



SNAPSHOT

Over the years, I've used live-marking — marking in lesson time with the student by my side — to embed

formative assessment in my classroom and reduce the workload burden. Why not try it and see if it works for you?



Oxford University, together with the EEF, studied marking practices among teachers. They found that marking was of poor quality and suggested that teachers and leaders should create more effective, time-efficient and sustainable models.



Seven aspects were studied. Here are working solutions in terms of live-marking and how they relate to giving feedback to students in classrooms.

Corrections

- Live-marking can help discourage teachers from providing students with the answers or correcting every single error in a piece of work.

The yellow box is a more targeted approach to marking that ensures teachers and students focus on a specific area of work (rather than the entire piece).



- Choose just one area to mark
- Draw a yellow box around it
- Mark it in detail but no grades
- Offer precise feedback (written or verbal)



Give students enough time to act on the feedback and check they've done it properly

Creating a dialogue

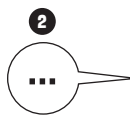
- I have been using live-marking to put a greater emphasis on verbal dialogue that is scripted and targeted to help students improve their work.

This means that students can instantly act upon feedback, all the while significantly reducing written marking for the teacher. I use the *question-suggestion-action* approach.



1 Why might XYZ differ from ABC if you increase the amount to 123?

Student response



3 A scripted response and a suggested action live in the classroom

Frequency & speed

- Build in regular opportunities for students to recap on work as part of your curriculum plan.

I do believe that *less and more often* is not a better approach. With the recent drive to verbal feedback research that shows that meaningful feedback delivered in the lesson can make it easier for students to improve.

How often should I mark students' work?

How quickly should I return it?



- I do believe *less not more often* is the better approach with the recent drive for verbal feedback.



- Reduces workload outside of lessons
- Encourages diagnostic and precise feedback
- Promotes dialogue for immediate student action

The Pros and Cons of live-marking

- Can only work with one student or small group at a time
- Have to monitor level of detail to avoid spending too long on it
- Curriculum coverage may suffer due to action on feedback

