

Keep exploring #NeverStopLearning

Issue: 4

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Marking. Is there anything else in teaching that is so simultaneously important yet soul destroying? Gargantuan piles of books can send even the most hardened and experienced teachers seeking solace in a bottle of fine Rioja. So, how can we ensure that our marking doesn't start to impact on our social lives? How can we mark efficiently? And more importantly, how can we ensure that our toil is worthwhile and that our marking has impact? What our marking needs to do is cause thinking, so our students think carefully about their work and how to improve. So, how do we make this happen?

Think.

<http://chrishildrew.wordpress.com/2014/01/16/closing-the-gap-marking-twilight-cpd/>
<http://www.learningspy.co.uk/assessment/markings-act-love/>
<http://sporteredu.com/2014/05/30/markings-students-books-on-a-daily-basis/>
<http://teachlikeachampion.com/blog/anyone-tried-dot-round/>

Blogsync from October on marking:

<http://blogsinc.edutronic.net/markings-impact/>

Watch.

Excellent video on the difference between ego orientated and task orientated feedback. "Ability is incremental, not fixed"

<http://www.youtube.com/watch?v=n4vA2quoYio#t=36>

Great video about using peer critique to move students forward.

<http://www.youtube.com/watch?v=JFHf7jAfJlg&safe=active>

Share.

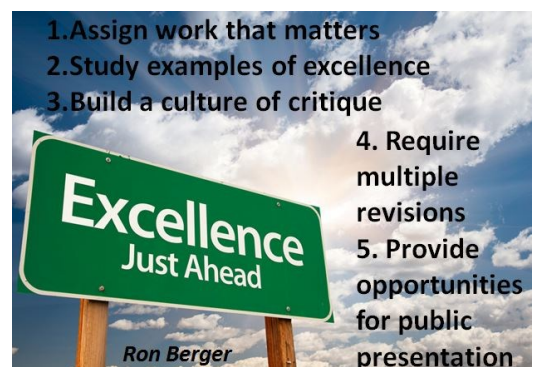
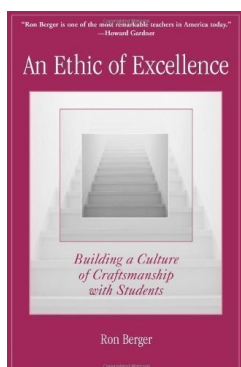
[Resource from Rachel Taylor-Evans on effective feedback.](#)

Review.

Should teachers be marking work that hasn't at least been thoroughly self or peer assessed? Ron Berger's *Ethic of Excellence* is a powerful read which forces teachers to consider whether they are setting the bar high enough in the classrooms. If we're marking work that isn't at the upper threshold of a student's ability, we might be wasting ink.



Target grade: A
Challenge grade: A*
Number of marks from target grade: 6
Number of marks from challenge grade: 11



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