementation Monitoring Visit. This takes the form of a work scrutiny in conjunction with key staff. One of our trainers will spend 3 hours in school and write a short report.

INSET DAY AGENDA

9.30am Effective marking – overview of the approach

11am Self-assessment and target setting

LUNCH

1.30pm Making the marking stickers (In an ICT suite)

2.45pm Implementation

"Thank you for your comprehensive input and helping us to firmly get to grips with effective marking."

Gene Huie-Manneh, Acting HT, Colvestone Primary, Hackney

"The staff who came on Monday really got a lot from the visit to Woodberry Down, and we've been discussing things ever since..."

Angie Low, DHT, Oliver Goldsmith Primary, Southwark

"We had rave evaluations of your session at UKLA."

Teresa Cremin, President UKLA

"Thank you very much for yesterday. We all enjoyed it and it was good for us to think about why and how we mark for it to be meaningful- a number of staff were busy making stickers last evening!! It was also refreshing to meet a young head so enthused and concerned about the quality of children's learning."

Sue Watkins, Headteacher, Meadow Green Primary, Worcester

"Thank you for the excellent input. Not only did you really make staff stop and think, you also suggested practical ways forward."

Andy Howe, Headteacher, Whitmore Primary, Hackney

"Thanks very much for the excellent INSET day - we would like to go ahead and implement effective marking. I am going to order the printer and stickers this week!"

Paul Thomas, Headteacher, Victory Primary, Southwark

CASCADE TRAINING

This training is for confident headteachers and senior managers who want to organise and deliver their own training. In order for this to be successful it is highly recommended that the headteacher attends as well as the member of staff responsible for marking.

This training is delivered at Woodberry Down Community Primary School in London, N4 and can be arranged on a 1:1 basis or with up to 15 participants. (The option to have up to 15 participants may be suitable for a cluster of senior leaders from different schools.)

This training option is ideal for schools who are want to deliver the training across a series of staff meetings and for schools outside London.

CENTRAL TRAINING

We currently partner with Etch training and do central London training courses that individual delegates may subscribe to. You can check details of forthcoming courses online at www.etchtraining.co.uk

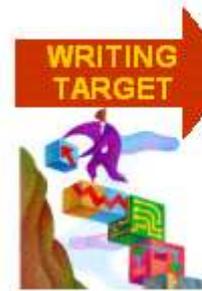
EFFECTIVE MARKING

www.effectivemarking.co.uk

What OFSTED have said about schools we have worked with in 2008 to develop effective marking

ST SCHOLASTICAS PRIMARY SCHOOL, HACKNEY (2008 REPORT)

"Support from a local school is being used well to bring about improvements, for example, in marking, and teachers are now asked to account for the progress pupils are making. There are early signs that achievement is rising as a result of the intensive programmes put in place in reading and improvements in the way teachers mark pupils' written work. There are some examples of good teaching in writing, with a newly introduced system for identifying the next steps in pupils' learning."



To improve your writing even more, remember to use a new line for each new speaker.

GLOUCESTER PRIMARY SCHOOL, SOUTHWARK (2008 REPORT)

School leaders have had some recent successes in ironing out some of the inconsistencies in the school's provision, for example in improving the quality of marking, and these show the school's capacity for continued improvement. Teachers mark pupils' books thoroughly and offer good guidance on what they need to do to improve. Some measures, such as the concerted drive to improve marking across the school, are already showing good results.



What Ofsted often say about marking in schools *not* using an effective marking system

"The school has an effective marking policy but this is not fully implemented in all classes. As a result, marking does not always tell pupils clearly enough what their next steps in learning should be. Sometimes pupils are not given enough time to put right mistakes that marking has identified."



"The school meets all safeguarding regulations effectively. However, the marking policy is not implemented consistently and, as a result, not all pupils receive accurate and targeted guidance in how to improve their work or take the next step in their learning. Consequently, opportunities are often missed to develop pupils as independent learners."

Costs

See separate guide or check the website.

EFFECTIVE MARKING

www.effectivemarking.co.uk